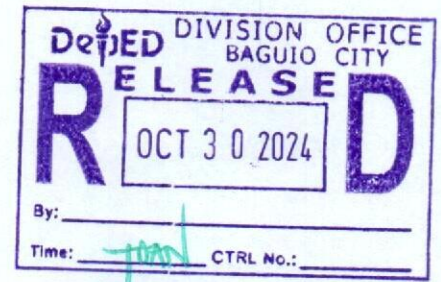




Republic of the Philippines  
**Department of Education**  
 Cordillera Administrative Region  
**SCHOOLS DIVISION OF BAGUIO CITY**



October 29, 2024

**DIVISION MEMORANDUM**

No. 623-2024

**CONDUCT OF DIVISION ASSESSMENT ON SCHOOL-BASED MANAGEMENT  
 EMERGING (BEST) PRACTICES**

To: CID and SGOD Chief Education Supervisors  
 Public School District Supervisors  
 Public School Heads  
 All Schools Division Office Personnel  
 All Others Concerned

1. In compliance with RM 344 s. 2023 entitled "Contextualized policy on the Repository of School-Based Management (SBM) Best Practices in DepEd-CAR," there will be a Division Assessment on the Emerging (Best )Practices on School-Based Management on the hereunder provided timelines.

Responsible Person/Section	Activity	Date
Proponent	Proponent/ Schools to submit best practice complete set of documents to the district	November 15,2024
District TWG Chairperson: PSDS Members: EPS and School Head	Conduct of District Assessment	November 18-19,2024
PSDS,Division Office Personnel	Submission of District and Division Office Emerging Practices (2per category in each district)	November 20,2024
Division TWG Chairperson:SGOD and CID Chiefs Members: SMME-SBM Focal,PSDS,EPS	Division Assessment	November 21-29,2024







Republic of the Philippines  
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2. The objectives of this policy are the following:
- a. to create a repository of best practices for ready access and then benchmarking purposes by schools in the division and region;
  - b. to provide schools an avenue to share their best practices; and
  - c. to encourage sharing of best practices in the implementation of School-Based Management.

3. The following are the categories:

**\*Elementary**

Category	Years of Implementation
Promising	1 year
Validating	2 years
Exemplary	3years

**\*Secondary**

Category	Years of Implementation
Promising	1 year
Validating	2 years
Exemplary	3years

**\*Senior High**

Category	Years of Implementation
Promising	1 year
Validating	2 years
Exemplary	3years

**\*Alternative Learning System**

Category	Years of Implementation
Promising	1 year
Validating	2 years
Exemplary	3years

**\*District Offices**

Category	Years of Implementation
Promising	1 year
Validating	2 years
Exemplary	3years

**\*School Division Offices**

Category	Years of Implementation
Promising	1 year
Validating	2 years
Exemplary	3years





Republic of the Philippines  
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**SCHOOLS DIVISION OF BAGUIO CITY**

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4. Attached is the copy of the contextualized policy for your perusal.
5. Immediate dissemination of this memorandum is desired.

**SORAYA T. FACULO PhD, CESO VI**

*for the*

Schools Division Superintendent *St*

*Armi Victoria M. Fiangaan*  
ARMI VICTORIA M. FIANGAAN  
Education Program Supervisor



## **CONTEXTUALIZED POLICY ON REPOSITORY OF BEST PRACTICES IN THE REGION**

### **I. RATIONALE**

Pursuant to RA 10533 or the Enhanced Basic Education Act of 2013, The Department of Education (DepEd) is continuously implementing fundamental reforms and innovations to upgrade the education system in the Philippines and become at par with the global standards. To meet the 21<sup>st</sup> century context and demands in technology and communication, the Field Technical Assistance Division (FTAD) under the Knowledge Management Key Result Area (KRA) is operationalizing the establishment of best practices data management system across functional divisions in cognizant of Republic Act No. 9155. Hence, the policy on the repository of best practices in the region was developed.

The Field Technical Assistance Division (FTAD) together with the Information and Communications Unit (ICTU) introduced the Knowledge Management System (KMIS) as an innovation specifically to provide performing schools in CAR with an appropriate platform to share their best practices for schools to access or to benchmark to improving performance.

