

Republic of the Philippines **DEPARTMENT OF EDUCATION**

Negros Island Region

SCHOOLS DIVISION OF NEGROS ORIENTAL Office of the School Governance and Operations Division

Capital Area, Dumaquete City

www.depednegor.net

negros.oriental@deped.gov.ph 👚 SGOD Office (035) 225 - 6180

September 6, 2016

DIVISION MEMORANDUM No. 532 s. 2016

SEMINAR-WORKSHOP ON STRENGTHENING SCHOOL-TO-SCHOOL PARTNERSHIPS AND MONITORING, EVALUATION AND ADJUSTMENT

TO: District Supervisors/District In-Charge Elementary & Secondary School Heads All Others Concerned

Relative to the department's goal on promoting a culture of achieving high performance, this office calls for the Seminar - Workshop on Strengthening School-to-School Partnerships and Monitoring, Evaluation and Adjustment for all Public Schools District Supervisors and School Heads for both Elementary and Secondary in four (4) batches on the dates hereto specified.

BATCH	DATE	DISTRICT	NO. OF SCHOOLS (Elementary)	PSDS	TOTAL NO. OF PARTICIPANTS
		Canlaon	22	1	
		Jimalalud	27	1	
1	Sept. 20-21,	Tayasan	25	1	147
	2016	Ayungon	28	1	7
		Bindoy 1	18	1	
		Bindoy 2	11	1	
		Manjuyod 1	16	1	
		Manjuyod 2	10	1	
		Amlan	10	1	
		Mabinay 1	10	1	
2	Sept. 22-23,	Mabinay 2	13	1	136
	2016	Mabinay 3	12	1	
		Mabinay 4	12	1	
		San Jose	13	1	
		Sibulan North	11	1	
		Sibulan South	7	1	



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BATCH	DATE	DISTRICT	NO. OF SCHOOLS (Elementary)	PSDS	TOTAL NO. OF PARTICIPANTS (Per batch)
		Bacong	10	1	
	ļ	Valencia	20	1	
		Dauín	12	1	
		Zamboanguita	10	1	
		Siaton East	20	1	
3	September 2	Siaton West 1	7	1	130
·	28, 2016	Siaton West 2	6	1	130
	20, 2010	Sta. Catalina North 1	10	1	
		Sta. Catalina North 2	14	1	•
		Sta. Catalina South	11	1	
4	September 2 30, 2016	9- All Secon	dary School I	Heads	116

- This Live-out Seminar-Workshop will be done at the Girl Scout of the Philippines at 8:00 5:00 in the afternoon. Lunch and two (2) snacks will be served charged to School-to-School Partnership PSF funds while travelling expenses shall be charged to District/School MOOE funds, subject to the usual accounting and auditing rules and regulations.
- 3. Participants are directed to attend the workshop with the duly filled up attached school monitoring forms. It is within this note that School Heads are MANDATED to conduct their School Monitoring Evaluation and Adjustment using these forms. Schools and Districts will be notified as soon as said Forms will be available at GOOGLE.
- For queries, you may contact Dr. Rachel B. Picardal, Chief SGOD at 09771710177 or rachelpicardalyahoo.com.
- 5. For the information, guidance and compliance of all concerned.

LELANIE T. CABRERA, CESE Assistant Schools Division Superintendent Officer In-Charge



SCHOOL MONITORING, EVALUATION, AND ADJUSTMENT (SMEA)

SIP-AIP Physical and Financial Accomplishments Consolidated School Quarterly Report on Access

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NOTE

- 1. To increase the number of rows with the formula still intact and accurate, insert a row or rows between 2nd and 3rd rows of each category of fund source
- 2. SOURCE OF FUNDS can be MODE, GAA Funds for Special Programs and Projects, LGU FUNDS (SEF, Barangay, Municipality/City, Province), PTA, Gos, NGOs, Other Stakeholders (Please specify)
- 3. If an output or activity does not require funds, just reflect zero under financial accomplishments (target/actual) and reflect 100 under % of financial accomplishment.
- 4. KEY STAGE can be Ktp3, 4to6, 7to10 or 11to12.

SCHOOL MONITORING, EVALUATION, AND ADJUSTMENT (SMEA)

SIP-AIP Physical and Financial Accomplishments

Consolidated School Quarterly Report on Quality

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NOTE

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- 2. SOURCE OF FUNDS can be MODE, GAA Funds for Special Programs and Projects, LGU FUNDS (SEF, Barangay, Municipality/City, Province), PTA, Gos, NGOs, Other Stakeholders (Please specify)
- 3. If an output or activity does not require funds, just reflect zero under financial accomplishments (target/actual) and reflect 100 under % of financial accomplishment.
- 4. KEY STAGE can be Kto3, 4to6, 7to10 or 11to12.

SCHOOL MONITORING, EVALUATION, AND ADJUSTMENT (SMEA)

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^{3.} If an output or activity does not require funds, just reflect zero under financial accomplishments (target/actual) and reflect 100 under % of financial accomplishment.

^{4.} KEY STAGE can be Kto3, 4106, 7to10 or 11to12.

