



Republic of the Philippines
Department of Education

NATIONAL CAPITAL REGION
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

Office of the Schools Division
Superintendent

JUL 25 2023

MEMORANDUM

**MODIFIED MUNTINLUPA S.M.A.R.T. SCHOOL WITH A HEART PROGRAM
OPERATIONAL MANUAL**

To: OIC – Assistant Schools Division Superintendent /
Chief Education Supervisor, SGOD
Chief Education Supervisor, CID
Public Elementary and Secondary School Heads/OICs
All Others Concerned

1. This Division distributed the hard copy of the enclosed Modified Muntinlupa S.M.A.R.T. School with a HEART Program Operational Manual last June 19, 2023. The soft copy can be downloaded through the official website of SDO Muntinlupa.
2. It aims to provide a comprehensive framework for creating schools and learning centers that embody a holistic approach to education, thus meeting the standards for global competitiveness in terms of management and performance outcomes.
3. The Modified S.M.A.R.T School with a HEART program's operational manual outlines the components and teams needed to implement the program in full alignment with the Matatag Agenda. It contains the following: Updated and contextualized components and projects aligned with the needs and priorities of the SDO and the MATATAG Agenda, Composition of the Program Management Team, Resource Team, Publication, Documentation & Advocacy Team, Monitoring & Evaluation, and Assessment Team, Awards and Recognition Teams, Timeline, and Other Enabling Mechanisms.
4. Immediate and wide dissemination of and strict compliance with this Memorandum are desired.

For:

EVANGELINE P. LADINES CESO V
Schools Division Superintendent

By:


NOEMI A. VALDEZ
Administrative Officer V



Encl: None
Reference: None
To be indicated in the Perpetual Index
under the following subjects

SCHOOLS

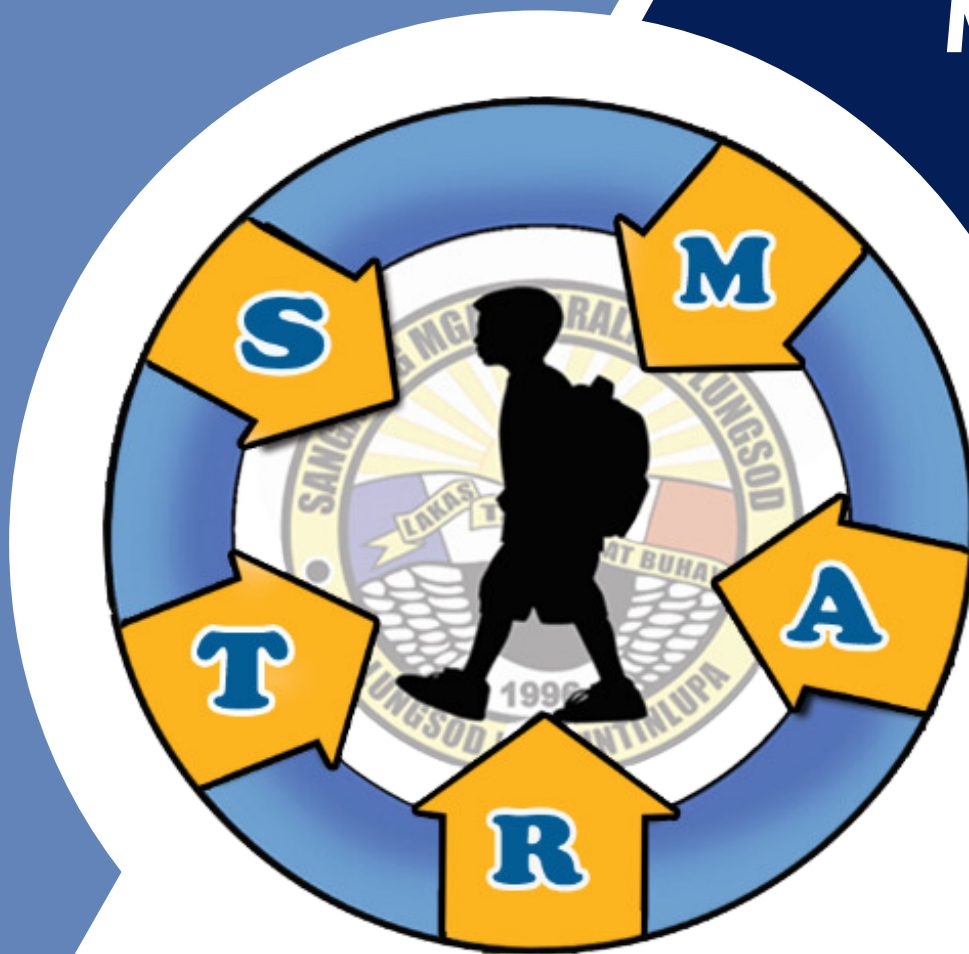
PROGRAMS OPERATIONS

IMR/Modified SMART School Operational Manual
July 13, 2023

234

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OPERATIONAL MANUAL



Modified MUNTINLUPA **S.M.A.R.T.** *School* *with a* **HEART** **PROGRAM**

May 2023

EVANGELINE P. LADINES, CESO V
Schools Division Superintendent



For SDB Multilupa learners.

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Mayor's Message

It is with great pleasure and a profound sense of responsibility that I extend my support to this remarkable educational initiative. Education lies at the core of progress and the future of our community. With this in mind, the Modified Muntinlupa S.M.A.R.T. School with a HEART Program was conceived as an innovative and holistic approach to providing high-quality education to our learners.

Our vision for true education extends beyond traditional classroom learning and academic excellence. We believe that by instilling character, compassion, and empathy through education among our students, we are nurturing future leaders who will drive positive change in our society.

As we embark on this journey together, let us embrace the ideals of School-Based Management, Managerial Competence, Academic and Co-Curricular Achievements, Research and Development, and Technology-Driven Initiatives. These dimensions serve as pillars that lay the foundation for excellence in education.

To the school leaders, teachers, and stakeholders who tirelessly work towards the advancement of our educational system, I applaud your dedication and unwavering commitment. Your role in creating a supportive and transformative learning environment cannot be overstated. It is through your passion and innovative approaches that our learners will develop the necessary skills and knowledge to thrive in the dynamic landscape of the 21st century.

By integrating research-based practices, technology-driven initiatives, and collaborative partnerships, we can foster an environment where every learner's potential is realized. I encourage you to seize this opportunity to shape the minds and hearts of our young generation, instilling in them values of integrity, resilience, and a thirst for knowledge.

I extend my deepest gratitude to the Schools Division Office - Muntinlupa, the program management team, and all stakeholders who have been instrumental in the development and implementation of this program. Your continuous evaluation, improvement, and alignment with the Matatag Agenda are crucial in ensuring the program's relevance and long-term impact. It is through your unwavering commitment and belief in the power of education that we have been able to turn this vision into a reality.

Let us work hand in hand, guided by the principles of accountability, responsibility, and authority, to create a nurturing and inclusive educational ecosystem. Together, we are preparing our learners to become well-rounded and globally competitive individuals who will make a lasting impact on our city.

I am honored to be part of this journey towards educational excellence in Muntinlupa City. Together, let us strive for excellence, empower our learners, transform schools, and build a brighter future for our beloved city.



Congressman's Message

I would like to extend my heartfelt greetings and congratulations to Schools Division Office of Muntinlupa for the completion and publication of this Modified Muntinlupa S.M.A.R.T. School with a HEART Program Operational Manual -the SDO-Muntinlupa's response to the call for holistic and quality basic education for every Filipino.

Undoubtedly, this framework is a gamechanger that will inspire the Division Office, the school leaders, teachers, along with other stakeholders, to continue working together to improve the quality of elementary and high school education in our City.

Even at the midst of the current economic crisis and other circumstances besetting our educational system, I commend all of you for your unconditional commitment and earnest efforts to bring into meaningful fruition, by all means, your avowed mission of producing morally upright and globally competitive learners.

Likewise, SDO-Muntinlupa's paramount goal is to integrate DepEd's MATATAG Agenda and adopt novel trends in education to ensure that every learner is equipped with essential knowledge and skills to prepare them for higher education and make them job-ready.

I am always one with you in championing quality Education for all, and I will continue to craft policies that would benefit the learners, teachers, and the entire academic community.

As you look through the pages of this operational manual, I hope you will use this to re-assess and prepare yourselves as you help establish one S.M.A.R.T. school at a time.

I am confident that our continued collaboration will inspire us to do more for the future of all batang Munti.

Thank you and God bless us all.



Director's Message

My greetings and appreciation to the brilliant minds behind the Modified Muntinlupa S.M.A.R.T School with a Heart Program, an initiative planned to provide holistic and quality education to the learners of Muntinlupa City.

This educational reform initiative is commendable because it prepensely allows not only the school to take part in education, but it gives stakeholders and the community the opportunity to invest in education.

The Operations Manual created is an important technical device to improve and transform the learning environment of learners. Moreover, school leaders and teachers can outstandingly carry out and perform their roles and responsibilities.

Indeed, the Operations Manual is an insightful set of documentation to provide stakeholders with a basic outline of every process. In addition, it significantly provides guidance and foster deeper understanding on the venture's objectives.

Congratulations to the men and women behind the implementation of S.M.A.R.T School with a Heart Program in the Schools Division Office of Muntinlupa City.

Your creativity and innovation will surely make a difference!



Superintendent's Message

As a school division, endowed with a number of opportunities for advancement, Muntinlupa continually implements innovative ways to raise the quality of education and service deliverables. Consequently, this is the perfect time for the modified version of the MATATAG-aligned S.M.A.R.T. School with a Heart Program to step in!

The Modified Muntinlupa S.M.A.R.T. School with a HEART Program serves as a comprehensive framework for creating schools and learning centers that embody a holistic approach to education, thus meeting the standards for global competitiveness in terms of management and performance outcomes.

The Modified Muntinlupa S.M.A.R.T. School with a HEART Program is anchored on the MATATAG Agenda of the Department of Education, which focuses on making the curriculum relevant to produce competent, job-ready, active, and responsible citizens; taking steps to accelerate the delivery of basic education facilities and services; taking good care of learners by promoting learner well-being, inclusive education, and a positive learning environment; and giving support to teachers to teach better.

At the heart of this program lies a deep and unwavering commitment to providing the learners with the quality education they deserve and ensuring that all members of the school community feel valued and highly satisfied with the services of the SDO and the schools.