The implementation of School-Based Management can generate good practices worthy of emulation. These best practices can be developed from any of the four dimensions of school-based management. Best practices can arise from different schools, and each school may have a best practice from one of the dimensions but may struggle in another area. To take advantage of these best practices in the implementation of school-based management, there has to be a forum to be conducted within the various levels of governance such as district, division, regional or even at the national levels. It is suggested that good and successful practices in school-based management implementation can be disseminated to other schools and other districts (Nurkolis, 2017).

This policy shall provide processes and mechanisms of the repository of best practices. It will institutionalize and provide guidelines in collecting, reviewing, storing, and sharing best practices from the appropriate sources. The repository will function as a digital storage of best practices gathered from the division offices and from the schools. In return, these stored best practices will be made available and accessible to all Deped personnel for ready sharing and benchmarking. The repository will be the official venue for accessing best practices which can be contextualized and be applied to the different offices and schools.

### **Project Objectives**

1. To create a repository of best practices from the different offices and schools for ready access and for benchmarking purposes for schools in CAR;
2. To provide performing schools with an appropriate platform to share their best practices for schools to access or to benchmark to improving performance.



3. To encourage sharing of best practices in the implementation of School-Based Management (SBM) in CAR.

## **II.SCOPE**

This implementing guidelines of the DepEd -CAR on the repository of best practices shall cover the processes embodied hereto and shall apply to all DepEd CAR male and female personnel, teaching, and non-teaching personnel across the region regardless of their gender identity, sexual orientation, civil status, disability, religion, ethnicity, or political affiliation.

## **III. DEFINITION OF TERMS**

### **Leadership and Governance**

This dimension of school-based management describes how a network of leadership and governance guides the education system to achieve its shared vision, mission, and goals making them responsive and relevant to the context of diverse environments. School-based management mandates that the school shall be managed through a shared leadership and governance. Shared leadership encompasses active participation of both internal and external stakeholders in the management of the school.

### **Curriculum and Instruction**

Curriculum and learning focus on the collaborative development of learning systems. The curriculum is contextualized to the learner's context and aspirations to make it more meaningful and applicable to life in the community. School-based management requires that the contextualization of learning systems shall be attended by representatives of relevant internal and external stakeholders of the school. The learning system is regularly and collaboratively monitored by the relevant monitoring team to ensure its continuous improvement.

### **Accountability and continuous Improvement**

Accountability and continuous improvement accounts for a clear, transparent, inclusive, and responsive accountability system. An accountability system is the set of policies and practices that is used to measure and hold schools responsible for raising learners' achievement for all learners, and to prompt and support improvement where necessary. This system shall be collaboratively developed by community stakeholders, which monitors expected and actual performance.

### **Management of resources**

School resources are collectively and judiciously mobilized and managed with transparency effectiveness and efficiency. Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators, and community stakeholders as basis for resource allocation and mobilization. There is also regular dialog for planning and resources programming that is accessible and inclusive to continuously engage stakeholders and support the implementation of community education plans.

**Innovative practices** refer to the wide range of individual activities, policies, and programmatic approaches to achieve positive changes in learners' attitude and



academic behavior and in organizational systems that contribute directly or indirectly to such positive changes.

**Best Practices** are innovative practices which through continued implementation proves to be effective in continuously improving organizational systems.

**Promising**

Practices with measurable results and report successful outcomes. The positive outcomes are short term only or applicable only during specific period or situation It is on its first year of implementation. It requires specialized skills, and high financial cost for its implementation. However, it has the potential of becoming a consensus-based practice.

**Validating**

Practices with measurable results and report successful outcomes. The positive outcome or applicability has a potential for replication annually. These practices are on its second year of implementation.

**Exemplary**

Practices with measurable results and reports successful outcomes. The positive outcome or applicability is multi year and is self-renewing. The practice has passed through intensive validation. Its implementation is client friendly and is proven to be efficient relative to resources. These practices are on its 3 or more consecutive years of implementation.

**Areas of best practice**

These are the areas in the SBM implementation where best and innovative practices are generated or observed.