CONSOLIDATED QUARTERLY DATA ON NUMBER OF SUBJECT FAILURES JUNIOR HIGH SCHOOL

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CONSOLIDATED QUARTERLY DATA ON NUMBER OF SUBJECT FAILURES

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CONSOLIDATED DATA ON THE NUMBER OF PARDOS AND DROPOUTS JUNIOR HIGH SCHOOL

Quarter DMEA

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SCHOOL FINANCIAL RESOURCES

γ	School:	Principal:		RELEASED AS C	RELEASED AS OF		
_	FINANCIAL RESOURCES	TOTAL AMOUNT OF ALLOCATION/DDNATION/	Γ	RELEASED AS C AUG 15, 2015	RELEASED AS OF AUG 15, 2015	UTIL AU	
		CONTRIBUTION	101	TOTAL AMOUNT	AL AMOUNT %		%
μ.	School MOOE	2016 Allocation					
2	LSB/SEF Funds	2016 Allocation					
ω	GAA Funds for SPAPs	2016 Allocation					
4	Funds from Other Stakeholders	Total Donation as of August 15, 2016					
5	PTA Funds and Other School Funds	Total Collection as of August 15, 2016					

M&E Report on School MOOE

Name	Name of School:				Name of Principal:_	incipal:					Quarter:		
		MO	OE ALL	MOOE ALLOCATION FOR 2016:	V FOR 20)16:							
		Jan	Feb	Mar	Apr	May	Jun	July	Bny	Sep	Oct .	Nov	Dec
*	DETAILS						Monthly Key Expenses	Expenses					
	W. DIE	Quarterly Exam		Quarterly Exam Graduation	Building Repair	Building Repair	Learner IDs		Quarterty Exem		Quarterly Exam		
1	Proposed Monthly Allocation based on SIP						:	:					
2	Amount Released to the School												
ω	Date Released												
4	Amount Utilized by the School												
ъ	Amount Liquidated by the School Head												!
Ф	Date Liquidated											:	

M&E Report on Monthly School Expenses

ē.	same of School:				Name of Principal:	rincipal:					Quarter:			
≤	MOOE ALLOCATION FOR 2016:	FOR 2016:				LSB/SI	LSB/SEF ALLOCATION FOR 2016:_	TION FOR	2016:	; ;		I	İ	
1			Jan	Feb	Mar	Ąpr	May	Ĵ	July	Aug	Sep	Oct	Nov	Dec
_	EXPENSES PAID/	CHUSEN						Monthly Key Expenses	Expenses					
	TO BE PAID	OF FUNDS	Quarterly Exam		Quarterly Exam Graduation	Building Repair	Building Repair	Learner IDs		Quarterly Exam		INSET Quarterly Exam		
-	Electric Bill													:
N	Water Bill													
ω	Internet Bill					:								
4	Telephone/ Celiphone Bill/s												:	
S	Office Supplies													
6	INSET/ Trainings/ Workshops/Meeting													
7	Testing			:										
∞	Building Repair/ Maintenance													
9														
1	10 Graduation													
11	11 Learner IDs													
1	12 Travel													
1	13 Others													
	TOTAL				<u> </u>	<u>0</u>	0	0_		0	0		٥	0

COMPLIANCE WITH THE STANDARD ON PROFESSIONAL DEVELOPMENT

	e of School:				School H	ead:				 -						
Dire	ctions: Write 1 und	er t	the chosen answer.	•												
	Question		MONITORED					OPTION	S							
!	Did you prepare individual	μ,	Teacher	+	ES		Ю									
	Development (IPPD) to	1	ļ <u>.</u>	 -		<u> </u>		ļ <u> </u>	<u> </u>	 						
-	address your weakness and	2	ļ			 		ļ	<u> </u>	 _		<u> </u>				
	improve your teaching skills?	3	<u> </u>					ļ	ļ							
			TOTAL	<u></u> _	0		D	<u> </u>	<u> </u>	_						
				1. Professi	onai Reeding	s using born	owed/self-pu	rchased box	oks/journels							
				Professional Readings from credible Internet sources												
				3 Borrow or purchese books as lesson/ assessment references												
				Seek credible lesson/essessment references from the Internet												
	What activities did you do		Teacher	5. Downloading multimedia resources such as video lessons and PowerPoint presentations from the Interne												
	on your own that you			to modify or directly use in classes												
. –	(should have) included in vour (PPD?			6 Professional Readings using borrowed/self-purchased books/journals												
	your IPPD?			1	2	3	4	5	6	,						
		1		 	 -		•									
		2		 	<u> </u>			<u> </u>								
		3		1					 							
. !			TOTAL	1_												
			TOTAL	0	0	0	0	0	0							
	Did you have Learning		Teacher	YES	NO		ľ		\			j '				
		1		 	<u> </u>											
	Action Cell (LAC) Sessions In your school/cluster?	2	<u> </u>	 	<u> </u>				<u> </u>							
ļ		3		 	 											
i			TOTAL	0	0				ļ ———							
<u> </u>	What was your school's			+	<u> </u>		<u> </u>					i				
	LAC schedule?		Teacher	Devity	MWF/TTh	Once a Week	YES	NO		At the end	On Week					
l	Were classes disrupted?				ļ :		<u> </u>		time	of the day	ends	works				
A :	What measures did your school implement in order															
!	that classes were not	 -			 		···-									
	sacrificed?		7074	 	 											
			TOTAL	0	0	0	0	0	0	0	0	0				
: _					on of instruct			dards, and g	uidelines			······				
					lessons that					· · · · · · · · · · · · · · · · · · ·	_					
					lemonstration							- :				
				5. Discussi	on of the effe	ctiveness of	lessons plar	ned by grou	ps and how	to improva t	ne lessons					
; 					oach other t											
					entored/coac eming resout		teachers									
	If yes, what LAC Session			<u> </u>	g learning rea											
	activities (did you include/you should have			10. Discus:	sion of how to	use learnin	g resources									
	included) in your IPPD?				sion of how to				uch as calcul	lator, downlo	ader, video	camera,				
					converter/e		 _		·			·				
			Teacher	1 or 2	. 3	4	5	6 or 7	6	9	10	11				
	į	1		1					<u></u> _							
]	2														
		3		1						<u> </u>						
			TOTAL	0	0	0	0	0	0	0	0	0				
		—	Teacher	YES	NO	District	Division	Region	National		L <u>.</u>	L				
	Did you attend capability	4		1	1				†	1						
_ n	building (CB)	5		†					<u> </u>	1						
ļ	programs—orientation,	6		1						1						
ĺ	training, workshop?		1													

