



Republic of the Philippines
Department of Education
REGION V
SCHOOLS DIVISION OF SORSOGON

Office of the Schools Division Superintendent

September 17, 2025

Division Memorandum

No. 264, s. 2025

**Customized Guidelines on the Implementation of Results-Based
Performance Management System (RPMS) in the Schools Division of
Sorsogon**

To:

Assistant Schools Division Superintendent
Chief Education Supervisor, Curriculum Implementation Division
Chief Education Supervisor, School Governance and Operations Division
Education Program Supervisors
Public Schools District Supervisors
Elementary/Secondary School Heads
Assistant School Principals
All Others Concerned

1. Schools Division of Sorsogon Province issues this Customized Guidelines on the Implementation of Results-Based Performance Management System (RPMS) in all offices, units, sections, schools per DepEd Order No. 2 s. 2015.
2. Its aim is to provide localized and comprehensive guidelines for the adoption of the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS) in the entire SDO Sorsogon Province to ensure effectiveness and efficiency of operations towards achievement of office targets.
3. These guidelines stipulate the specific mechanisms, systems, criteria and processes for the performance target setting, monitoring and coaching, review and evaluation, and rewarding and development for offices and schools.
4. These apply to all officials and employees regardless of age, sex, sexual orientation, gender identity or expression, marital status, pregnancy, physical features, impairment or disability, work-related injury, religious belief or activity, ethnicity, political belief, affiliation or activity, school-based and non-



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school based holding regular plantilla position (per RA 10524).

5. Division Memoranda and other related issuance, rules and regulations and provisions which are inconsistent with these guidelines are hereby repealed, rescinded, or modified accordingly.
6. This memorandum takes effect immediately upon its issuance.
7. For immediate dissemination, guidance and strict compliance.

JOSE L. DONCILLO, CESO V
Schools Division Superintendent



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Enclosure to Division Memorandum No. 264 s. 2025

**CUSTOMIZED POLICIES AND GUIDELINES ON THE IMPLEMENTATION OF
RESULTS-BASED PERFORMANCE MANAGEMENT SYSTEM (RPMS)
IN SDO-SORSOGON PROVINCE**

I. Rationale

1. DepEd, through the issuance of DepEd Memorandum No. 2, s. 2015 sets the guidelines on the establishment and implementation of the Results-Based Performance Management System (RPMS) in all DepEd offices/units/sections/schools. It focuses on measures of performance vis-a-vis Office targets and provides a credible and verifiable basis for assessing Division outcomes and the collective performance of all division-based and school-based personnel in the Division.
2. The adoption of RPMS in DepEd Sorsogon Province concretizes the linkage between the organizational thrusts and the performance management system and ensures organizational effectiveness and efficiency through organizational and individual accountabilities in various levels and units.
3. It is necessary to ensure adherence to the principle of performance –based tenure and incentives.
4. In view of the above, this Office establishes and implements the Results-Based Performance Management System (RPMS) in the Division.

II. Scope of the Policy

4. This Division Memorandum provides for the establishment and implementation of the RPMS in all units, sections, schools covering all officials and employees regardless of age, sex, sexual orientation, gender identity or expression, marital status, pregnancy, physical features, impairment or disability, work-related injury, religious belief or activity. Ethnicity, political belief, affiliation or activity, school-based and non-school-based holding regular plantilla positions.
5. Pursuant to CSC MC No. 17, s. 2002 entitled “Policy Guidelines for Contract of Services,” all personnel under contracts of service/job order shall likewise be covered by these guidelines but for purposes of performance evaluation only.



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III. Definition of Terms and Acronyms

6. For purposes of this Memorandum, the following shall be defined and understood as:
- a. *Head of Office* – refers to the approving authority who determines the final performance rating of individual employees based on proof of performance.
 - b. *Office Performance Commitment and Review Form* - is the form that shall reflect the individual commitment and performance, which shall be accomplished by the head of office.
 - c. *Individual Performance Commitment and Review Form* – is the form that shall reflect the individual commitment and performance, which shall be accomplished by individual employees.
 - d. *SPMS Calendar* - a schedule that reflects the specific timetable of each phase of the four phases.
7. The following acronyms shall be used throughout this Memo to mean:
- | | | | |
|----|-------------|---|--|
| a. | CSC | - | Civil Service Commission |
| b. | PMCF | - | Performance Monitoring and Coaching Form |
| c. | SPMS | - | Strategic Performance Management System |
| d. | PMT | - | Performance Management Team |
| e. | DPMT | - | Division Performance Management Team |
| f. | SPMT | - | School Performance Management Team |
| g. | PBB | - | Performance-Based Bonus |

IV. Policy Statement

8. The Schools Division of Sorsogon hereby sets the revised guidelines on the establishment and implementation of the Results-Based Performance Management System (RPMS) stipulating the strategies, methods, tools and rewards for assessing the accomplishments vis-à-vis the commitments. This will be used for measuring and rewarding higher level performance of the various units, sections, schools and development planning of individual employees.
9. For non-school-based personnel, the RPMS shall provide for an objective and verifiable basis for rating and ranking the performance of units and individual personnel in view of the granting of Performance-Based Bonus (PBB).