**IV. POLICY STATEMENT**

- A. All matters pertaining to the collection, review, storage, and sharing of best practices shall be coordinated with the Regional Office – Field Technical Assistance Division (FTAD). This office shall coordinate all activities relative to the implementation of this policy.
- B. Guidelines on the collection, review, storage, and sharing of best practices.
  - 1. Collection of best practices shall be in accordance with the procedures and workflow as indicated Part V-A: Repository of Best Practices Workflow. Hard copies of documentary requirements shall be complete and shall be duly signed prior to submission for review. The following documents shall be submitted in following order using an A4 bond paper:
    - A. Executive Summary
    - B. Audio-video presentation.
  - 2. The executive summary shall be in paragraph form which includes the following parts in this order: Objectives, Methodology, Results/Output, and Impact. It shall conform with the following document format:



Enclosure 2: RM No.148, s. 2020, "Guidelines for the Regional Search for Best Practices."

### **ASSESSMENT TOOL FOR BEST PRACTICE**

This assessment tool contains the tabulated components/ elements, indicators for success, and criteria for the selection of best practices. The practices are categorized into three: the Promising, Validating, and the Exemplary. These three categories of practices differ from each other in terms of the period of implementation.

The promising practice is that which has been implemented for a year and has observable effects on a certain performance while the validating practice has been implemented for two consecutive years and is verifying the observed effects during the first year of implementation. The exemplary practice has been implemented for three years or more and has confirmed its effects on improving performance.

Each component is given a percentage weight and indicators for success (Standards) while under each category are the criteria for the attainment of the identified indicators. The impact is given the most percentage weight since it measures the effectivity improvement in performance:

Component	Promising	Validating	Exemplary
1.Rationale/ Background	10	5	5
2.Objectives	5	5	5
3.Methodology	10	5	5
4.M&E MOVs	5	5	5
5.Progress Report	5	5	5
6.Advocacy MOVs	5	5	5
7.Impact	40	60	60
8.Accountability & Continuous Improvement	20	10	10

#### Format of the Terminal Report for Submission to the Search for Best Practices

1. Title- it should be brief, simple, concise, and should not exceed 20 words including articles. It can also be catchy or ignite the interest of the reader, has relevance to the practice, and it could be indigenized or localized.
2. Rationale/Background - it should reflect the mandate of DepEd Order # 83, s. 2012 and present the actual need based on the situational analysis conducted supported by facts or data.
3. Objectives- it should be SMART: Specific and clear, Measurable, Attainable, Result-oriented, and Time-bound.



4. Methodology- it contains the necessary information necessary for the implementation of the practice like: Materials needed in the implementation of the practice, the procedure, or the step-by-step activities to be done in the implementation of the practice including M&E of immediate superior, how to measure the effectivity of the practice or how to determine the impact of the practice. It also includes the timetable for the practice implementation until the terminal reporting.
5. Monitoring and Evaluation- it contains the MOVs of the M&E activities conducted by immediate superior relative to the implementation of the practice like observation report and other means of doing the monitoring.
6. Progress Report- it contains the periodical report on the accomplishment of each activity provided in the methodology properly analyzed with emphasis on probable effect which could be qualitative or quantitative duly signed by immediate superior.
7. Advocacy- Modes of Verification on Advocacies conducted which can be pictorials, tarpaulin, Minutes of advocacy meetings and attendance, and others
8. Impact: -the impact of the implementation of the practice is measured in terms of the three out of four components of the school-based management (SBM) which are the following
  - a. Leadership and Governance
  - b. Curriculum and Instruction
  - c. Management of Resources
  - d. Accountability and Continuous Improvement
9. Accountability and Continuous Improvement
  - a. This contains a detailed report on the accomplishment of all identified activities/tasks in response to the objectives of the practice implementation and its result on processes for improvement gearing towards total quality management.