Did you help develop learners' ? How many times?

1. information skills that enable them to identify, find, evaluate, and manage information through internet/library research tasks
 media skills of accessing, analyzing, evaluating, and creating media such as those they experience from television, radio, internet, newspapers, magazines, books, billboards, video games, and other forms of media
3. technology skills such as messaging/communications, data mining, and networking
4. communication skills where they can convey and transmit information efficiently and effectively
5. life skills or abilities for adaptive and positive behavior that enable them to deal effectively with the demands & challenges of everyday life
6. career skills that enables them to plan their career based on their interests and skills and develop habits and attitudes that enable them to manage chosen careers
7. learning skills that refer to the study skills involving concentrating, reading and listening, using time, and more
8. innovation skills that enable them to keep up with changes such as new technology and new jobs; and to improve the way
things are done to stay competitive such as developing new products and designing new policies or technology

COMPLIANCE WITH THE POLICY ON Kto12 ASSESSMENT

Name of School:	School Head:
Directions: Write 1 under the chosen answer.	

	Question	 _	MONITORED			OPTIONS		
	}		Teacher	None	One to three	Four to six	Seven to nine	Ten or more
	How many learners were at	1			1			
1	risk of failing on the first four	2						
	weeks of classes?	3						<u> </u>
			TOTAL	0	0	0	0	0
	How many learners at risk of		Teacher	None	One to three	Four to six	Seven to nine	Ten or more
	failing in your classes were	1						
2	you able to meet to discuss	2						
	how to improve their	3						
	performance?		TOTAL	0	0	0	0	0
			Teacher	before the 5th wik	on the 5th wk of	on the 6th wk of	en the 7th wk of	after the 7th wk
	Ì	<u> </u>	reacher	of the Q	the Q	the Q	the Q	the Q
	When were the specific dates	 						
	that you met them?			<u></u>				
				1				
			TOTAL	0	0	0	0	0
			Teacher	None	One to three	Four to six	Seven to nine	Ten or more
	How many parents/guardians of learners at risk of failing in	1						
2	Your Classes Were you able to	2				-		
3	meet to detail the assistance	 					<u> </u>	<u> </u>
	you need to help improve	3						
	their children's performance?		TOTAL	0	0	0	0	0
_		 		before the 5th wk	en the 5th wk of	on the 6th wk of	on the 7th wk of	after the 7th wk o
)	Teacher	of the C	en une con wik or the Q	the Q	on the Q	the Q
	When were the specific dates	├─┌						
	that you met them?	┝─┼			<u> </u>			
		┝━┼╌						
		┟┷┵	TOTAL					
	 	} -	TOTAL	0	0	0	0	0
		<u> </u>	Teacher	YES	NO			
	Were the meetings you	1			<u> </u>	ļ		
4	conducted with the parents/guardians effective?	2						
	baleura Rosionana effective:	3						· · · · · · · · · · · · · · · · · · ·
	 	ļ	TOTAL	0	0	0	0	·
			Teacher	Conduct Home	Conduct More	Parformance	Others	
		1	reacher	Visits	Meetings	Contracts	Cales	
	If not, what changes do you plan to implement to					<u> </u>		
	improve?							
		 				, , , , , , , , , , , , , , , , , , ,		
			TOTAL	0	0	0	0	
		 	Teacher	YES	NO			
	Did you give interventions to	1						
5	learners at risk of failing	2						
-	through remediation?	3	·					
			TOTAL	0	0	·	·	
		 -	Teacher	Jul 11-15	Jul 18-22	Jul 25-29	Aug 1-5	Beyond Aug
	<u> </u>	\vdash	reacties	00# (1-10	901 10-22	4420-20		Jeyona rag
	When did you start	 	 		<u> </u>			
	conducting remedial classes?				<u></u>	L		<u> </u>
	1				0	0	0	0
		} -	TOTAL	1 0				
			TOTAL	<u>0</u>		Carrettera	Marce	İ
<u>.</u>			TOTAL Teacher	0 Atmays	Most of the time	Sometimes	Never	
_						Sometimes	Never	
<u>-</u>	How often?					Sometimes	Never	
-	How often?		Teacher	Almays	Most of the time			
	How often?		TOTAL	Atways	Most of the time	0	0	
	How often?		Teacher	Almays	Most of the time			
	How often? Until when did you conduct		TOTAL	Atways	Most of the time	0	0	