To fully realize this, it is a pleasure to share with you the Modified S.M.A.R.T. School with a HEART Operational Manual that contains the dimensions, guidelines, and tools needed to implement this program successfully. This manual includes updated and contextualized project components aligned with the needs and priorities of the schools division, the composition of the program management team, sub-teams, timeline, and other enabling mechanisms.

We cordially urge and implore each member of the school community to actively engage in the SMART School program implementation. We truly believe that together, we can develop this program to its full potential and accomplish our common objectives of giving our learners a top-notch education.

We are excited to work with you all toward building a S.M.A.R.T. School with a HEART! Sama-sama tayong maging S.M.A.R.T. School with a HEART!

Thank you very much, and may God bless us all.



Dr. Evangeline P. Ladines, CESBV

The Modified Muntinlupa S.M.A.R.T. School with a HEART program's proponent is a competent and committed Schools Division Superintendent. She gave the direction for producing a detailed manual that governs the school's operations and activities. SDS Ladines highlights the necessity of academic and non-academic achievement, holistic support for learners, active parent, and community involvement, and the implementation of good governance, practices, and processes with a clear vision and goal in mind.

The well-organized and comprehensive Operational Manual demonstrates her skill and commitment to creating a supportive and engaging learning environment. The Modified Muntinlupa SMART School with a HEART Program is the first attempt of the proponent to create beautiful success stories in the coming days and months, which may inspire the education community for the "Muntinlupenos".

EXECUTIVE SUMMARY

The Modified Muntinlupa S.M.A.R.T. School with a HEART Program serves as a comprehensive framework for creating schools and learning centers that embody a holistic approach to education, thus meeting the standards for global competitiveness in terms of management and performance outcomes.

A S.M.A.R.T. School with a HEART is a responsive school that caters to the needs of 21st-century learners. The S.M.A.R.T acronym represents the characteristics or dimensions that make a school a Muntinlupa S.M.A.R.T School with a Heart, which are as follows:



School-Based Management includes the level of practice with adherence to Authority, Responsibility, and Accountability (ARA), school data-based system, stakeholders involvement initiatives, and school innovations on curriculum implementation.



Managerial Competence encompasses the management of MATATAG Agenda initiatives, management of practices on good governance in the context of quality management system (management and utilization of funds, assets and human resources, procurement services, and policy and program implementation), school canteen operations, and performance management.



Academic, Co-Curricular and other School Achievements are measured through the literacy & numeracy rates, mastery level of learners at the end of the school year, academic and non-academic milestones, and other awards and recognition given to the school.



Research and Development pertains to the school's involvement in research and the number of utilized research interventions in enhancing school performance.



Technology-Driven Initiatives include the number of produced and quality-assured instructional materials, the availability of technology-driven learning materials and tools, the level of functionality of e-learning initiatives such as website, eLibrary, DCP package, etc., and the presence of technology-aided instruction in the classroom. This also includes technology-driven systems and processes in the delivery of basic education services.

Likewise, the Modified Muntinlupa S.M.A.R.T. School with a HEART Framework aims to provide concrete shreds of evidence or Modes of Verification (MOVs) that would show the actual accomplishment of targets and the realization of educational goals as embodied in every Muntinlupeno. This is evidenced by the following:

HOLISTIC LEARNERS



Learners who get an education that addresses all facets of their lives, including academics, physical health, emotional well-being, social skills, and spirituality, are said to be holistic learners. The learners pursue problem-solving abilities while taking into account their unique characteristics and learning preferences.

EXCELLENT SCHOOL HEADS, TEACHERS, AND SDO PERSONNEL



Excellent school leaders, teachers, and SDO personnel are individuals who have the knowledge, competence, and attitude to support their learners' effective learning and development. They are dedicated to offering high-quality education and work hard to improve teaching strategies, implement desired curriculum, and create positive and safe learning environments.

ACHIEVED GOALS AND TARGETS



This requires schools to attain goals and targets through effective management and instructional strategies, and efficient resource utilization, which all contribute to the school's reputation and recognition and most importantly to the learning outcomes.

RESILIENT SCHOOLS



This pertains to being adaptive and inclusive as regards all facets of a school's operations, including its physical facilities, technology, human resources, instructional materials, policies and procedures, and overall school culture. Resilient schools operate in a collaborative environment with the SDO and with the Barangay, City Government & Congressional Office.

TOTAL CLIENT SATISFACTION



This measures the degree of contentment felt by a client and reflects the organization's capacity to satisfy demands, deliver high-caliber instruction, provide exceptional customer service, and foster a positive learning environment. Schools that put a high premium on complete customer satisfaction solicit feedback and make use of insights to enhance services, forge enduring connections, and draw in more learners.

The initial conceptual paper for the Muntinlupa S.M.A.R.T. School was implemented in CY 2021 under the leadership and guidance of the former Schools Division Superintendent, Dr. Dominico C. Idanan. Subsequently, the program was renamed S.M.A.R.T. School with a Heart in January 2023, during the tenure of the former Schools Division Superintendent, Ms. Carleen S. Sedilla, CESO V.

At present, under the leadership of Dr. Evangeline P. Ladines, CESO V, a complete assessment and evaluation of the program have been made with necessary modifications to the program's dimensions, indicators, and assessment tools, including the Means of Verification (MOVs). This comprehensive evaluation strives to guarantee the program's continuous relevance, appropriateness, and long-term impact. Hence, this roadmap to the MATATAG Agenda can be achieved through the developed Modified Muntinlupa S.M.A.R.T. School with a HEART Operational Manual.

The Modified S.M.A.R.T School with a HEART program's operational manual outlines the components and teams needed to implement the program in full alignment with the Matatag Agenda. It contains the following:

- Updated and contextualized components and projects aligned with the needs and priorities of the SDO and the MATATAG Agenda
- Composition of the Program Management Team
- Resource Team
- Publication, Documentation & Advocacy Team
- Monitoring & Evaluation, and Assessment Team
- Awards and Recognition Teams
- Timeline
- Other Enabling Mechanisms

The program shall be implemented annually from June to June of the following year, with a culmination activity such as a Recognition Program. To ensure the quality of the program, the Monitoring and Evaluation Team, together with the Assessment Team, crafted appropriate tools and mechanisms to assess the process, outputs, and outcomes. Overall, the operational manual serves as a guide to ensure the successful implementation of the Modified Muntinlupa S.M.A.R.T. School with a Heart.

The institutionalization of **Modified S.M.A.R.T. Schools with a HEART** in Muntinlupa City is a response to the call for quality basic education for every Filipino, as mandated by **Republic Act 9155, the Governance of Basic Education Act of 2001**. This law set the direction for educational policies and standards and established the authority, accountability, and responsibility for achieving higher learning outcomes.

The **Department of Education (DepEd)** shares this vision and mission, which is to provide quality, equitable, culture-based, and complete basic education for every Filipino learner.

Muntinlupa City's Modified S.M.A.R.T. Schools with a HEART Program is aligned with DepEd's vision and mission, as it aims to create holistically developed schools and learning centers that are responsive to the needs of 21st-century learners.

The program's acronym, S.M.A.R.T, represents the characteristics or indicators of a Muntinlupa SMART School, which includes School-based Management, Managerial Competence, Academic & Co-curricular Achievement, Research Champion, and Technology-driven Initiatives. By focusing on these areas, the program seeks to improve the quality of education in Muntinlupa City and ensure that every learner is equipped with the necessary knowledge and skills to succeed in the 21st century.

The Modified S.M.A.R.T School with a HEART Program in Muntinlupa City is anchored on DepEd's Matatag Agenda, which aims to improve the quality of basic education in the Philippines. The MATATAG Agenda has four critical components, as articulated by Sara Duterte: making the curriculum relevant, accelerating the delivery of basic education facilities and services, promoting learner well-being and inclusive education, and supporting teachers to teach better.

By aligning with the MATATAG Agenda, the Modified S.M.A.R.T School with a HEART Program seeks to contribute to the improvement of basic education in Muntinlupa City, ensuring that learners receive quality education that prepares them for the challenges of the 21st century.

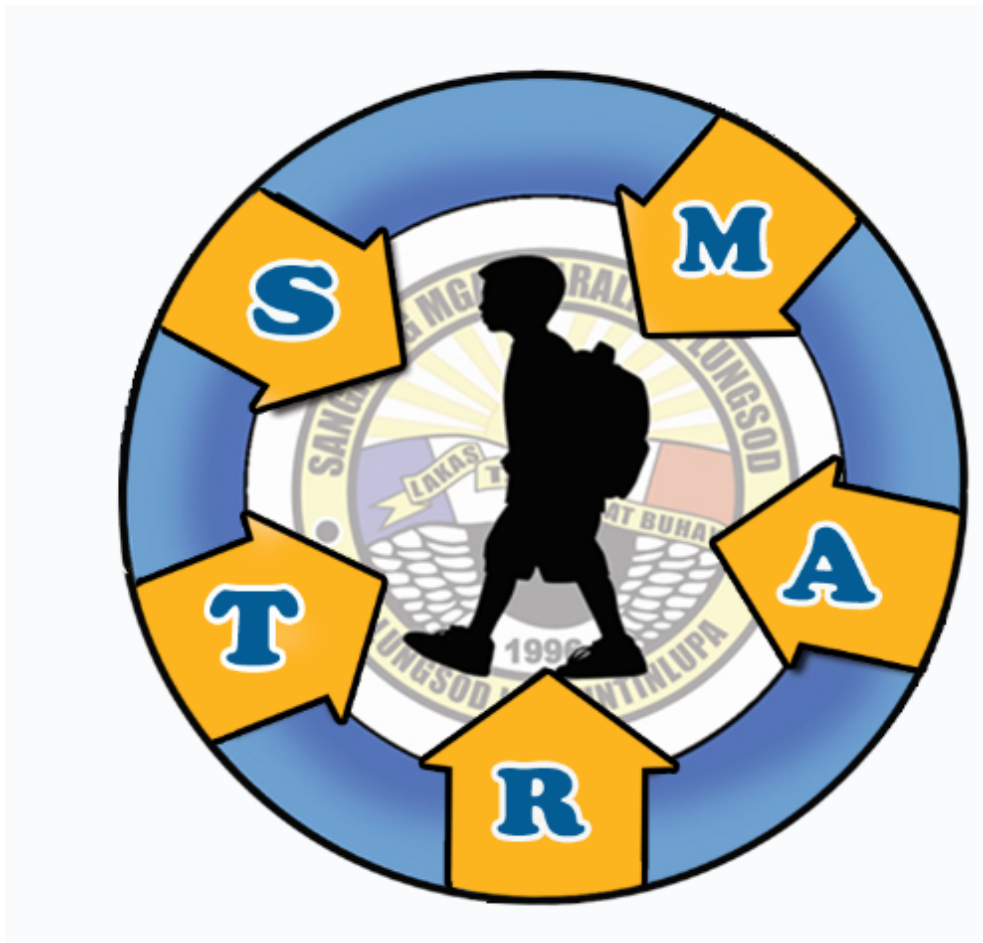
The Modified Muntinlupa S.M.A.R.T School with a HEART Program **envision** establishing a **S.M.A.R.T School in each of the 28 schools that will produce morally upright and globally competitive learners.**

The Mission of the program is to implement a comprehensive framework for schools that **promote academic excellence, learners welfare, and holistic development.** This will be achieved through the **accountability, responsibility, and authority** of school leaders, teachers, and stakeholders in complying with the program's standards and ensuring that learners are prepared to face the challenges of the 21st century.

