





## Revised School-Based Management System

### SELF-ASSESSMENT CHECKLIST

(Reference: DepEd Order No. 07, s. 2024)

The SBM Self-Assessment Checklist provides a comprehensive understanding of the status of continuous improvement in the various areas of school operation. The schools assess the six (6) SBM Dimensions and determine the degree of manifestation for each SBM Indicator. These indicators are listed as observable school practices and attainable learning outcomes. The extent by which the indicators are manifested is described as follows: not yet manifested, rarely manifested, frequently manifested, and always manifested.

#### **Important instructions prior to the conduct of the self-assessment:**

- *The School Head shall convene the School Monitoring and Evaluation and Adjustment (SMEA) Team, with members of 5 but not more than 15.*
- *An orientation on the purpose of the assessment and the process of checking out the checklist shall be given to the SMEA team members.*
- *Each member of the team shall be provided with a checklist and is expected to fill out the said checklist.*
- *All the filled-out checklists shall immediately be collected and deliberated and must come up with 1 consolidated self-assessment.*
- *The deliberated and consolidated SBM Self-Assessment shall be submitted to the SGOD-School Management Monitoring and Evaluation Section for necessary consolidation and technical assistance*

#### **1. CURRICULUM AND TEACHING**

School personnel and stakeholders work collaboratively to enhance learning standards to continually build a relevant and inclusive learning community and achieve improved learning outcomes.

SN	SBM Indicator	Reference	Degree of Manifestation				Remarks
			Not yet	Rarely	Frequently	Always	
1	Grade 3 learners achieve the proficiency level for each cluster of early language, literacy, and numeracy skills.						
2	Grade 6, 10, and 12 learners achieve the proficiency level in all 21st century skills and core learning areas in the NAT.						
3	School-based ALS learners attain certification as elementary and junior high school completers.						
4	Teachers prepare contextualized learning materials responsive to the needs of learners.						

5	Teachers conduct remediation activities to address learning gaps in reading and comprehension, science and technology, and mathematics.						
6	Teachers integrate topics promoting peace and DepEd core values						
7	The school conducts test item analysis to inform its teaching and learning process						
8	The school engages local industries to strengthen its TLE-TVL course offerings						

## 2. LEARNING ENVIRONMENT

School personnel and stakeholders work collaboratively to enhance learning standards to continually build a relevant and inclusive learning community and achieve improved learning outcomes.

SN	SBM Indicator	Reference	Degree of Manifestation				Remarks
			Not yet	Rarely	Frequently	Always	
9	The school has zero bullying incidence.						
10	The school has zero child abuses incidence.						
11	The school has reduced its drop-out incidence						
12	The school conducts culture-sensitive activities.						
13	The school provides access to learning experiences for the disadvantaged, OSYs, and adult learners						
14	The school has a functional school-based ALS program						
15	The school has a functional child-protection committee.						
16	The school has a functional DRRM Plan						
17	The school has a functional support mechanism for mental wellness.						
18	The school has special education and PWD-friendly facilities.						

## 3. LEADERSHIP

School personnel and stakeholders are empowered and actively engaged in taking on appropriate leadership roles and responsibilities to continuously improve the school for improved learning outcomes.

SN	SBM Indicator	Reference	Degree of Manifestation				Remarks
			Not yet	Rarely	Frequently	Always	



19	The school develops a strategic plan.						
20	The school has a functional school-community planning team.						
21	The school has a functional Supreme Student Government / Supreme Pupil Government						
22	The school innovates in its provision of frontline services to stakeholders.						

**4. GOVERNANCE AND ACCOUNTABILITY**

The school and its community come together to take responsibility for ensuring participation, transparency, and accountability, as well as the implementation of a plan to continuously improve the delivery of basic education services, organizational health, and performance for improved learning outcomes.

SN	SBM Indicator	Reference	Degree of Manifestation				Remarks
			Not yet	Rarely	Frequently	Always	
23	The school's strategic plan is operationalized through an implementation plan.						
24	The school has a functional School Governance Council (SGC)						
25	The school has a functional Parent-Teacher Association (PTA)						
26	The school collaborates with stakeholders and other schools in strengthening partnership.						
27	The school monitors and evaluates its program, projects, and activities.						
28	The school maintains an average rating of satisfactory from its internal and external stakeholders.						

**5. HUMAN RESOURCE AND DEVELOPMENT**

The school and its community come together to take responsibility for ensuring participation, transparency, and accountability, as well as the implementation of a plan to continuously improve the delivery of basic education services, organizational health, and performance for improved learning outcomes.

SN	SBM Indicator	Reference	Degree of Manifestation				Remarks
			Not yet	Rarely	Frequently	Always	
29	School personnel achieve an average rating of very satisfactory individual performance commitment and review.						

30	The school achieves an average rating of very satisfactory in the office performance commitment and review.						
31	The school conducts needs-based Learning Action Cells and Learning and Development activities.						
32	The school facilitates the promotion and continuous professional development of its personnel.						
33	The school recognizes and rewards milestone achievements of the personnel.						
34	The school facilitates receipt of correct salaries, allowances, and other additional compensation in a timely manner.						
35	Teacher workload is distributed fairly and equitably.						

**6. SCHOOL-BASED MANAGEMENT (SBM) SELF-ASSESSMENT CHECKLIST**

The school judiciously manages and mobilizes resources to support programs, projects, and activities that contribute to the improvement of learning outcomes.

SN	SBM Indicator	Reference	Degree of Manifestation				Remarks
			Not yet	Rarely	Frequently	Always	
36	The school inspects the infrastructure and facilities.						
37	The school initiates improvement of the infrastructure and facilities.						
38	The school has a functional library.						
39	The school has functional water, electricity, and internet facilities.						
40	The school has a functional computer laboratory/ classroom.						
41	The school achieves a 75-100% utilization rate of its Maintenance and Other Operation Expenses (MOOE)						
42	The school liquidates 100% its utilized MOOE.						

Prepared by:

SCHOOL MONITORING AND EVALUATION AND ADJUSTMENT (SMEA) TEAM

Name of School: \_\_\_\_\_

\_\_\_\_\_  
*(Faculty Representative)*

\_\_\_\_\_  
*(Non-Teaching Representative)*

\_\_\_\_\_  
*(Parents Representative)*

\_\_\_\_\_  
*(Students Representative)*

\_\_\_\_\_  
*(SGC Representative)*

\_\_\_\_\_  
*(Other Representatives)*

Noted:

\_\_\_\_\_  
*Name and Signature of School Head*

*Date signed:* \_\_\_\_\_