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Proponent

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Immediate Supervisor



**Note: Supporting documents should be packaged properly**

**CRITERIA FOR THE ASSESSMENT OF BEST PRACTICES**

Components and Indicators	Promising (one year)	Validating (two years)	Exemplary (three years & more)
<b>1. Rationale/ Background</b>	<b>Rationale/ Background (10%)</b>	<b>Rationale/ Background (5%)</b>	<b>Rationale/ Background (5%)</b>
a) Reflects – SBM (DO 83, s. 2012) b) Reflects the actual needs (identification of gaps/situational analysis) c) Based on facts (data based for the last 3 years)	Reflects school-based management as stipulated in DO # 83, S. 2012  Reflects the actual needs (identification of gaps/ situational analysis)  Based on facts (Current data) within the first year of implementation of practice	Reflects school-based management as stipulated in DO # 83, S. 2012  Reflects the actual needs (identification of gaps/ situational analysis)  Based on facts (Data based for the last 2 years)	Reflects school-based management as stipulated in DO # 83, S. 2012  Reflects the actual needs (identification of gaps/ situational analysis)  Based on facts (Data based for the last 3 years)
<b>2. Objectives (5%)</b>			
The objectives should be Specific, measurable, attainable, results-oriented, and time-bound	The objectives should be Specific, measurable, attainable, results-oriented, and time-bound	The objectives should be Specific, measurable, attainable, results-oriented, and time-bound	The objectives should be Specific, measurable, attainable, results-oriented, and time-bound
<b>3. Methodology</b>	<b>Methodology (10%)</b>	<b>Methodology (5%)</b>	<b>Methodology (5%)</b>
a. Processes and procedures	4-Four indicators have been met within the first	4-Four indicators have been met within each year	4-Four indicators have been met within each year



es are properly aligned with the objectives	year of implementation of the practice	for the last two consecutive years of implementation of the practice	for the last three or more consecutive years of implementation of the practice
b. Responsiveness to the problem/identified needs or Effective in addressing needs	3-Three indicators have been met within the first year of implementation of the practice	3-Three indicators have been met within each year for the last two consecutive years of implementation of the practice	3-Three indicators have been met within each year for the last three or more consecutive years of implementation of the practice
c. Efficient or Cost-effective	2-Two indicators have been met within the first year of implementation of the practice	2-Two indicators have been met within each year for the last two consecutive years of implementation of the practice	2-Two indicators have been met within each year for the last three or more consecutive years of implementation of the practice
d. Implemented as planned	1-One indicator have been met within the first year of implementation of the practice	1-One indicator have been met within each year for the last two consecutive years of implementation of the practice	1-One indicator have been met within each year for the last three or more consecutive years of implementation of the practice

**4. Mode of Verification (MOVs) for Monitoring and Evaluation conducted by Immediate Superior (5%)**

a) Duly signed schedule monitoring and evaluation activities conducted by immediate superior relative to the implementation of practice	Presence of the three modes of verification within the first year of implementation	Presence of the three modes of verification within two years of implementation	Presence of the three modes of verification within the three years or more of implementation
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<p>b) Reports from immediate superior on monitoring and evaluation relative to the implementation of best practice duly signed</p> <p>c) Pictorials during the conduct of monitoring and evaluation</p>			
<p><b>5. Progress Report (5%)</b></p>			
<p>a) Done as planned (according to the Methodology)</p> <p>b) Contains basic information i.e., Actual Accomplishment, gaps, lessons learned, and recommendations</p> <p>c) Authenticity (pictorials of data)</p>	<p>4-All the three indicators are reflected in the periodical progress report within the first year of implementation of the practice</p> <p>3-Two indicators are reflected in the periodical progress report within the first year of implementation of the practice</p> <p>2-One indicator is reflected in the periodical progress report</p>	<p>4-All the three indicators are reflected in the periodical progress report within each year of the last two years of implementation of practice</p> <p>3-Two indicators are reflected in the periodical progress report within each year of the last two years of implementation of practice</p> <p>2-One indicator is reflected in the periodical progress report</p>	<p>4-All the three indicators are reflected in the periodical progress report within each year of the last three years of implementation of the practice</p> <p>3-Two indicators are reflected in the periodical progress report within each year of the last three years if the implementation of the practice</p> <p>2-One indicator is reflected in the periodical progress report</p>