The Goals of the program are:

- **To promote school-based management practices that enhance academic performance and foster a culture of excellence.**
- **To provide a positive, safe, and inclusive learning environment that nurtures learner welfare and holistic development.**
- **To adopt research-based practices that enhance teaching and learning efficiency.**
- **To integrate technology in teaching and learning and operational processes to support 21st-century skills development and client satisfaction.**
- **To engage stakeholders and promote partnerships that support the program's goals and objectives.**
- **To ensure that school leaders and teachers have the knowledge, skills, character, and competence to effectively manage school operations and governance while considering curriculum delivery as of prime importance.**

By fulfilling these objectives, the Modified Muntinlupa S.M.A.R.T School with a HEART Program hopes to aid in the growth of morally upright, competitive individuals who are able to lead and serve their communities, and able to contribute to the nation's overall development.



The logo of the Modified S.M.A.R.T School with a HEART Program features a circular symbol with the image of a child in the center, surrounded by five interconnected arrows. Each arrow represents the five dimensions of the program: **S**chool-Based Management, **M**anagerial Competence, **A**cademic, Co-Curricular, and Other School Achievements, **R**esearch and Development, and **T**echnology-Driven Initiatives. The circular blue symbol represents the interconnectedness of these dimensions and their importance in achieving the program's goals.

Behind the child is the logo of the Schools Division Office of Muntinlupa City representing its unwavering commitment towards his/her growth and development.

The logo of the Modified Muntinlupa S.M.A.R.T. with a HEART is anchored on the MATATAG Agenda, which acts as the program's sturdy foundation. The MATATAG Agenda is a 6-year strategy for the education sector with the aim of providing all Filipino children with equitable access to quality education.

This reflects the commitment to creating learners who are globally competitive, morally upright, and ready to face the 21st century.

In order to be recognized as Muntinlupa S.M.A.R.T School, school heads, with their teaching, non-teaching personnel, and stakeholders, are directed to comply with the standards set by the program underscoring the 5 Dimensions of S.M.A.R.T, as follows:

School-Based Management **DIMENSION**

This dimension of the Modified Muntinlupa S.M.A.R.T School with a HEART Program focuses on the School-Based Management level of practice. This empowers school leaders to successfully and efficiently manage their own affairs and resources. It entails encouraging the active participation of diverse stakeholders in decision-making processes linked to school policies, programs, and projects, such as teachers, parents, learners, and community members. School-Based Management also promotes the use of data-driven systems and tools to monitor and assess school performance, identify areas for improvement, and make evidence-based decisions. This seeks to improve the quality of education and school performance by supporting School-Based Management.

S-DIMENSION Evaluation Mechanism & Scoring System

School-Based Management Indicators	Focus/Coverage	MOVs	Scoring
SBM Level of Practice	SBM Level of Practice	SMB Certificate on the level of practice Level 3 (max: 100) 1.SBM level of practice certificate 2.SBM Room is well maintained. 3.Records/documents filing is updated (3yrs). 4.Files are well-labeled. 5.Updated SBM Committee are posted 6. 7s is observed.	Scoring based on the level of practice: 100%—All the indicators are met. 98%—Only 3 indicators are met. 96%—Only 2 indicators are met. 94%—Only 1 indicator is met. 92%—Fall short of meeting any of the indicators

KEY STRATEGIES

		Level 2 (max. 90) 1. SBM level of practice certificate 2. SBM Room is well maintained. 3. Records/documents filing is updated (3yrs). 4. Files are well-labeled. 5. 7s is observed.	Scoring based on the level of practice: 90%—All the indicators are met. 88%—Only 3 indicators are met. 86%—Only 2 indicators are met. 84%—Only 1 indicator is met 82%—Fall short of meeting any of the indicators
		Level 1 (max. 80) 1. SBM level of practice certificate 2. SBM Room is well maintained. 3. Records/documents filing is updated (3yrs). 4. Files are well-labeled. 5. 7s is observed.	Scoring based on the level of practice: 80%—All the indicators are met. 78%—only 3 indicators are met. 76%—only 2 indicators are met. 74%—only 1 indicator is met. 72%—Fall short of meeting any of the indicators.
		NO SBM Level of Practice (max. 50) 1. 7s is observed.	-if NO SBM level of practice.
School Data-Based System (SDBS)	School Report Card Dashboard SIP Standard Annexes	Functionality of the SDBS 1. Existence of the system as evidenced by an approved process flow 2. SDBS Guidelines / policy/mechanism 3. School Data Dashboard (at least 19 indicators) 4. SIP Standard Annexes (at least 12 annexes)	Scoring based on DBS functionality: 100%—All the indicators are met. 90%—Only 2 indicators are met. 80%—Only 1 indicator is met. 70%—Fall short of meeting any of the indicators. 50%—None of the indicators are met.

KEY STRATEGIES

Stakeholders Involvement and Initiatives	Stakeholders' involvement in the following programs: · Adopt A School · WinS · Gulayan sa Paaralan · DRRM · Literacy · Numeracy · Others, subject for approval.	Adopt A School Learners-Stakeholder Ratio (LSHR) = $\frac{\text{Total Stakeholders}}{\text{Total Enrollment}} \times 100$ Example: Total Stakeholders= 1000 Total Enrollment=2000 LSHR =0.50 If schools have the following LSHR, what is the proportional rate and rank? School A = 0.50 (Rank 4) School B = 1.0 (Rank 3) School C = 1.5 (Rank 2) School D = 2.0 (Rank 1)	Scoring based on the ranking: 100%—Rank 1 95%—Rank 2 90%—Rank 3 85%—Rank 4 80%—Rank 5 75%—Rank 6 70%—Rank 7 65%—Rank 8 60%—Rank 9 55%—Rank 10 50%—Rank 11 and so on.
School Initiatives on Curriculum Implementation	Documented PPA - Issues - Rationale/ Background - Action Taken/ Intervention - Findings, Conclusions, and Recommendations	If the PPA Objective achieved: 1. Write-ups (prescribed format) 2. PIR Form 1 3. PIR Form 2 4. Project Completion Report Percentage of Objective Achievement (POA) = $\frac{\text{Targeted} / \text{Accomplished}}{\text{}} \times 100$ Overall Averaged POA = $\frac{\text{POA1} + \text{POA2} \dots}{\text{No. of POAs}}$	Scoring based on Objectives percentage of achievement: 100%—All indicators are met with 91-100 % achievement. 95%—All indicators are met with 81-90 % achievement. 90%—All indicators are met with 71-80% achievement. 85%—All indicators are met with 61-70% achievement. 80%—All indicators are met with 51-60% achievement. 75%—All indicators are met with 41-50% achievement. 70%—All indicators are met with 31-40% achievement. 65%—All indicators are met with 21-30% achievement. 60%—All indicators are met with 11-20% achievement. 50%—All indicators are met with 10% and below achievement.

Managerial Competence DIMENSION

This dimension of the Modified Muntinlupa S.M.A.R.T School with a HEART Program focuses on improving the school's managerial competence in areas such as MATATAG Agenda, good governance practices, quality management systems, school canteen operations, and performance management. Its goal is to guarantee that the school has the competencies and capabilities necessary to effectively manage its resources and operations, which can contribute to the achievement of the school's goals and targets. Improving management competency can lead to more efficient and effective resource usage, better decision-making, and better service delivery, all of which benefit learners, teachers, personnel, and other stakeholders at the school.

Managerial competence is a vital dimension of the program for it provides a framework for schools to improve their management practices and overall performance. It underlines the importance of schools using excellent governance practices and quality management systems in order to operate more effectively and efficiently. Furthermore, the program concentrates on school personnel performance management, which can improve the overall performance level of schools by providing support for professional growth. Improving managerial competence can result in better results for the organization, increased accountability, and increased stakeholder trust and satisfaction.

M-DIMENSION Evaluation Mechanism

This dimension requires schools to have at least 2 initiatives per MATATAG Agenda (2 for MA, 2 for TA, 2 for TA, and 2 for G) as entry requirements. Schools will be gauged based on the number of MATATAG initiatives and the management skills of the school heads in implementing the said initiatives.

Managerial Competence Indicators	Focus/Coverage	MOVs	Scoring
Management of Matatag Agenda Initiatives	School heads' managerial skills Management of MATATAG Agenda Initiatives	• Approved proposals • Inclusion of the PPAs in the AIP & SIP • Related SIP annexes • PPAs Committee • Project Monitoring Tools (SIP embedded) • Identified CIGPs and Action Plan • Social Emotional Learning Plan • ProMOTE Tools (e.g. Inclusive Education Literacy Tool, etc.) • RPMS Coaching & Mentoring Forms • Technical Assistance Form (TAPA)	100%—12 and above school PPAs were managed well by the school heads, as shown by their adherence to the 6 criteria 90%—11 school PPAs were managed well by the school heads, as shown by their adherence to the 6 criteria

M - D I M E N S I O N

		• M&E / QuAME Results • CI Plan • Conduct of PIR • Inventory of functional classrooms, laboratories, libraries, and other facilities, and equipment • NSBI • Adjusted WFP (Financial & Physical Targets) • MOA/MOU	80%—10 school PPAs were managed well by the school heads, as shown by their adherence to the 6 criteria 70%—9 school PPAs were managed well by the school heads, as shown by their adherence to the 6 criteria 60%—8 school PPAs were managed well by the school heads, as shown by their adherence to the 6 criteria 0—No school school PPAs was managed well by the school heads and has adhered to the 6 criteria
Management of Practices on Good Governance	Funds Management Assets Management Human Resources & Program Management Procurement Services	Fund Management • -On-time MOOE liquidation report • -School canteen report • -Updated transparency board • -Functional BAC • -Conduct of review and adjustment of PPMP, APP, SIP, AIP Asset Management • -Signed inventory report • -Updated list of inventory report • -RISMI • -RIS • -PAR • -Documentation on the conduct of inventory	100%—4 criteria (or 12-13 items) were observed. 90%—3 criteria (or 11-10 items) were observed. 80%—3 criteria (or 8-9 items) were observed. 70%—2 criteria (or 6-7 items) were observed. 60%—1 criterion (or 4-5 items) was observed. 0—no any criterion was observed.