		├	TOTAL	0	0	0	0	<u> </u>
			Teacher	YES	NO		···	
۔ اٰ۷	Vere the remedial classes you	1			<u> </u>			
6	onducted effective?	2	····					
		3	TOTAL		 _		·	
	· · · · · · · · · · · · · · · · · · ·	ļ	TOTAL	0	0			
			Teacher	Peer Tutoriel	Differentiated Assessment	Alternative Mode		<u> </u>
li-	Vhat other forms of nterventions did you provide .	1						
, ,	side from conducting	2						
re	emedial classes?	3						
			TOTAL	0	0	0		
	low often were your daily		Teacher	Always	Most of the time	Sometimes	Never	
1	essons able to develop all the ognitive processes on	1	· · · · · · · · · · · · · · · · · · ·					
0 1	emembering, understanding,	2	***************************************					
a	pplying, analyzing, and	3						
e	valuating or creating?		TOTAL	0		0		
		.	TOTAL		0	<u> </u>	0	<u> </u>
How often did you utilize yo daily formative assessment identify learners' strengths			Teacher	Always	Most of the time	Sometimes	Never	
م ا ن	lentify learners' strengths	1						
T a	nd weaknesses to be able to	2						
	djust teaching strategies ght there and then?	3						
["	ger-viter a with breeff		TOTAL	0	0	0	0	
_			Teacher	One	Two	Three	Four	Five
н	low many Written Works	1	<u></u>				· · · · · ·	
	(WWs) did you give in each	2						
51	ubject you handle (on the	3						
اً ا	average)?		TOTAL	0	0	0	0	0
			Teacher	One	Two	Three	Four	Five
St A: th cc	low many of these WWs are upported by Summative ssessment Matrices (SAMs) nat describe the ompetencies of a unit tested							
1	nd the cognition processes applied for each item?	┷				 	<u> </u>	
			TOTAL	0	0	0	0	0
L	How many of your Quarterly		Teacher	Six (or more)	Four or Five	Two or Three	One	None
l _A .	ssessments are supported by	1		 				
10	ummative Assessment	2						
M	latrices?	3	TOTAL			 		
_+			TOTAL	0	0	0	0	O Fina
H	ow many Performance Tasks	1	Teacher	One	Two	Three	Four	Five
11 (P	'Ts) did you give in ail	2	····					
Įs.	abjects you handle (on the	3						 -
ja\	verage)?		TOTAL	0	0	0	0	0
			Teacher	One	Two	Three	Four	Five
н	ow many of these PTs are	1						
12 b	ased from the suggestions	2						
fc	ound in the K to 12 Modules?	3						
	<u> </u>		TOTAL	0	0	0	0	0
	ow many of these PTs did		<u>Teacher</u>	One	Two	Three	Four	Five
	ou design on your own based	1						
	n the performance standards Lipulated in Curriculum	3			<u> </u>	- 		
L	uides?	3	TOTAL	0		0	0	0
	····		Teacher	YES	NO NO	Sept 3	Sept. 10	<u> </u>
	·	1	reaulti	150	140	Compt. S	SOPE IV	ļ <u> </u>
- 1	Vere you able to distribute	1		- 			·	
	ords on August 27, 2016? If ot, when will it be done?	2	·			 	····	
1	, Italian avines	3	TOTAL			 _ 		
1		1	TOTAL	0	0	0	0	Į.
			Teacher	YES	NO		***************************************	, · · · ·

School Consolidation Tool

15	performance tasks during the	2					
	Distribution of Cards?	3					
			TOTAL	0	0		}
	Did you conduct a meeting		Teacher	YES	NO		
	with the parents/guardians of						
{	learners with failing grades						
Ì	during the Distribution of Cards?						
L			TOTAL	0	0	<u> </u>	 <u> </u>
	What interventions do you		Teacher	Peer Tutorial	Differentiated Assessment	Alternative Mode	
1	plan to (mplement this quarter	1					
16	to assist students who failed	2					
1	last quarter?	3					
			TOTAL	0	0	0	