	<p>within the first year of implementation of the practice</p> <p>1-No progress report was prepared but the practice has been implemented</p>	<p>within each year of the last two years of implementation of practice</p> <p>1-All the three indicators are reflected in the periodical progress report within ONE year only of the last two years of implementation of practice</p>	<p>within each year of the last three years of implementation of the practice</p> <p>1-All the three indicators are reflected in the periodical progress reports within TWO YEARS only of the last three years of implementation of practice</p>
<b>6. Modes of Verification of Advocacies conducted (5%)</b>			
<p>a) Presence of Advocacy Plan b) Report on the implementation of the Advocacy plan c) Attendance of participants during the conduct of advocacy (if meetings are conducted) d) Pictorials per advocacy conducted found in the plan (Tarpaulin/ Posters/ meetings/ etc.</p>	<p>4-Presence of the four MOVs within the first year of implementation of the practice</p> <p>3-Presence of the three MOVs within the first year of implementation of the practice</p> <p>2-Presence of the two MOVs within the first year of implementation of the practice</p> <p>1-Presence of the one MOV within the first year of implementation of the practice</p>	<p>4-Presence of the four MOVs within each year of the two years of the implementation of the practice</p> <p>3-Presence of the three MOVs within each year of the two years of implementation of the practice</p> <p>2-Presence of the two MOVs within each year of the two years of implementation of the practice</p> <p>1-Presence of the one MOV within each year of the two years of implementation of the practice</p>	<p>4-Presence of the four MOVs within each year of the three years of the implementation of the practice</p> <p>3-Presence of the three MOVs within each year of the three years of implementation of the practice</p> <p>2-Presence of the two MOVs within each year of the three years of implementation of the practice</p> <p>1-Presence of the one MOV within each year of the three years of implementation of the practice</p>
<b>7. Impact: 60%</b>			



<p>The practice:</p> <ul style="list-style-type: none"> <li>• is aligned with the Annual Improvement Plan (AIP)</li> <li>• involved internal and external stakeholders with their significant roles in the implementation of the practice</li> <li>• resulted in improvement and has exceeded the target</li> </ul>	<p><b>Leadership and Governance (30%)</b></p>	<p><b>Leadership and Governance (10%)</b></p>	<p><b>Leadership and Governance (10%)</b></p>
	<p>4-all indicators were met within the first year of implementation of the practice</p>	<p>4-all indicators were met within the last two consecutive years of implementation of the practice</p>	<p>4-all indicators were met within the last three or more consecutive years of implementation of the practice</p>
	<p>3-2 indicators were met within the first year of implementation of the practice</p>	<p>3-Two indicators were met within the last two consecutive years of implementation of the practice</p>	<p>3-All indicators were met within two years of the last three years or more consecutive years of implementation of the practice</p>
	<p>2-1 indicator was met within the first year of the implementation of the practice</p>	<p>2-One indicator was met within the last two consecutive years of implementation of the practice</p>	<p>2-All indicators were met in one year of the last three years or more consecutive years of implementation of the practice</p>
	<p>1-No indicators were met yet within the first year of implementation of the practice</p>	<p>1-all indicators were met for ONE year only</p>	<p>1-Two indicators were met within the last three or more consecutive years of implementation of the practice</p>
<p>a. SCHOOL MPS (8%) Increased in School MPS based from</p>	<p>Beginning of the practice. No impact yet in terms of the</p>	<p>4-increased by 4 from baseline MPS 3-increased by 3 from baseline MPS</p>	<p>4-increased by 4 from baseline MPS 3-increased by 3 from baseline MPS</p>



preceding school year data	performance indicators (PIs).  The PIs during the first year of implementation shall be the baseline for the second year of practice implementation	2-increased by 2 from baseline MPS  1-increased by 1 from baseline MPS	2-increased by 2 from baseline MPS  1-increased by 1 from baseline MPS
b. PROMOTION (8%)			
Increased Promotion Rate based from preceding school year data	Beginning of the practice.  No impact yet in terms of the performance indicators (PIs).  The PIs during the first year of implementation shall be the baseline for the second year of practice implementation	4-increased by 8 or more from baseline  3-increased by 6 from baseline  2-increased by 4 from baseline  1-increased by 2 from baseline	4-increased by 8 or more from baseline  3-increased by 6 from baseline  2-increased by 4 from baseline  1-increased by 2 from baseline
c. FAILURE RATE (8%) Decreased Failure Rate based from preceding school year data	Beginning of the practice.  No impact yet in terms of the performance indicators (PIs).  The PIs during the first year of implementation shall be the baseline for the second year of practice implementation	4-decreased by 4 and or more from baseline  3-decreased by 3 from baseline  2-decreased by 2 from baseline  1-decreased by 2 from baseline	4-decreased by 4 and or more from baseline  3-decreased by 3 from baseline  2-decreased by 2 from baseline  1-decreased by 2 from baseline



