**Individual Performance Commitment and Review Form**

**Name of Employee:** Mr. Paulo Magandangbuhay **Name of Rater/s:** Mrs. Paula Mahumot & Mr. Pedro Mahimsog

**Position:** Principal  **Position:** PSDS & Coordinating Principal

**Review Period:** June, 2014-March, 2015 **Date of Review:** November, 2014/April, 2015

**School/District:** San Pablo ES, Dauis District

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| **To be filled in during planning** | | | | | | **To be filled in during evaluation** | | |
| **MFOs** | **KRAs** | **Objectives** | **Timeline** | **Weight per KRA** | **Performance Indicators**  **(Quality, Efficiency, Timeliness)** | **Actual Result** | **Rating** | **Score** |
| **Delivery of Basic Education Services** | 1. Instructional Leadership | * Accounted for learning outcomes of schools viz-a-viz goals and targets | June, 2014-March, 2015 | 25% | * Increased school performance by 2% at the end of the sy      * GSA is attained by 75% and above (ELEM) | * Increased school performance by 2% * GSA is attained by 75% and above (ELEM) | 5  +  5  10  10/2=5  5x.25(weight of KRA)=1.25 | **1.25** |
|  | 1. Learning Environment | * Provided safe and child friendly learning and school environment for students/learners | June, 2014-March, 2015 | 15% | * 100% and above accomplishments on the following (supported by evidence such as school policy, reports, information materials, advocacy activities, regular meetings, inventory)   -Adhered to Child-Friendly environment standards and  Programs  -Institutionalized child protection mechanisms and processes (per Deped Order 40, s. 2012)  -Provided ICT facilities/workshop rooms as learning support systems  -Has clear DRRM mobilization plans | * 90% accomplishments | 4  4x.15(weight of KRA)=0.60 | **0.60** |
|  | 1. Human Resource Management and Development | * Provided technical assistance to teachers and to non-teaching personnel within the RPMS cycle | June, 2014-March, 2015 | 20% | * Provided technical assistance to all teachers on matters pertaining to enhancement of classroom management, skills and instructional competence within the RPMS cycle with the following corresponding evidences:   -teacher portfolio containing observation reports, developmental needs intervention results, performance analysis and recommendations for development interventions.   * Provided technical assistance to non-teaching personnel for support services within the RPMS cycle with the following evidences: -performance contracts, and performance evaluation results in prescribed tools. | * 90% of teachers   provided with technical assistance with complete evidences.   * Provided technical assistance to all non-teaching personnel for support services within the RPMS with completecycle with * Provided technical assistance to all non-teaching personnel for support services with complete evidences. | 4  +  +  5  9  9/2=4.5  4.5X.20(weight of KRA)=0.90 | **0.90** |
|  | 1. Parents’ Involvement and Community Partnership | * Established school and family and community partnership for performance |  | 15% | * Has stakeholders partnership/mobilization plan (complete with reports and documentations of meetings, agreements) * Organized 4 programs with stakeholders, esp. parents for academic and other purposes (esp. Strategic planning) * Obtained resources for the school through stakeholders partnership | -Mobilization plan complete with reports and documentations of meetings/agreements  -Organized 3 programs with stakeholders, esp. parents for academic and other purposes   * Obtained resources for the school through stakeholders partnership with complete records/documents of its utilization, liquidation. | 5  +  4  +  5  14  14/3=4.7  4.7x.15(weight of KRA)=0.71 | **0.71** |
|  | 1. School LeadershipManagement and Operations | Performed data-based strategic planning | * Produced a school strategic plan/SIP and AIP through the strategic planning process:   – conduct of school situational analysis, SWOT, determining strategies through prioritizing strategic options, resource and facilities planning and formulation of PAPs based of analyses    -Strategic Plan was based on Deped vision, contextualized in school vision and mission  -all school stakeholders were engaged in the strategic planning process  -M&E for process and outcomes checkpoints were developed and utilized     * + 100% and above accomplishment of school targets (with evidence contained in school report card | 25% | * Produced a school strategic plan/SIP and AIP through the strategic planning process, approved and accepted by the SDS | * Produced a school strategic plan/SIP and AIP through the strategic planning process for submission to DAC. | 3  3X.25(weight of KRA)=0.75 | **0.75** |
| **Overall Rating for Accomplishments** | | | | | | |  | **4.21** |

**\* To get the score, the rating is multiplied by the weight assigned.**

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