- 1. How many learners were at risk of failing on the first four weeks of classes?
- 2. How many learners at risk of failing in your classes were you able to meet to discuss how to improve their performance? When were the specific dates that you met them? Note: Submit documentary evidences of these meetings.
- 3. How many parents/guardians of learners at risk of failing in your classes were you able to meet to detail the assistance you need to help improve their children's performance? When were the specific dates that you met them? Note: Submit 4. Were the meetings you conducted with the parents/guardians effective? If not, what changes do you plan to implement to improve?
- 5. Did you give interventions to learners at risk of failing through remediation? When did you start conducting remedial classes? How often? Until when did you conduct remedial classes? Note: Submit documentary evidences of these
- 6. Were the remedial classes you conducted effective? If not, what changes do you plan to implement to improve?
- 7. What other forms of interventions did you provide aside from conducting remedial classes? Did you employ peer tutoring? Differentiated instruction/assessment? Note: Submit documentary evidences of these interventions. If you have 8. How often were your daily lessons able to develop all the cognitive processes on remembering, understanding, applying,
- 8. How often were your daily lessons able to develop all the cognitive processes on remembering, understanding, applying analyzing, and evaluating or creating (always, most of the time, sometimes, never)?
- 9. How often did you utilize your daily formative assessment to identify learners' strengths and weaknesses to be able to adjust teaching strategies right there and then (always, most of the time, sometimes, never)?
- 10. How many Written Works (WWs) did you give in each subject you handle? How many of these WWs are supported by Summative Assessment Matrices (SAMs) that describe the competencies of a unit tested and the cognition processes required for each item? Note: Submit SAMs if available.
- required for each item? Note: Submit SAMs if available.
- 12. How many Performance Tasks (PTs) did you give in all subjects you handle?
- 13. How many of these PTs are based from the suggestions found in the K to 12 Modules? Note: Submit documentary evidences of student outputs.
- 14. How many of these PTs did you design on your own based on the performance standards stipulated in Curriculum Guides?

 Note: Submit the mechanics of these PTs, the rubrics for rating and documentary evidences of student
- 15. Were you able to distribute cards on August 27, 2016? If not, when was it done?
- 16. Did you display performance products or showcase performance tasks during the Distribution of Cards? Note: Submit documentary evidences of this exhibit.
- 17. Did you conduct a meeting with the parents/guardians of learners with failing grades during the Distribution of Cards?

 Note: Submit minutes of these meetings that show agreements.
- 18. What interventions do you plan to implement this quarter to assist students who failed last quarter? Note: Submit a Technical Assistance (TA) Plan.

COMPLIANCE WITH THE STANDARD ON THE INTEGRATION OF 21st CENTURY SKILLS

Name of School:	School Head:
Directions: Write 1 under the chosen answer.	

	Question		MONITORED			OPTIONS		
	Did you help develop		Teacher	YEŞ	NO	1 to 5	S, how many ti	mes? Ten or more
	learners'information skills that enable	1		 		1 2	9.010	101.50 110.00
1	them to identify, find, evaluate, and manage information through	2				<u> </u>		
	internet/library research tasks? If YES,	3				<u> </u>	···	1
	how many times		TOTAL	0	0	0	0	0
			Teacher	YES	NO	#Y	S, how many E	mes?
į	Did you help develop learners'media skills of accessing, analyzing, evaluating,		reacher	150	NG .	1 to 5	6 to 16	Ten or more
,	and creating media such as those they	1		!				
2	experience from television, radio, internet, newspapers, magazines, books,	2						
	billboards, video games, and other forms	3						
	of media? If YES, how many times?		TOTAL	0	0	0	0	0
			Teacher	YES	NO.		S, how many ti	
	Did you help develop	1				1105	8 to 10	Ten or more
3	iearners'technology skills such as messaging/ communications, data		***			-		<u> </u>
-	mining, and networking? if YES, how	2		 		<u> </u>		ļ
	many times?	3		4		ļ	<u> </u>	<u> </u>
			TOTAL	0	0	0	0	0
			Teacher	YES	NO	1 10 5	S, how many ti	Ten or more
!	Did you help develop learners'communication skills where	1				1		
	they can convey and transmit	2		<u> </u>		<u> </u>		
	information efficiently and effectively? If YES, how many times?	3			<u> </u>	{ 		
		<u> </u>	TOTAL	0		0	0	0
		├─			0	1	ES, how many t	
	Did you help develop learners'life skills		Teacher	YES	NO	1 to 5	6 to 10	Ten or more
	or abilities for adaptive and positive					1		
5	behavior that enable them to deal effectively with the demands &			1		†		<u> </u>
	challenges of everyday life? If YES, how	├-		- 	 	╅	 	
	many times?		TOTAL	+		 _ _ _ 		-
			TOTAL	- 0	0	0	0	
			Teacher	YES	NO	1 105	ES, how many t	rnes?
	Oid you help develop learners' career skills that enables them to plan their	1	· · · · · · · · · · · · · · · · · · ·	_		† 		
6	career based on their interests and skills	2				 	 	\vdash
	and develop habits and attitudes that enable them to manage chosen careers?	⊢–		- 	ļ <u>-</u>	\	1	
	If YES, how many times?]_3_	<u></u>			↓		<u></u>
		_	TOTAL	0	0	0	0	0
			Teacher	YES	NO		ES, how many	
	Oid you help develop learners'learning					1 to 5	6 to 16	Ten or mon
7	skills that refer to the study skills involving concentrating, reading and	4		_	ļ	 		
	listening, using time, and more? If YES,	5				 		\vdash
	how many times?	6	TOTAL	- 0	0	0	0	0
		-		-		<u> </u>	ES, how many i	
	Did you help develop learners'		Teacher	YES	NO.	1 to 5	6 to 16	Ten or more
	innovation skills that enable them to keep up with changes such as new	4		- 	· · · · · · · · · · · · · · · · · · ·			1
8	technology and new jobs; and to	5		1			<u></u>	
	improve the way things are done to stay competitive such as developing new	6		1				
	products and designing new policies or technology? If YES, how many times?		TOTAL	0	0	0	0	0

Did you help develop learners' ? How many times?