<p>d. COHORT RATE (8%) Increased Cohort Survival rate based on preceding school year data</p>	<p>Beginning of the practice.  No impact yet in terms of the performance indicators (PIs).  The PIs during the first year of implementation shall be the baseline for the second year of practice implementation</p>	<p>4-increased by 8 or more from baseline  3-increased by 6 from baseline  2-increased by 4 from baseline  1-increased by 2 from baseline</p>	<p>4-increased by 8 or more from baseline  3-increased by 6 from baseline  2-increased by 4 from baseline  1-increased by 2 from baseline</p>
<p>e. DROP-OUT RATE (8%) Decreased drop-out rate based from preceding school year data</p>	<p>Beginning of the practice.  No impact yet in terms of the performance indicators (PIs).  The PIs during the first year of implementation shall be the baseline for the second year of practice implementation</p>	<p>4-decreased by 2 and or more from baseline  3-decreased by 1.5 from baseline  2-decreased by 1 from baseline  1-decreased by 0.5 from baseline</p>	<p>4-decreased by 4 and or more from baseline  3-decreased by 3 from baseline  2-decreased by 2 from baseline  1-decreased by 0.5 from baseline</p>
<p>Improved Performance in the Management of Resources in terms of:  Partnership/linkages (10%) Indicators: -Networking generated resources</p>	<p>4-Has accomplished all the five indicators within the first year of best practice  3-Has accomplished at</p>	<p>4-Has accomplished all the five indicators within two consecutive years of best practice  3-Has accomplished at</p>	<p>4-Has accomplished all the five indicators within two consecutive years of best practice  3-Has accomplished at</p>



<p>-Liquidation and accomplishment report was disseminated to sponsors</p> <p>-Fund utilization was captured in the transparency board</p> <p>- Acknowledging letter sent to donors</p> <p>-Presence of MOU/MOA/Deed of Donation</p>	<p>least four indicators within the first year of best practice</p> <p>2-Has accomplished at least three indicators within the first year of best practice</p> <p>1-Has accomplished at least two indicators within the first year of best practice</p>	<p>least four indicators within two consecutive years of best practice</p> <p>2-Has accomplished at least three indicators within two consecutive years of the best practice</p> <p>1-Has accomplished at least two indicators within the two consecutive years of the best practice</p>	<p>least four indicators within three or more consecutive years of best practice</p> <p>2-Has accomplished at least three indicators within three or more consecutive years of the best practice</p> <p>1-Has accomplished at least two indicators within the three or more consecutive years of the best practice</p>
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**8. Accountability and Continuous Improvement**

<p><i>Accountability and Continuous Improvement in terms of:</i></p> <p>1. M&amp;E report</p> <p>M&amp;E reports indicate that all identified objectives, tasks, or activities in the methodology/ procedure were accomplished resulting to the improvement of a process</p>	<p><b>M&amp;E report (10%)</b></p> <p>4-M&amp;E reports within the first year indicate that all identified objectives, tasks, or activities in the methodology were accomplished which has a potential effect in improving a process</p> <p>3-M&amp;E report within the first year indicates that all identified</p>	<p><b>M&amp;E report (5%)</b></p> <p>4-M&amp;E reports within the last two years indicate that all identified objectives, tasks, or activities in the methodology were accomplished strengthening the effectiveness of practice in improving a process</p> <p>3-M&amp;E reports within the first year indicates that all identified objectives, tasks,</p>	<p><b>M&amp;E report (5%)</b></p> <p>4-M&amp;E reports within the last three or more years indicate that all identified objectives, tasks, or activities in the methodology were accomplished resulting to the effectiveness of practice in improving a process</p> <p>3-M&amp;E reports within the first year indicates that</p>
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	<p>objectives, tasks, or activities in the methodology were accomplished except for one objective/task/activity but has a potential effect on improving a process</p> <p>2-M&amp;E report within the first year indicates that all identified objectives, tasks, or activities in the methodology were accomplished except for two objectives/tasks/activities but has a potential effect on improving a process</p> <p>1- M&amp;E report within the first year indicates that all identified objectives, tasks, or activities in the methodology were accomplished except for two objectives/tasks/activities</p>	<p>or activities in the methodology were accomplished except for one objective/task/activity but still strengthen the effectiveness of practice in improving a process</p> <p>2-M&amp;E report within the first year indicates that all identified objectives, tasks, or activities in the methodology were accomplished except for two objectives/tasks/activities</p> <p>1- M&amp;E report within the first year indicates that all identified objectives, tasks, or activities in the methodology were accomplished except for two objectives/tasks/activities</p>	<p>all identified objectives, tasks, or activities in the methodology were accomplished except for one objective/task/activity but still resulting in the effectiveness of practice in improving a process</p> <p>2-M&amp;E report within the first year indicates that all identified objectives, tasks, or activities in the methodology were accomplished except for two objectives/tasks/activities</p> <p>1- M&amp;E report within the first year indicates that all identified objectives, tasks, or activities in the methodology were accomplished except for two objectives/tasks/activities</p>
<p><i>Accountability and Continuous Improvement in terms of:</i> <b>2. Process Flow</b></p>	<p><b>Process Flow (10%)</b></p> <p>There is at least one potential process for</p>	<p><b>Process Flow (5%)</b></p> <p>There is at least one process improved for</p>	<p><b>Process Flow (5%)</b></p> <p>There is one process improved with approved</p>