M - D I M E N S I O N

		Human Resources and Program Management - Posted organizational structure - Designation of school selection committee (MSP) - School L&D Plans (LAC, TIP, GAD, PWD/SC, other school initiated L&D) Procurement Services - Functional BAC - Copies of Contract - Documentation on the actual conduct of any type of procurement - Posting at PhilGEPS	
Performance Management	Performance Management / RPMS Tools	• RPMS Portfolio • OPCR Rating	100%—Outstanding (O) 90%—Very Satisfactory (VS) 80%—Satisfactory (S) 70%—Needs Improvement (NI)
School Canteen Management and Operations	Management and Operations of School Canteen	• Actual school canteen visit • School canteen related documents and narratives (Please see Enclosure 1.3 for reference.)	100%—45 to 47 criteria were observed. 96%—42 to 44 criteria were observed. 93%—39 to 41 criteria were observed. 89%—36 to 38 criteria were observed. 86%—33 to 35 criteria were observed. 82%—30 to 33 criteria were observed. 79%—27 to 29 criteria were observed. 75%—24 to 26 criteria were observed. 66%—21 to 23 criteria were observed.

M - D I M E N S I O N

			56%—18 to 20 criteria were observed. 47%—15 to 17 criteria were observed. 38%—12 to 14 criteria were observed. 28%—9 to 11 criteria were observed. 19%—6 to 8 criteria were observed. 10%—3 to 5 criteria were observed. 0—0 to 2 criteria were observed.
Learning Resource Management Functionality	School Learning Resource Functionality	• Actual school LR visit • School LR related documents and narratives (Please see Enclosure 1.4 or reference.)	100%—14 to 15 criteria were observed 94%—12 to 13 criteria were observed 87%—10 to 11 criteria were observed 81%—8 to 9 criteria were observed 75%—6 to 7 criteria were observed 50%—4 to 5 criteria were observed 25%—2 to 3 criteria were observed 0—0 to 1 criterion was observed

M - D I M E N S I O N

7S (Sort, Set in order, Shine, Standardize, Sustain or Self Discipline, Safety and Spirit)	Cleanliness and Orderliness of Principal's and Guidance Offices	Actual visit to the principal's and guidance offices	100%—20 to 21 criteria were observed 95%—18 to 19 Observed criteria 90%—16 to 17 Observed criteria 85%—14 to 15 Observed criteria 80%—12 to 13 Observed criteria 75%—10 to 11 Observed criteria 67%—8 to 9 Observed criteria 50%—6 to 7 Observed criteria 33%—4 to 5 Observed criteria 16%—2 to 3 Observed criteria 0—0 to 1 Observed criteria
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Academic, Co-curricular, and Other School Achievements **DIMENSION**

This dimension of the Modified Muntinlupa S.M.A.R.T. School with a HEART Program focuses on the academic, co-curricular, and other school achievements of the school and its teachers and learners. Its goal is to provide teachers and learners with the knowledge, skills, character, and competence they need to achieve academically and in other aspects of their lives.

Academic achievement is measured through standardized assessments such as literacy and numeracy rates, learners' mastery level at the end of the school year, academic, and co-curricular milestones, awards, and recognition given to the school for its successes in numerous areas. Improving academic and co-curricular accomplishments can lead to higher possibilities for teachers and learners, increased recognition for the school, and a good impact on the teaching and learning community.

A-DIMENSION Evaluation Mechanism & Scoring System

Academic, Co-curricular, and other School Achievements Indicators	Focus/Coverage	MOVs	Scoring
Mastery Level of Learners	Learning Progress & Achievement (based on Learners' General Average) For Elementary to Junior High School (JHS) Grade 6 & 10 Only	School Form 6: Summarized Report on Promotion and Learning Progress & Achievement	100%—with 96-100% promotion rate 95%—with 91-95% promotion rate 90%—with 86-90% promotion rate 85%—with 81-85% promotion rate 80%—with 76-80% promotion rate 75%—with 71-75% promotion rate 70%—with 70% below promotion rate
	End of Semester and School Year Status of Learners for Senior High School (SHS) Grade 11 & 12	School Form 6 Summarized Report of Learner Status as of End of Semester and School Year for Senior High School (SF6-SHS)	100%—with 96-100% regular status at the end of the second semester 95%—with 91-95% regular status at the end of the second semester 90%—with 86-90% regular status at the end of the second semester.

A - D I M E N S I O N

			85—with 81-85% regular status at the end of the second semester 80—with 76-80% regular status at the end of the second semester 75—with 71-75% regular status at the end of the second semester 70—with 70% below regular status at the end of the second semester
	Literacy Assessment Results (Filipino and English) ·CRLA (Grades 1-3) ·Phil-IRI (Grades 4-10) Language Assessment for SHS	For Elementary: 1.Comprehensive Rapid Literacy Assessment-End of School Year (CRLA- EoS) based on Division Consolidated Results (Filipino & English) Grades 1-3: Filipino Grades 2-3: English *To compute: Filipino Score + English Score/ 2 = CRLA Score	100%—with 96-100% Meets Expectation 95%—with 91-95% Meets Expectation 90%—with 86-90% Meets Expectation 85%—with 81-85% Meets Expectation 80%—with 76-80% Meets Expectation 75%—with 71-75% Meets Expectation 70%—with 70 below Meets Expectation
		2. Philippine Informal Reading Inventory (Phil- IRI) Post-Test Results (Filipino & English) Grades 3-6: Filipino Grades 4-6: English *To compute: Filipino Score + English Score/ 2 = Phil-IRI Score (Elem)	100%—with 96-100% Independent Readers 95%—with 91-95% Independent Readers 90%—with 86-90% Independent Readers 85%—with 81-85% Independent Readers 80%—with 76-80% Independent Readers 75%—with 71-75% Independent Readers 70%—with 70 below Independent Readers

A - D I M E N S I O N

		For Secondary (JHS): 1. Philippine Informal Reading Inventory (Phil-IRI) Post Test Results (Filipino & English) Grades 7-10: Filipino Grades 7-10: English *To compute: Filipino Score + English Score / 2 = Phil-IRI Score (JHS)	100%—with 96-100% Independent Readers 95%—with 91-95% Independent Readers 90%—with 86-90% Independent Readers 85%—with 81-85% Independent Readers 80%—with 76-80% Independent Readers 75%—with 71-75% Independent Readers 70%—with 70 below Independent Readers
Academic & Non-Academic Milestones	Milestones can come from teachers and learners across learning areas. *Vanity Awards are not acceptable. ONLY government related awards will be considered and other DepEd stakeholders.	1. Memorandum issued for the contest & results 2. Certificate of Recognition to the Teacher/ Learner for Special Citations 3. If grant recipients, copy of the project and its utilization Distribution of Points: 5pts – International 4pts – National 3pts – Regional 2pts – Division 1pt – District *When a participant in an event received a special award/ citation, it merits 1 point. *Maximum no. of points is 30pts.	100%—with a total score of 26-30pts 95%—with a total score of 21-25pts 90%—with a total score of 16-20pts 85%—with a total score of 11-15pts 80%—with a total score of 10 below 70%—no score
Awards and Recognition Given to School	Winnings in the following category: Project WINS, Project TALA, Brigada Eskwela, Best LRC, Gulayan sa Paaralan, Campus Integrity Crusaders and etc. Private/ Local/ International Institution Award Giving Body Recognized by DepEd	1. Memorandum issued for the contest & results 2. Certificate of Recognition to the School for Special Citations 3. Copy of the project documentation Distribution of Points: 5pts – International 4pts – National 3pts – Regional 2pts – Division 1pt – District	100%—with a total score of 26-30pts 95%—with a total score of 21-25pts 90%—with a total score of 16-20pts 85%—with a total score of 11-15pts 80%—with a total score of 10 below 70%— no score

Research and Development DIMENSION

The Modified Muntinlupa S.M.A.R.T. School with a HEART Program's research and development dimension refers to the school's commitment to research and use of research interventions to improve school performance. Conducting and engaging in research studies, using research findings to drive teaching and learning practices, and developing a research culture within the school community are all part of this. Among the indicators used to assess a school's level of research involvement and efficacy are the number of research studies conducted, published, or presented by the school, as well as the number of research-based interventions implemented and their influence on school performance.

The Research and Development seek to provide schools with the knowledge and abilities needed to do research, to use research-based solutions to improve teaching and learning, and to contribute to the research community.