1. information skills that enable them to identify, find, evaluate, and manage information through internet/library research tasks
 media skills of accessing, analyzing, evaluating, and creating media such as those they experience from television, radio, intermet, newspapers, magazines, books, billboards, video games, and other forms of media
3. technology skills such as messaging/communications, data mining, and networking
4. communication skills where they can convey and transmit information efficiently and effectively
5. life skills or abilities for adaptive and positive behavior that enable them to deal effectively with the demands & challenges of everyday life
6. career skills that enables them to plan their career based on their interests and skills and develop habits and attitudes that enable them to manage chosen careers
7. learning skills that refer to the study skills involving concentrating, reading and listening, using time, and more
8. innovation skills that enable them to keep up with changes such as new technology and new jobs; and to improve the way
things are done to stay competitive such as developing new products and designing new policies or technology

COMPLIANCE WITH THE STANDARD ON NUTRITIONAL STATUS

Name of School:	School Head:
Directions: Write 1 under the teacher's chosen answer	er.

Question MONITORED OPTIONS Teacher August June July When did you measure the baseline data of the nutritional status of learners? 3 TOTAL 0 0 0 If YES, how often? Teacher YES NO Deity MWF/TTH Once a week Did you conduct a feeding program for 2 the wasted and severely wasted? How 2 often? 3 TOTAL 0 0 0 0 0 Companies Others Teacher i,GU/G0 NGO/PO Dep€D 1 Where did your fund come from? 2 3 TOTAL 0 0 0 0 0 Teacher YE\$ NO 1 Did you have an initiative to find 2 4 stakeholders who would fund the feeding program of your advisory class? 3 TOTAL 0 0

1. information skills that enable them to identify, find, evaluate, and manage information through internet/library research task	œ
 media skills of accessing, analyzing, evaluating, and creating media such as those they experience from television, radio, internet, newspapers, magazines, books, billboards, video games, and other forms of media 	
3. technology skills such as messaging/communications, data mining, and networking	
4. communication skills where they can convey and transmit information efficiently and effectively	
5. life skills or abilities for adaptive and positive behavior that enable them to deal effectively with the demands & challenges of everyday life	f
6. career skills that enables them to plan their career based on their interests and skills and develop habits and attitudes that enable them to manage chosen careers	
7. learning skills that refer to the study skills involving concentrating, reading and listening, using time, and more	
8. innovation skills that enable them to keep up with changes such as new technology and new jobs; and to improve the way things are done to stay competitive such as developing new products and designing new policies or technology	
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Did you help develop learners' ? How many times?

CONSOLIDATED QUARTERLY DATA ON NUMBER OF SUBJECT FAILURES JUNIOR HIGH SCHOOL Quarter DSMEA

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CONSOLIDATED DATA ON THE NUMBER OF PARDOS AND DROPOUTS JUNIOR HIGH SCHOOL

Quarter DsMEA

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Quarter DsMEA

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SIP-AIP Physical and Financial Accomplishments

Source of Funds: MOOE SY 2015-2016 4th Quarter DSMEA

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Source of Funds: GAA Funds for Special Programs and Projects

SY 2015-2016 4th Quarter DsMEA

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Source of Funds: SEF and Other LGU Funds

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Source of Funds: PTA

SY 2015-2016 4th Quarter DsMEA

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Source of Funds: Partner Gos, NGOs, and Other Stakeholders SY 2015-2016 4th Quarter DSMEA

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9				#DIV/0!			#DIV/D!
10			,	#DIV/0!			#DIV/0!
	TOTAL	Ö	0	#DIV/0!	0	0	#D!V/0!
c	Governance					·	
1				#D!V/0!		···	#DIV/0!
2	<u></u>			#0IV/D!			#0IV/D!
3				#DIV/D!			#DIV/0!
4				#DIV/0!			#DIV/0!
5				#DIV/0!			#DIV/0!
6				#DIV/0!			#DIV/D!
7				#DIV/0!			#DIV/0!
8				#DIV/0!			#DIV/0!
9				#DIV/0!			#DIV/D!
10				#0!\/0!			#DIV/0!
	TOTAL	0	D	#D!V/0!	0	0	#DIV/0!
	TOTAL	0	0	#DIV/0!	0	0	#DIV/01

COMPLIANCE WITH THE STANDARD ON PROFESSIONAL DEVELOPMENT

Name of District:	PSDS:

	Question		MONITORED	T		 '		OPTION	S			
	Did you prepare individual		Teacher	<u> </u>	ES	N	<u>(O</u>	J. 7,5,0			<u> </u>	
	Plan for Professional	1						_				
1	Development (IPPD) to address your weakness and	2						<u> </u>				
1	improve your teaching	3		+	· <u></u>					 		
	skills?		TOTAL	1	0		D			 		
		-			onal Reading			rchased box	webniemale	<u> </u>	L	
					onal Reading				- Topour Huis			
										···		
				<u> </u>	r purchase b							
			Teacher		edible lesson							
	What activities did you do on your own that you				iding multime modify or dir			rideo lesson	and Power	Point presen	tations from	n the
2	(should have) included in your IPPD?			6.Professi	mai Reading	s using born	owed/self-pu	rchased boo	ks/journals			
	Your reput			1	2	3	4	5	6			<u> </u>
		1		+	 	<u> </u>	 	 		<u> </u>		
	1	2		+	 			 		 	 	
		3			<u> </u>	 -		 -	<u> </u>	 		<u> </u>
			TOTAL	0	0	0	0	0	0		<u> </u>	
			Teacher	YES	NO.							
	Did you have Learning Action Cell (LAC) Sessions	1					<u> </u>	<u></u>		 	ļ	
3	in your school/cluster?	2			 	-		<u> </u>	t			
	İ	3			<u> </u>	· · · · · ·						
			TOTAL	0	0				1			
	What was your school's	_				0			Use			
	LAC schedule?		Teacher	Daily	MWF/TTh	Once a Week	YES	NO	vacant time	At the end of the day	On Week endis	Leave seat works
	Were classes disrupted?	-		-}	 		<u> </u>	 	(B) ME	Or the day	erios	WOIKS
4	What measures did your school implement in order	Н		 	<u> </u>		<u> </u>					
	that classes were not	Н					<u> </u>	<u> </u>	<u> </u>			
	sacrificed?	┝	TOTAL	+				-	<u> </u>			
		 _	TOTAL	0	0	0	0	0	0	0	0	0
	-				ion of instruction of educat			ndards, and	guidelines			
				<u> </u>	lessons that		<u></u>		···			
				<u>`</u>	demonstratio							
	ļ			5. Oiscuss	on of the effe	activeness o	f leasons pla	anned by gro	ups and how	w to improve	the lessons	
	!	i		6. Mentor/	Coach other t	eachers						
					entored/coac	•——	r teachers					
	If yes, what LAC Session				arning resout							
5	activities (did you include/you should have				g learning res							_
	included) in your IPPD?	Ì			sion of how b				uch as calc	utator, down	oader, viden	camera
					converter/e							
			Teacher	1 or 2	3	4	5	6 cr 7	- 8	9	10	11
		1										
	}	2		1	\]		
		3		 				 				
			TOTAL	0	0	0	0	0	0	0	0	0
			Teacher	YES	NO	Oistrict	Division	Region	National			
	Did you attend capability building (CB)	4	· 	<u> </u>								
6	programs—orientation,	5						<u> </u>		1		
	training, workshop?	6						L]		
			TOTAL	0	0	0	0	0	0	ł		

COMPLIANCE WITH THE STANDARD ON NUTRITIONAL STATUS

Name of District:	 PSDS:

	Question		MONITORED			OPTIONS		
• • • • • • • • • • • • • • • • • • • •			School	June	July	August		
	When did you measure the baseline data	1						
1	of the nutritional status of learners?	2	· · · · · · · · · · · · · · · · · · ·					
	-	3					:	
			TDTAL	0	0	0		
				-			YES, how ofter	1?
			School	YES	NO	Dealty	MWE/TTH	Once a week
2	Did you conduct a feeding program for the wasted and severely wasted? How	1						
_	often?	2						
		3						
		•	TOTAL	0	0	0	0	0
			School	DepED	LGU/GO	NGO/PO	Companies	Others
· • •		1						
3	Where did your fund come from?	2						
		3						
			TOTAL	0	0	0	0	0
			School	YES	NO			
		1						
4	Did you have an initiative te find stakeholders who would fund the	2	·		T			
,	feeding program of your advisory class?	3			 			
		ᢡ	TOTAL	0	0		 	

COMPLIANCE WITH THE POLICY ON Kto12 ASSESSMENT

Name of District:		PSDS:			
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	Question	·	MONITORED	1	· <u>·</u>	OPTIONS		
			School	None	One to three	Four to six	Seven to nine	Ten or more
Į,	low many learners were at	1						
	risk of failing on the first four	2						
()	weeks of classes?	3	<u> </u>					
_			TOTAL	0	00	0	0	0
-	low many learners at risk of		School	None	One to three	Four to six	Seven to nine	Ten or more
	ailing in your classes were	1		 				
_ ,	you able to meet to discuss how to improve their	2		ļ				<u> </u>
	performance?	3 [TOTAL	 				
-				Defore the 5th wk	on the 5th wk of	On the 6th wk of	on the 7th wk of	O after the 7th wk o
- }			School	of the Q	the Q	the Q	the Q	the C
- 1,	When were the specific dates							
t	hat you met them?							
- [·		
\dashv			TOTAL	0	0	0	0	0
ļ.	low many parents/guardians		School	None	One to three	Four to six	Seven to mine	Ten or more
	of learners at risk of failing in	1	<u></u>					
- K 1'	our dasses Were you able to neet to detail the assistance	2		<u> </u>	_]
	ou need to help improve	3						
	heir children's performance?		TOTAL	0	0	0	0	0
			· · · · · · · · · · · · · · · · · · · ·	 				
			School	before the 5th w/k of the Q	en the 5th wk of the Q	on the 6th wk of the Q	on the 7th wk of the Q	ather the 7th wk o
l,	When were the specific dates	1						
	hat you met them?	2	_ 					
	· · · · · · · · · · · · · · · · · · ·	3		<u> </u>		<u> </u>		
- [<u></u>	TDTAL	 	0	0	0	0
- +			School	YES	NO			<u>-</u>
ا	Were the meetings you conducted with the	1		1				
1		2						
ļ,	parents/guardians effective?	3						
_]			TOTAL	0	0			
			School	Conduct Home Visits	Conduct More Meetings	Issue Performence Contracts	Others	
	f not, what changes do you plan to implement to	1						
	mprove?	2						
	ĺ	3						
	·		TOTAL	0	0	0	0	
- 1	ļ		School	YES	NO			
	old you give interventions to	1		_				
- !	leamers at risk of failing through remediation?	2						
ľ		3	TOTAL	 				
	·		TOTAL School	0 Jul 11-15	0 Jul 18-22	Jul 25-29	Aug 1-5	Bounnel Aug
		1	3C1001	MI 11-10	VII 10-22	小様 エルーでの	- Aug (~	Beyond Aug
	When did you start	2		1				
ļ	onducting remedial classes?	3		 				
- }	ł	1_	TOTAL	0	0	0	0	0
$\neg \uparrow$			School	Always	Most of the time	Sometimes	Never	
1		1						
۴	low often?	2						
		3						
			TOTAL	0	0	0	Ō	
			School	3wks before QA	2wks before QA	1wk before QA	a day before QA	
l.	Jntil when did you conduct	1						
	ontsi when did you conduct emedial classes?	2	····					
[··-	3		1				
	· .		TOTAL	0	0	0	0	<u> </u>
- 4	i		School	YES	NO NO		ł	ŧ