7. Digital repository of the best practices shall be made available on the regional database system. It shall be maintained by the Regional Field Technical Assistance Division (FTAD) in coordination with ICT unit.
8. All stored and archived best practices shall be available and accessible to all DepEd-CAR personnel for reference and benchmarking to gain insights in improving school-based management level of practice. Schools may fully adopt an appropriate best practice or may modify/ contextualize according to their respective needs.
9. All best practices found in the repository shall not be copied by any individual for the purpose of crafting separate documents and submit as their own. These shall be protected by copyright laws and acknowledgement shall be credited to the respective original developers.

**C. CATEGORIES:**

A. Level of Office

1. Elementary
2. Junior High School
3. Senior High School
4. Alternative Learning System
5. District Offices
6. Schools Division Offices

B. Area of Best Practice

1. Leadership and Governance
2. Curriculum and Instruction
3. Accountability & Continuous Improvement
4. Management of Resources
5. Technical Assistance (Short term TA; Long term TA)
6. others

C. Years of Implementation

1. Promising (1 year)
2. Validating (2 years)
3. Exemplary (3 years)

**V. PROCEDURES**



## **VII. REFERENCES:**

- Republic Act No.10533, "*Implementing Rules and Regulations of the Enhanced Basic education Act of 2013.*" Retrieved May 6, 2022, from official Gazette.gov.ph
- Republic Act 9155, "*Governance of Basic Education Act of 2001.*" Retrieved May 6, 2022, from official Gazette.gov.ph
- DepEd Order 83, s.2012, "*Implementing Guidelines on The Revised School-Based Management (SBM) Framework, Assessment Process and Tool (Apat).*" Retrieved May 6, 2022 from [www.deped.gov.ph](http://www.deped.gov.ph).
- Regional Memorandum 148, s. 2020, "*Guidelines for the Regional Search for Best Practices*". Retrieved May 6, 2022 from [www.depedcar.ph](http://www.depedcar.ph)
- Republic Act No. 11032, "*An Act Promoting EASE of Doing Business and Efficient Government Services Delivery Act of 2018*". Retrieved May 6, 2022, from official Gazette.gov.ph



<p>At least one process improves, with approved process flow during the implementation of the Best practice</p> <p><b>(Please identify the process)</b></p>	<p>improvement and for process flow development during the implementation of the practice</p>	<p>validation with approved process flow during the implementation of the practice</p>	<p>process flow and disseminated for reference/or benchmarking during the implementation of the practice</p>
<p><b>Total points</b></p>	<p><b>100 %</b></p>	<p><b>100 %</b></p>	<p><b>100 %</b></p>



Enclosure 1



**Republic of the Philippines  
Department of Education  
Cordillera Administrative Region  
SCHOOLS DIVISION OF BAGUIO CITY**

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**EXECUTIVE SUMMARY TEMPLATE**

Title of Best practice: \_\_\_\_\_  
Area of Best Practice: \_\_\_\_\_  
Category: \_\_\_\_\_  
No. of Implementing Years: \_\_\_\_\_  
Proponent: \_\_\_\_\_  
School: \_\_\_\_\_  
SDO: \_\_\_\_\_

Best Practice Executive Summary

Checked by:

Endorsed by:

\_\_\_\_\_  
School SBM Task Force

\_\_\_\_\_  
School Head

Approved:

\_\_\_\_\_  
PSDS