R-DIMENSION Evaluation Mechanism & Scoring System

Research Champion Indicators	Focus/Coverage	MOVs	Scoring
Research Productivity (60%)	Completed Classroom Action Researches (CAR's)	· No. of submitted Classroom Action Researches (CAR's) which is complete, valid and reviewed by the School Research Committee (SRC) · Summary of Classroom Action Researches (CAR's) Titles	Scoring based on the no. of submitted CAR's 100%—100% of the teachers have produced one (1) Classroom Action Research (CAR) that is complete, valid, and reviewed by the School Research Committee (SRC) for one school year 90%—80%-99% of the teachers have produced one (1) Classroom Action Research (CAR) that is complete, valid, and reviewed by the School Research Committee (SRC) for one school year

R - D I M E N S I O N

			80%—60%- 79% of the teachers have produced one (1) Classroom Action Research (CAR) that is complete, valid, and reviewed by the School Research Committee (SRC) for one school year 70%—40% -59% of the teachers have produced one (1) Classroom Action Research (CAR) that is complete, valid, and reviewed by the School Research Committee (SRC) for one school year 60%—20% -39% of the teachers have produced one (1) Classroom Action Research (CAR) that is complete, valid, and reviewed by the School Research Committee (SRC) for one school year
Research Utilization (20%)	Utilized/Adopted Classroom Action Researches (CAR's)	· Duly Accomplished Utilization Plan · Duly Accomplished CAR Utilization Accomplishment · School/Division/Regional Memorandum Progress Report/Monitoring Report signed by the PSDS and School Head	Scoring based on the level of utilization: 100% - Nation-wide 90% - Region-wide 80% - Division-wide 70% - School-wide 60% - Teacher
Research-Dissemination (20%)	Implemented Research Activities	Research Activities: · Documentation on SLAC (topic-Research) · Documentation on the conduct of the training on Research (INSET) · Narrative Report on School-Based Conference	Scoring based on the no. of implemented research activities : 100%- Five (5) or more implemented research activities 90% - Four (4) implemented research activities 80% - Three (3) implemented research activities

R - D I M E N S I O N

		· Participation on the Division Research Conference (1 entry) · Documentation on the Presentation of the CAR during Research Jamboree/Regional level · Documentation on the Presentation of the CAR in the National Level endorsed by the Schools Division Research Committee (SDRC) with the approval of the Regional Research Committee (RRC) · Documentation on the Presentation of the CAR in the International Conference Schools Division Research Committee (SDRC) with the approval of the Regional Research Committee (RRC) · Compilation/Publication of Journal - Received Copy of the submitted BERF proposal/s	70% - Two (2) implemented research activities 60% - One (1) implemented research activity
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Technology-driven Initiatives DIMENSION

Technology-Driven Initiatives refer to the integration of technology into the school's teaching and learning processes. This encompasses the creation of educational materials in a variety of media, such as digital learning materials (LMs), audio and video visual aids, and other technologically advanced tools. The functionality of the school's electronic learning tools, such as websites and e-libraries. The presence and usage of technology-aided instruction in the classroom, such as tablets, DepEd Computerization Program (DCP), and other gadgets, is also thought to be an indicator of a school's technology-driven initiatives.

The goal of this dimension is to improve educational quality and empower learners with the abilities and knowledge they need to flourish in a technologically driven environment towards an enhanced 21st-century skill.

T-DIMENSION Evaluation Mechanism & Scoring System

Technology-driven Initiatives Indicators	Focus/Coverage	MOVs	Scoring
Number of Digitized Instructional Materials (LMs) Produced	Digitized IMs produced	PPAs showcasing the school's practice /innovation as regards curriculum relevance. Possible MOVs: 1. Quality Assurance Mechanism Tool for LR 2. Signed Implementation Plan 3. Documentation on the pre-, during, and post- of the conduct 4. Compliance to BOW 5. Originally created contextualized LMs 6. COT with DLL/DLP	100%—5 IMs Produced and met the 5 criteria. 90%—4 IMs Produced and met the 5 criteria. 80%— 3 IMs Produced and met the 5 criteria. 70%—2 IMs Produced and met the 5 criteria. 60%—1 IMs Produced and met the 5 criteria. 0—No criterion was met.

T - D I M E N S I O N

Availability of ICT Equipment & Tools and Sustained and controlled internet connectivity in school	Management of ICT Equipment and Tools Internet Connectivity	PPAs showcasing the ICT Equipment and Tools Utilization. Possible MOVs: 1. Updated ICT Equipment and Tools Inventory Report 2. List of Tablets Recipient for CO/RO/DO, LGU and other Stakeholders 4. Logbook of ICT Room Functionality and Usage 5. Schedule of ICT and other Laboratories Usage 6. Preventive Maintenance Schedule 7. Internet Connectivity Usage (Speed Test) 8. WFP for Preventive maintenance	100%—10-9 criteria were met. 90%—8-7 criteria were met. 80%—6-5 criteria were met. 70%—3-4 criteria were met. 50%—1-2 criteria were met. 0—No criterion was met.
Number of Teachers Trained	Digitized IMs produced	-Teachers Profiling PPAs showcasing the No. of Teachers Trained on ICT -Approved Proposal -Signed Implementation Plan - Documentation on the pre-, during, and post- of the conduct - Program Evaluation Report - Presence of ICT Training and other related programs	100%—All teachers were trained or attended trainings/ seminar/symposiums/ short courses/ SLAC about ICT. 90%—75% of the teachers were trained or attended trainings / seminar/symposiums/ short courses/ SLAC about ICT. 80%—50% of the teachers were trained or attended trainings / seminar/symposiums/ short courses/ SLAC about ICT.

T - D I M E N S I O N

			70%–25% of teachers were trained and attended trainings/ seminar/ symposiums/short courses/ SLAC about ICT. 0—No teacher trained or attended Trainings/ Seminar/Symposiums/Short Courses/ SLAC about ICT (regardless of Institutional Training).
Utilization of DCP and ICT Equipment provided by LGU & Others	Utilization of DCP and ICT equipment	1. DCP Schedules and logbook of teachers and Students Utilization 2. DCP Maintenance Report 3. DCP and ICT Equipment Inventory Report	100%— 90%-100 % of DCP packages are fully functional and met 3 indicators. 90%–75%-89% of the DCP packages are fully functional and met 3 indicators. 80%–50%-74% of the DCP packages are fully functional and met 3 indicators. 70%–25%-49% of the DCP packages are fully functional and met 3 indicators. 60%–10%-24% of the DCP packages are fully functional and met 3 indicators. 0—None of the DCP packages was functioning.

T - D I M E N S I O N

ICT- Enhanced System and Processes in the Delivery of Basic Education	School ICT- System	1.School online System flow (Citizens Charter) 2. Signed Implementation Plan 3. Documentation on the pre-, during, and post- of the conduct 4. School online system Utilization report 5. Clients Satisfaction Survey	100%—5 criteria were met. 90%—4 criteria were met. 80%—3 criteria were met. 70%—2 criteria were met. 60%—1 criterion was met. 0—No criterion was met
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Program Management Team

The Modified Muntinlupa S.M.A.R.T. School with a HEART Program Management Team is a group of individuals tasked with overseeing the planning, implementation, and evaluation of the program. These teams are responsible for ensuring that the program's goals and objectives are met, that resources are properly allocated and that potential risks and challenges are addressed. The teams work collaboratively to ensure the success of the program and to ensure that it meets the needs of all stakeholders involved.

Name and Position	Designation	ARA
Dr. Evangeline P. Ladines, CESO V Schools Division Superintendent	Modified Muntinlupa S.M.A.R.T School with a HEART Program Team Manager	• Is the 'brain' of the Modified SMART School Program Operational Manual and serves as the proponent of the modified version of the program • Leads and oversees the implementation of the program's objectives and activities • Ensures that all stakeholders, including school leaders, teachers, parents, and learners, are aware of the program's goals and objectives and are actively engaged in its implementation • Is accountable for the efficient and effective use of the resources allocated to the program, including financial and human resources, to ensure that the program's objectives are met • Leads the coordination with various government agencies, private organizations, and other stakeholders to ensure that the program's objectives are aligned with national and local educational policies and standards • Initiates changes and modifications to the program's activities and objectives as needed to ensure that they are relevant and responsive to the changing needs of the s, schools, and communities • Ensures that the SMART School with a Heart Program is managed efficiently, effectively, and transparently and that it contributes to the improvement of the quality of education in Muntinlupa City.

P R O G R A M M A N A G E M E N T T E A M

Name	Position	ARA
OIC-ASDS Nerissa Roxas-Lomeda	Modified Muntinlupa S.M.A.R.T School with a HEART Program Co-team Manager	- Assists the Program Team Manager in ensuring the successful implementation of the SMART School Program with a Heart - Leads the monitoring of the implementation of the SMART School Program in the 28 schools
Ms. Ivy M. Romano	Modified Muntinlupa S.M.A.R.T School with a HEART Program Division Focal Person	- Co-leads the program implementation based on the directives of the Team Manager - Monitors the program's execution in the 28 schools in Muntinlupa - Facilitates the planning, execution, assessment, and other-related activities based on the Chair's instructions - Keeps an eye on, assessing, and adjusting the program's implementation as necessary based on the Chair's instructions - Designs the program including the post conference, awarding and recognition activities
Dr. Zoren Pepito L. Gubalane Ms. Rochelle A. Jimenez Mr. Joseph Nilo Ms. Evangeline Aman	SBM Dimension Lead	- Takes the initiative to ensure that the schools comply with the S-Dimension indicators. - Creates a score system and assessment tool for the SBM Dimension - Creates papers and material relevant to SBM Dimension, including videos - Provide feedback for program review and implementation
Dr. Nerissa-Roxas Lomeda Ms. Madeline Ann L. Diaz Ms. Ivy M. Romano Dr. Gina U. Urquia Dr. Marissa Andanza Mr. Eduardo Kondo Ms. Ma. Teresa Indap Atty. Erness Faith Regacho	Managerial Competence Dimension Lead	- Takes the initiative to ensure that the schools comply with the M-Dimension indicators. - Creates a score system and assessment tool for the Managerial Competence Dimension - Creates papers and material relevant to M Dimension, including videos - Provide feedback for program review and implementation 7S (Sort, Set in order, Shine, Standardize, Sustain or Self Discipline, Safety and Spirit)
Mrs. Mariel Eugene L. Luna Mr. Jayboy Evano Dr. John Albert Colle	Academic, Co-Curricular, and other School Achievements Dimension Lead	- Takes the initiative to ensure that the schools comply with the A-Dimension indicators. - Creates a score system and assessment tool for the Academic and Co-Curricular Achievement Dimension - Creates papers and material relevant to A Dimension, including videos - Provide feedback for program review and implementation