1	1	T.T						
6	Were the remedial classes	2			 	<u> </u>	 	
	you conducted effective?	3	<u> </u>		 -	<u> </u>		
			TOTAL		 		 -	
		 		0	0 Differentiated	 	!	
	What other forms of		School	Peer Tutorial	Assesament	Alternative Mode		}
١ ,	interventions did you provide	1						
7	aside from conducting	2						
	remedial classes?	3						
			TOTAL	0	0	0		
			School	Alumys	Most of the	Sometimes	Never	
	How often were your daily lessons able to develop all the			72.10,5	time	(Alterialists)	. Itoror	
8	cognitive processes on	1		<u> </u>				
	remembering, understanding,	2		<u> </u>				
	applying, analyzing, and evaluating or creating?	3						
			TOTAL	0	0	0	0	
			Sahaal		Most of the			
	How often did you utilize your		School	Almays	time	Sometimes	Never	
	dally formative assessment to identify learners' strengths	1						
9	and weaknesses to be able to	2					· · · · · · · · · · · · · · · · · · ·	
	adjust teaching strategies sight there and then?	3	· · · · · · · · · · · · · · · · ·					<u> </u>
,	. Pur rileie aun Meni,		TOTAL	0	0	0	0	
		·	School	One	Two	Three	Four	Five
	How many Written Works	1		 				
10	(WWs) did you give in each	2		†		<u> </u>	····	<u> </u>
	subject you handle (on the average)?	3				· · ·		
			TOTAL	0	0	0	0	0
			School	One	Two	Threp		Five
	How many of these WWs are supported by Summative		301001	One	196	THEE	Four	FIVE
	Assessment Matrices (SAMs)	1				<u> </u>		
	that describe the	2		i i				
	competencies of a unit tested and the cognition processes	3		<u> </u>				
	required for each item?		TOTAL	 		0		0
			····	0	0		0	
	How many of your Quarterly	1	School	Six (or more)	Four or Five	Two or Three	One	None
10	Assessments are supported by	2					 -	<u> </u>
10	Summative Assessment	3						
	Matrices?		TOTAL	1-0	0	0	0	0
			School	One	Two	Three	Four	Five
	How many Performance Tasks	1						
11	(PTs) did you give in ail subjects you handle (on the	2						
	average)?	3						
			TOTAL	0	0	0	0	0
		7	School	One	Two	Three	Four	Five
12	How many of these PTs are	1		 				
	based from the suggestions found in the K to 12 Modules?	3		 	<u> </u>			
		 	TOTAL	+ -	0	0	0	0
			School	One	Two	Three	Four	Five
	How many of these PTs did you design on your own based	1			_		······································	
	on the performance standards							
	stipulated in Curriculum Guides?	3						
	Ontwe21		TOTAL	0	0	0	0	0
			School	YE\$	NO	Sept. 3	Sept. 10	
أيا	Were you able to distribute	1		 				<u></u> _
	cards on August 27, 2016? if not, when will it be done?	2		_				<u></u>
	may when wir if he done.	3	TOTAL	 				<u> </u>
			TOTAL	VEC	0	0	0	
	Did you display performance	1	School	YES	NO		<u></u>	
15	products or showcase	2		 				
	performance tasks during the Distribution of Cards?	3				 		
	DISCHOUGH OF CARDS!	┝╧┷	TOTAL	0	0			
			School	YES	NO			
!	Did you conduct a meeting	l .	- or reside		<u></u>			<u> </u>

District Consolidation Tool

	with the parents/guardians of learners with failing grades during the Distribution of Cards?	1 2 3	TDTAL	0	0		
	What interventions do you plan to implement this quarter to assist students who failed last quarter?		School	Peer Tutorial	Differentiated Assessment	Alternative Mode	
16		1					
		2					
		_3					
			TOTAL	0	0	0	