P R O G R A M M A N A G E M E N T T E A M

Name	Position	ARA
Ms. Phoebe A. Arroyo Ms. Ma. Regaele Olarte Dr. Myra Namit Ms. Ada Trinidad Tagle	Research and Development Dimension Lead	• Takes the initiative to ensure that the schools comply with the R-Dimension indicators. • Creates a score system and assessment tool for the Research Champion Dimension • Creates papers and material relevant to R Dimension, including videos • Provide feedback for program review and implementation
Dr. Mark Joseph Hernandez Ms. May Borjal Ms. Clarissa Avila Mr. Edison Enerlas	Technology-Driven Initiatives Dimension Lead	• Takes the initiative to ensure that the schools comply with the T-Dimension indicators • Creates a score system and assessment tool for the Technology-driven Initiatives Dimension • Creates papers and material relevant to T Dimension, including videos • Provide feedback for program review and implementation
Dr. Zoren Pepito L. Gubalane Mr. Joseph Nilo Ms. Chelo Rongavilla Dr. Armida S. Oblinada Mr. Yaledegler Maligaya	Monitoring, Evaluation, and Assessment Team	• Creates an overall score system and assessment tool for the SMART School Program based on the inputs from all the SMART Dimension Leads • Consolidates and validates scores as the basis for the awarding of the 2023 Muntinlupa SMART School • Co-leads the monitoring of the SMART School Program
Ms. Noemi A. Valdez Ms. Virma Amistoso Ms. Susan Labuntog Ms. Rochelle A. Jimenez Ms. Joiche I. Luna	Resource Team	• Makes the necessary coordination available to LGUs, internal partners, and other stakeholders for the successful implementation of the program • Scouts for partners to be of assistance in implementing the SMART School Program • Co-manages the resources judiciously in relation to the SMART School Program implementation • Monitors the utilization of MOOE and SEF in the implementation of PPAs
Dr. Ma. Carmen Solayao Dr. Ma. Theresa Dela Rosa Mrs. Alyssa Aventurado Mrs. Lilirosa Palce Mrs. Neri Lorenzo	Publication, Documentation & Advocacy Team	• Designs infographics related to the SMART School Program • Creates SMART School videos for awarding and presentation purposes • Prepare documents, minutes, a program invite, and other documents relative to the SMART School Program • Produces the SMART School Compendium

PROGRAM MANAGEMENT TEAM

Name	Position	ARA
Mr. Andres F. Sicam Jr. Mrs. Ma. Cecilia Claudel Mrs. Lourdes V. Rodilla	Secretariat	• Makes the necessary documentation of the pre-, during-, and post-implementation of the program • Serves as a repository for all the documents related to the SMART School Program • Prepare documents, minutes, and other documents relative to the SMART School Program
ASDS Dr. Nerissa Roxas-Lomeda' Mrs. Madeline Ann L. Diaz Mrs. Ivy M. Romano Mr. Andres F. Sicam Mr. Jayboy E. Evano Dr. Mark Joseph Fernandez 2 Invitees (1 LGU, 1 other SDO)	Awards & Recognition Committee	• Spearheads the SMART School Awarding Ceremony

Series of Activities

Inclusive Dates	Activities
April 28, 2023	<i>Preliminaries</i> Meeting with the SDS on the PPAs Alignment to SMART School and MATATAG Agenda
May 2, 2023, 8:30 AM	Planning on the Crafting of Modified Muntinlupa S.M.A.R.T School with a HEART Program Operational Manual
May 8, 2023, 1:30 PM	S.M.A.R.T School with a HEART Program Convergence / Consultation / Planning Meeting
May 9-12, 2023	Plenum Sharing and Workshop on the Crafting of the Modified Muntinlupa S.M.A.R.T School with a HEART with Scoring System and Monitoring Tools
May 17, 2023	Pre-finalization of Modified Muntinlupa S.M.A.R.T School Program Operational Manual and Evaluation Tools
May 22, 2023	Finalization of Modified Muntinlupa S.M.A.R.T School Program Operational Manual and Evaluation Tools
May 29, 2023	Presentation of the Modified Muntinlupa S.M.A.R.T School Program to the School Heads
May 29-31, 2023	Planning Meeting on the Division Launching of the Modified S.M.A.R.T. School with a Heart Program
June 5, 2023	Presentation of the Modified Muntinlupa S.M.A.R.T School Program to the School Head, EPSs, & PSDSs
June 19, 2023	Division Launching of the Modified Muntinlupa S.M.A.R.T School with a HEART Program
June, 2023, 3rd Week	School-based Launching of the Modified S.M.A.R.T School Program with a HEART

Series of Activities

July- November 2023	Conduct coaching & mentoring sessions and monitoring of the Modified Muntinlupa S.M.A.R.T. School Program in the 28 schools
December 2023	Review and Adjustment and PIR at the School Level
January to March 2024	Conduct coaching, mentoring, and monitoring sessions for S.M.A.R.T School Program
May 1-15, 2024	Assessment & Evaluation at the Division Level (Documents/ Portfolio Assessment)
May 16-25, 2024	Actual Visit to the shortlisted schools
May 26-25, 2024	Program Implementation Review
June 1-5, 2024	Preparation for the Recognition and Awarding Program
June 15, 2024	Recognition and Awarding Program

The Modified Muntinlupa S.M.A.R.T. School with a HEART Program Evaluation Process is a comprehensive and systematic approach to evaluating the performance and progress of schools in achieving the goals and targets set forth in the program. The process involves several steps:

- 1** Identifying the main success indicators or MOVs that will be assessed.

These school MOVs, which are stored in the ePortfolio, a data-based system that offers a thorough perspective of the school's success across the five program dimensions, will be assessed using the approved evaluation tools.
- 2** The MOVs will be assessed using the approved evaluation tools and scoring system for each dimension.
- 3** The scores for each dimension will then be averaged to produce an overall score for the schools.
- 4** The top 12 performing schools will be selected for the elimination round (3 per school size category - mega, large, medium and small schools).
- 5** The site validation will be carried out with the PMT and the external validators (LGUs and other divisions) to verify and validate the evaluation's scores and outcomes.
- 6** The selection of the top 2 per school size category (8 schools) will be declared and recognized in an awarding ceremony.
- 7**

The evaluation process is designed to guarantee that the schools are assessed fairly and objectively based on how well they performed in relation to the five dimensions of the Modified Muntinlupa S.M.A.R.T. School with a HEART Program. The process gives schools a chance to highlight their successes and suggest areas for development, which may help to enhance the program continuing and improve the general standard of education throughout the Division.

The decision of the board of judges is final. Appeals will not be entertained. This is not a competition among schools; this is more about raising the standards of a school to the highest level.

Sample Computation of the School Performance

The SMART School Program's sample computation of school performance provides a systematic and open way to assessing and evaluating the overall effectiveness and achievements of participating schools. This calculation provides vital insights into the performance and advancement of schools within the program by assessing key dimensions and leveraging pertinent data.

SMART Dimension (with allocation)	Raw Score	Final Score
S-Dimension (20%)	96	19.2
M-Dimension (20%)	95	19
A-Dimension (20%)	93	18.6
R-Dimension (20%)	97	19.4
T-Dimension (20%)	92	18.4
100%	<i>*This column shows the sample score gained per dimension.</i>	94.6

The following schools will be honored and recognized based on their performance:

1. Mega School Category:
 - The **top two (2) schools** with the highest scores
2. Large School Category:
 - The **top two (2) schools** with the highest scores
3. Medium School Category:
 - The **top two (2) schools** with the highest scores
4. Small School Category:
 - The **top two (2) schools** with the highest scores

Enclosure 1: Evaluation Tool for Matatag Agenda Initiatives
Management Functions

Enclosure 2: Management of Practices and Good Governance Tool

Enclosure 3: Evaluation Tool for School Canteen Management and
Operations

Enclosure 4: Evaluation Tool for School Library/Reading Corner

Enclosure 5: Evaluation Tool for 7S (Sort, Set in Order, Shine, Standardize,
Sustain or Self-Discipline, Safety, and Spirit

Enclosure 6: Evaluation Tool for the Availability of ICT Equipment &
Tools and Sustained and Controlled Internet Connectivity
in School

Enclosure 7: ICT- Enhanced System and Processes in the Delivery of
Basic Education

**Existing central, regional, and divisional evaluation tools may be used to evaluate
related indicators in the 5 dimensions that are currently included in DepEd programs.*

Enclosure 1: Evaluation Tool for Matatag Agenda Initiatives Management Functions

*Entry Requirements: School must have at least 2 school initiatives per MATATAG Agenda (2 for MA, 2 for TA, 2 for TA, 2 for G)

Items	Yes	No	Means of Verification
Strategic Planning: Does the school implement planning and prioritization in relation to the successful implementation of the PPAs?			Approved proposals Inclusion of the PPAs in the AIP & SIP Related SIP annexes
Implementation: Does the school have mechanisms to to identify and address the CIGPs that hinder the attainment of Objectives ?			PPAs Committee Project Monitoring Tools (SIP embedded) Identified CIGPS and Action Plan Social Emotional Learning Plan ProMOTE tools(e.g. Inclusive Education Literacy Tool, SFCR 1 and SFCR 2, Utilization of PHIL-IRI Monitoring for SHS, ALS and ADM Implementation, and other tools focusing on the different school PPAs
Does the School conduct regular coaching /mentoring and TA provision sessions to guarantee the attainment of the objectives of PPAs?			RPMS Coaching & Mentoring Forms Technical Assistance Form (TAPA)
Monitoring & Evaluation: Does the school implement mechanism to ensure that the objectives of the PPAs are attained			M&E Result QuAME Conduct PIR

Adjustment and Continuous Improvement: Does the school apply the CI methodology in addressing gaps, issues and concerns?			CI Plan
Does the school head implement strategies to maximize the utilization and augmentation of school resources?			- Conduct of PIR Inventory of functional classrooms, laboratories, libraries, and other facilities, and equipment - NSBI - Inventory of teachers - Adjusted WFP (Financial and Physical Target) - MOA & MOU

Evaluated by:

Printed Name and Signature

Designation: _____

Date: _____

Enclosure 2: Management of Practices and Good Governance Tool

Items	Yes	No	Means of Verification
Funds Management			
Are financial resources managed effectively, efficiently, and transparently?			-On-time MOOE liquidation report -School canteen report -Updated transparency board -Functional BAC -Conduct of review and adjustment of PPMP, APP, SIP, AIP
Is there a system in place to track and document financial transactions accurately?			
Are financial reports regularly generated and reviewed to ensure accountability?			
Assets Management			
Is there a comprehensive inventory of assets, including equipment, property, and infrastructure?			-Signed inventory report -Updated list of inventory report -RISMI -RIS -PAR -Documentation on the conduct of inventory
Are assets properly maintained, utilized, and safeguarded against loss or misuse?			
Is there a system for conducting periodic asset audits and reconciliations?			

Human Resource and Program Management			
Is there a clear organizational structure with defined roles, responsibilities, and reporting lines?			- Posted organizational structure - Designation of school selection committee (MSP) - School L&D Plans (LAC, TIP, GAD, PWD/SC, other school-initiated L&D)
Are there mechanisms for professional development, performance evaluation, and recognition of employees?			
Are the implemented PPAs based on needs assessment / profile and the requirements of PPST?			
Procurement Services			
Is there a transparent and competitive procurement process in place?			- Presence of School BAC - Copies of the Contract - Documentation on the actual conduct of any type of procurement - Posting at PhilGEPS
Are procurement policies and procedures adhered to ensuring fairness and integrity?			
Are contracts and agreements properly documented and monitored for compliance?			

Evaluated by:

Printed Name and Signature

Designation: _____

Date: _____

Enclosure 3: Evaluation Tool for School Canteen Management and Operations

*Entry Requirements: School must have at least 50% observed criteria per area

AREAS FOR EVALUATION	OBSERVED	NOT OBSERVED	Means of Verification
I. Functionality			
1. Menu board available			Posted Menu Board
2. Schedule of EPP/HE classes for practicum purposes			Schedule for SY 2023-2024 Posted/Pictures of Learners while having Canteen Practicum
3. Attendance of pupils'/students' aid			Students Accomplished Attendance Sheet SY 2023-2024
4. Organizational chart/duties of personnel posted			Posted SY 2023-2024 Organizational Chart
5. Sanitary permit/health certificate updated and posted			2023 Sanitary Permit

6. No complaint received			Certification signed by the TLE EPS and PSDS counterpart certifying that NO Complaint relative to Canteen Operation was received (from August 2023 to July 2024) Certification issued by Ma'am Indap
7. Income generated- Per Pupil Income Not below .50 Centavos			Signed Canteen Monthly Report indicating the Total Income Generated
8. No deficiencies/findings issued in the monthly submission of Canteen Reports			Certification signed by the TLE EPS and PSDS counterpart certifying that NO Complaint relative to Canteen Operation was received (from August 2023 to July 2024) school year
II. Reports and Records (Based on monthly report submitted)			
A. Daily updated book of accounts 1.Cash Receipt and Cash Disbursement books			Validated Monthly Canteen Reports, signed by the PSDS (from August 2023 to July 2024) school year
2.Sales journal/Record of expenses of foods prepared including resale			
3. Purchase journal/Record of daily sales			
4. Record of net Profit for the day			

5. Record of daily food inspection			Validated Monthly Canteen Reports, signed by the PSDS (from August 2023 to July 2024) school year
6. Food safety checklist in school canteens			
B. Monthly financial statements posted on bulletin board			
A. Disbursements are in accordance with DepEd Order 8, s. 2007			
B. Statement of receipts and disbursement posted on bulletin board			
C. Timeliness/Promptness in submission			
III. Food Preparation and Service			
1. Varied weekly menu plan			Varied Foods in the Canteen (Indicated in School Report of Food Sold per Day) August 2023 – July 2024 school year
2. Sale of Fruits in season daily			
3. Potable water supply available			Certification of Available Potable Water
4. Compliance to DepEd Order No. 13, s. 2017 No red category of food sold in the canteen			Certification from the Health Unit of Schools Compliance to DO 13 s. 2017
5. Reasonably priced food items			
6. Reasonably priced food items			Signed accomplished Forms on Items Sold (with Price)

7. Variety of food served/sold			
8. Compiled recipes for references			
9. Standardized recipes used			
IV. Physical Facilities			
A. General Condition and Appearance 1. Screened doors			Picture of Screen Door of the Canteen/Actual Canteen Visit
2. Adequate lighting and ventilation			Actual Canteen Visit/Photos
3. Up-to-date and informative bulletin boards on nutrition information			Photos of the Canteen Bulletin Board/Actual Canteen Visit
1. Clean, orderly and odor free			Actual Canteen Visit
B. Adequacy of tools and equipment 1. Chairs, serving tables, equipment			Pictures of the Canteen fixtures and Facilities/Actual Visit
2. Adequate cooking facilities, and kitchen tools			
3. Washing, drinking and sanitizing facilities			
4. Storage facilities			
5. Use appropriate food/kitchen utensils			
6. Garbage receptacle covered/garbage segregated			
7. Display cabinets screened			

8. Presence of exhaust fan			
9. Labeled food commodities			
10. Provisions for smooth traffic			
11. Working area properly laid out for efficiency of work			
V. Personnel Management 1. Training of canteen personnel on food safety			Photocopy of certificate of trainings (January-December 2023) of Canteen Personnel
2. Well-groomed pupil/student aid and helper			Pictures of Canteen Staff/Actual Visit
3. Work independently and carefully			
4. Updated health certificate of all food handlers			Photocopy of Updated Health Certificates of Food Handlers
5. Wearing of proper cooking outfits at all times			Pictures of Canteen Staff/Actual Visit

Evaluated by:

Printed Name and Signature

Designation: _____

Date: _____

Enclosure 4: Evaluation Tool for School Library/Reading Corner

*Entry Requirements: School must have at least 50% observed criteria per area

AREAS FOR EVALUATION	OBSERVED	NOT OBSERVED	Means of Verification
Location / Physical Set-Up			
Strategically located at the school and easily accessible from any point on the campus.			Photos of the School Library, School Reading Corner, or Actual Visit
Well-lighted, ventilated, and conducive to learning			
Cleanliness and orderliness of the library			
The reading area can accommodate at least 10% of the total learner population.			Certification of the teacher-librarian as to the total seating capacity of the school library or reading corner (to include space for free reading)
Equipment and Signages			
Visible rules and regulations, and with signage leading to the library or reading corners.			Photo of the posted library/reading corner rules and regulations/actual visit
Shelves, tables, and other fixtures are suitable for users.			Photos of shelves

Labels Areas of Collection (Circulation, Filipiniana, Reference, LMs, Teachers' Resources, Fiction. etc.)			Photos of the labels of the library/reading corner collection/actual visit
Functional computers, Internet connection, television, projector, etc.			Availability of a computer unit for teacher-librarian use, Internet connection, or actual visit
Colorful posters, updated bulletin boards, and flyers			Photos/Actual Visit
Library Card Catalog/OPAC in the library or Borrowers Cards for Reading Corner in Schools			
Library/Reading Corner Fixtures (Librarian's Desk, Staff Desks, Tables, Chairs, File Cabinet, Display Stand)			
Area for the student's work or project			
Library Collection (at least 20% of the total collection shall be published within the last 10 years)			
References (almanacs, encyclopedias, dictionaries, etc.)			SY 2023-2024 List/Inventory of Library Collections/Reading Corner Collection
Circulation Books			
Filipiniana Books			
Fiction Books			

Fiction Books			SY 2023-2024 List/Inventory of Library Collections/Reading Corner Collection
Periodicals, journals, and magazines			
Learner's Resources: Activity Sheets, Workbooks, Manipulatives, Globes, Maps, Story Books, and Textbooks			
Teachers' Resources: DLL/DLP, Teaching Guides, Curriculum Guides, Teachers' Constructed Tests, Strategic Intervention Materials, Action Research, Theses, Dissertations, Least Mastered Skills with Exercises, Localized/Contextualized Materials			
Electronic Resources (CDs, DVDs, Tablets, etc.)			
Copy of the school's SIP, AIP,SRS, etc. that include provision for Learning Resource Center Collection			A copy of these is available in school.
Display of students' Exemplary or Winning Projects, Best Artworks, and Outputs			Photos/Actual Visit

Library Services & Activities			
The library/reading corner operates on a regular schedule.			Copy of Library/Reading Corner Schedule for SY 2023-2024
The teacher librarian/reading corner in charge administers orientation on the use of the library and its services.			Photos or copies of the program of the school library orientation or orientation on the Operation Reading Corner
The school celebrates National Book Week.			Photos of the conduct of the activity
The library/reading corner practices an open shelf system for easy access to the materials.			Photos of students getting books from open shelves
The teacher librarian has an action plan for the library/reading corner activities and events.			Copy of the signed Action Plan for SY 2023-2024
The school has a policy on borrowing books (library handbook).			Copy of the School Policy on Borrowing Books
Resources are accessed, classified, cataloged, and properly labeled with DDC call numbers and color coded.			Photo of Classified Library/Reading Area Collections/Actual Visit

The school maintains a logbook of users', teachers', and learners attendance.			Photo of a logbook showing the attendance of teachers and learners
The inventory of resources is updated.			SY 2023-2024 School Learning Resources Inventory
The library provides internet connections (WIFI).			Certification signed by the ICT Coordinator re: Internet Connectivity of the Library/Actual Visit
The library has the Little Free Library Project, Pinoy Reading Buddies, and Junior Librarian's Club.			Proof of Student Library Organization or Club
Digitization and localization of materials			Inventory of Digitized and Localized Learning Resources
Administration			
The librarian or teacher-in-charge is qualified for the position.			Copy of Designation of the Teacher-Librarian (signed) SY 2023-2024
The teacher librarian is a regular employee of the school.			
The teacher librarian participates in seminars, workshops, conferences, and other continuing professional education.			Photocopy of trainings, seminars, and workshops attended by the teacher-librarian for SY 2023-2024

The school has its support staff (assistant, clerk, or technician) to assist the teacher librarian when he or she has a class.			Designation of Library Support Staff (signed SY 2023-2024)
The school forms linkages, partnerships, and resource sharing among other institutions or LGUs.			Copy of the Deed of LR Donations for the School or Photos of the Turnover of Donations

Evaluated by:

Printed Name and Signature

Designation: _____

Date: _____

Enclosure 5: Evaluation Tool for 7S (Sort, Set in Order, Shine, Standardize, Sustain or Self-Discipline, Safety, and Spirit)

*Entry Requirements: School must have at least 50% observed criteria per area

Items	Yes	No	Means of Verification
SORT: Is there a method for clearing and arranging the physical workspace?			Actual visit to the principal's and guidance offices
Are unnecessary items removed in order to maintain a clean and effective working environment?			
Are there specific storage places for important items, records, and supplies?			
SET IN ORDER: Are office items organized logically and easily accessible to increase efficiency?			
Are labeling systems utilized to conveniently identify and find items?			
Is there a defined workflow and workstation setup to maximize productivity?			

SHINE: Is the office kept clean and attractive via frequent cleaning and maintenance?			Actual visit to the principal's and guidance offices
Are there cleaning schedules in place to guarantee cleanliness?			
Are suitable waste management and recycling practices in place?			
STANDARDIZE: Have standard operating procedures (SOPs) for routine activities and processes been established?			
Are policies and procedures written and easily available to employees?			
Are there processes in place to ensure that standard operating procedures are followed?			
SUSTAIN OR SELF_DISCIPLINE: Do employees assume ownership and responsibility for adhering to 7S practices?			
Is there a self-discipline and personal accountability culture in place to preserve order and cleanliness?			

Is there a consistent reminder, training, or refresher session to highlight the need of maintaining 7S practices?			Actual visit to the principal's and guidance offices
SAFETY: Are there safety processes and safeguards in place to protect the safety of employees and visitors?			
Are potential dangers detected and handled as soon as possible?			
Are emergency procedures and evacuation plans stated and rehearsed clearly?			
SPIRIT: Is there a pleasant, stimulating work environment that encourages teamwork and collaboration?			
Are there recognition and appreciation programs in place to honor accomplishments and foster a feeling of pride in the workplace?			
Is it encouraged for employees to give suggestions for continual improvement?			

Evaluated by:

Printed Name and Signature

Designation: _____

Date: _____

Enclosure 6: Availability of ICT Equipment & Tools and Sustained and Controlled Internet Connectivity in School

Items	Yes	No	Remarks
Availability of ICT Equipment and Tools			
School Schedule for the Utilization of the School ICT Laboratory • Is there an available Logbook for ICT Laboratory usage/ functionality monitoring			
• Is there a Preventive Maintenance Report At least Twice a Year included in the AIP?			
• Is there an updated Inventory of ICT Equipment and Tools?			
• Is there an Updated list of Inventory of distribution of Learners Tablets from LGU and other Stakeholders?			
• Is there a scheme for ICT Room, Tools, and equipment usability?			

Items	Yes	No	Remarks
·Is the school having an available mechanism to ensure that all users will handle all the ICT equipment and tools properly?			
·Is there a mechanism for partnerships to augment ICT Resources?			
Internet Connectivity			
·Is Internet Connectivity available in the school?			
·Are the SMART TVs in the classrooms functional/connected to the internet?			
·Does the school have internet security features?			
·Is the internet connectivity enough to cover the significant location (Principals Office, Guidance Office, LR, ICT Room)			

Enclosure 7: ICT- Enhanced System and Processes in the Delivery of Basic Education

Items	Yes	No	Remarks
Does the school have an ICT enhanced system for services and processes of the school such as existence of website, school social media account, e-learning resource, digitalization of request of Form 137, online appointment, etc.?			
Does the school have an effective utilization and management of School Information, Learners Management System whether online/offline? Ex. SPLAT LMS/SIS & XEPTO			
Does the School Implement an ICT Maintenance Schedule/Plan?			
Is the School ICT-enhanced system responsive and accessible to all stakeholders needs?			
Does the school have a mechanism to measure Clients Satisfaction on ICT accessibility?			

Evaluated by:

Printed Name and Signature

Designation: _____

Date: _____

MATATAG

Bansang Makabata



Batang Makabansa

MA

ke the curriculum relevant to produce competent, job-ready, active, and responsible citizens.

TA

ke steps to accelerate the delivery of basic education facilities and services.

TA

ke good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.

G

ive support to teachers to teach better

MAke the curriculum relevant to produce competent, job-ready, active, and responsible citizens.

- Revise the K to 12 Curriculum to make them more responsive to our aspiration as a nation
- Reduce the number of learning areas to focus on foundational skills
- Strengthen our literacy and numeracy programs
- Revitalize our Reading, Science and Technology, and Math programs
- Improve English proficiency while recognizing linguistic diversity
- Review the implementation of the Mother Tongue-based Multilingual Education Policy
- Intensify the values formation of learners in curriculum and teaching
- Embed the culture of peace in our curriculum
- Be transparent with curriculum guides and test scores
- Share test items with schools and teachers to strengthen the use of assessment
- Engage with CHED and TESDA, and various industry partners to address the issue of skills mismatch

TAke steps to accelerate the delivery of basic education facilities and services.

- Created the School Infrastructure and Facilities Strand
- Build more resilient schools and classrooms
- Close the remaining gaps in school infrastructure with policies to eliminate corruption
- Establish fully-functional library hubs
- Provide schools with electricity
- Provide e-classroom packages for teaching and learning
- Digitize our essential processes, including our national assessments
- Launch our National Education Portal
- Strengthen the complementarity between public and private schools
- Work closely with Congress in pushing for the expansion of GASTPE coverage to include kindergarten and elementary learners.
- Support BARMM School Building Program and GASTPE direction.
- Creation of the Procurement Strand



Take good care of learners by promoting learner well-being, inclusive education, and a positive learning environment.

- Provide education to children and youth in situations of disadvantage
- Strengthen and institutionalize the reintegration program for adolescent mothers, Children at Risk (CAR), and Children in Conflict with the Law (CICL)
- Strengthen the mechanism in safeguarding our learners against all forms of discrimination and dangers
- Seek out mental wellness experts to form interventions at the school level
- Strengthen inclusive education programs, including the alternative learning system, last mile schools, and programs for IP learners and learners with disabilities.
- Establish Inclusive Learning Resource Centers.
- Provide assessment assistive mechanisms to students with disabilities.
- Eradicate illiteracy through relevant policy issuances, and community literacy program interventions.
- Involve our parents and guardians in the education of our children.

Give support to teachers to teach better.

- Provide professional development programs
- Provide support in terms of innovative, responsive, and inclusive teaching approaches following the Philippine Professional Standards for Teachers (PPST)
- Capacitate our teachers and learners in utilizing technology in remote learning to maximize the benefits of digital learning.
- Provide training and other learning and development interventions for school leaders
- Fast-track the implementation of the career progression policy
- Implement the Merit Selection Policy
- Make the new Teacher Education Council and Secretariat fully functional.
- Advocate for additional benefits for our teachers.
- Implement the policy on the distribution of teacher workload and payment of teaching overload.
- Expand the coverage for the grant of Special Hardship Allowances.
- Address issues affecting the net-take-home pay of teachers.
- Work with DOH for free annual physical examinations for teachers.
- Coordinate with the GSIS for an improved and superior benefits package for all DepEd personnel.
- Provide a free legal assistance facility for teachers on matters concerning loan contracts and obligations.

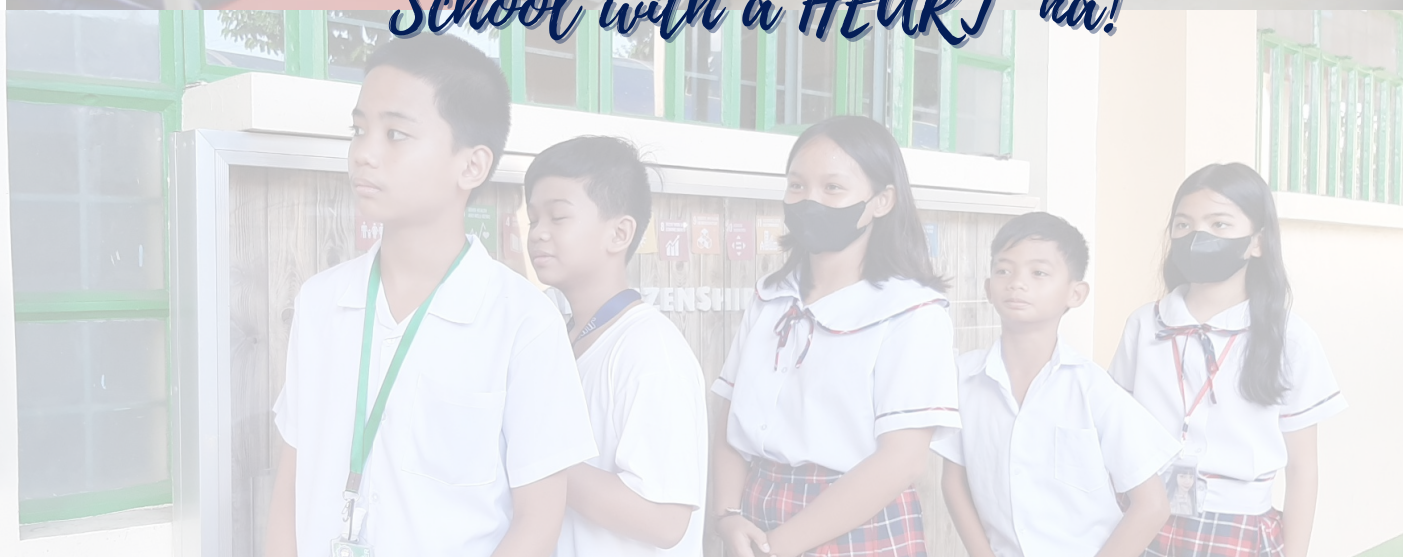
MATATAG

Bansang Makabata  Batang Makabansa





*Tayo na! Maging S.M.A.R.T.
School with a HEART na!*





DEPARTMENT OF EDUCATION - DIVISION OFFICE - MARIKINA CITY

DEPARTMENT DIRECTOR
DEPARTMENT DEPUTY DIRECTOR

CURRICULUM IMPLEMENTATION DIVISION

DISTRICT INSTRUCTIONAL SUPERVISION

INSTRUCTIONAL MANAGEMENT SECTION

ACCOUNTING UNIT

BUDGET UNIT

ADMINISTRATIVE SECTION

CASH UNIT

RECORDS UNIT

HUMAN RESOURCE DEVELOPMENT

SCHOOL MANAGEMENT MONITORING EVALUATION

PLANNING AND RESEARCH

EDUCATION FACILITIES

PROPERTY / SUPPLY UNIT

PERSONNEL UNIT

SOCIAL MOBILIZATION AND NETWORKING

SCHOOL HEALTH AND NUTRITION

ALTERNATIVE LEARNING SYSTEM

LEARNING RESOURCE MANAGEMENT SECTION

SCHOOLS AND CLCS

STUDENT CENTER FOR LIFE SKILLS

IN A BALANCED ORGANIZATION, WORKING TOWARDS A COMMON GOAL AND OBJECTIVE, SUCCESS IS INEVITABLE.

In a balanced organization, working towards a common goal and objective, success is inevitable.