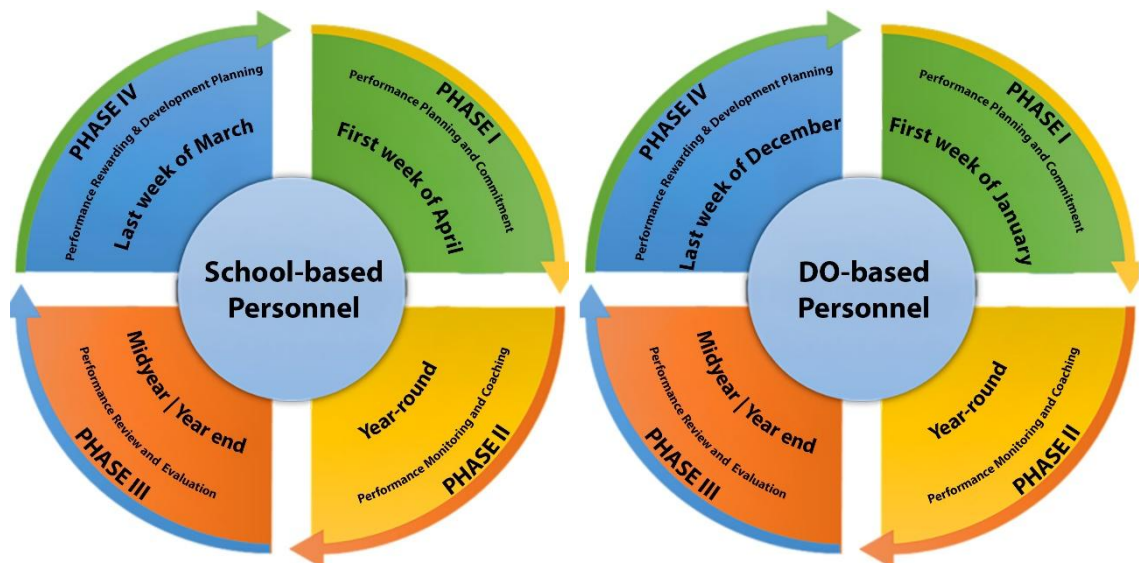
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10. For school-based personnel, the RPMS shall be used only as an appraisal tool, which shall be the basis for training and development. The granting of PBB shall be governed by the existing PBB guidelines.

11. DepEd Sorsogon Province shall follow the four-stage performance management system cycle as prescribed by the CSC.

- a. Phase I - Performance Planning and Commitment
- b. Phase II - Performance Monitoring and Coaching
- c. Phase III - Performance Review and Evaluation
- d. Phase IV -- Performance Rewarding and Development Planning

V. Performance Process and Cycle



12. The DepEd RPMS shall follow the four-stage performance management system cycle as prescribed by the CSC. All sections/units/schools shall therefore observe the following guidelines in conducting the four-stage performance management system cycle.

13. The RPMS cycle shall cover performance for one whole year. All school-based personnel shall follow the school-year as rating period while Division-based employees shall follow calendar year. However, the performance cycles may change depending on emergent and prevailing condition as may be declared by higher authorities.



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14. School/Unit/Section Heads shall routinely issue school/office memoranda in the conduct of meetings and activities related to performance management processes in every phase of the performance cycle.

A. Phase I: Performance Planning and Commitment

15. The rater meets the ratee to discuss and agree on the targets included in the IPCRF.
16. Provide equal access to orientation and goal-setting discussions
17. Allow all employees to participate meaningfully in the planning process. Promoting a sense of ownership and fairness.
18. Ensure that performance expectations and success indicators are communicated equally to all employees, regardless of gender, age, ethnicity, disability, or other status.
19. The KRAs and objectives in the IPCRF of non-teaching personnel (D.O-based and school-based) shall be based on the Position Competency Profile (PCP) and/or professional standards issued by the Department and the targets in the IPCRF shall be aligned with the school/office OPCRf. A customized IPCRF may also be used according to position subject to the approval of the Schools Division Superintendent.
20. All KRAs must preferably be considered with at least three (3) objectives every KRA. The number of objectives in the plan is influenced by the number and variety of goals and objectives of the school/unit/functional area.
21. For school heads and teachers including ALS teachers, the standard OPCRf/IPCRf from the central office shall be used. In the absence of which, this Office through the PRIME-HRM Performance Management Team shall provide a division-initiated and customized OPCRf/IPCRf appropriate and relevant to the prevailing context of the division and aligned with the professional standards set by the department. Otherwise, the concerned schools and teachers shall make their respective OPCRfs/IPCRfs, the KRAs and objectives of which are aligned with the domains and strands per Philippine Professional Standards for Teachers (PPST) and Philippine Professional Standards for School Heads (PPSSH), respectively.
22. For teaching personnel, the Self-Assessment Test (SAT) and personnel competency self-assessment are just one/some of the bases for IPCRF/



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OPCRF setting.

B. Phase II: Performance Monitoring and Coaching

23. It shall commence after the rater and the ratee commit on the KRAs, Objectives and Performance Indicators, and sign the OPCRF/IPCRF. This is a continuous process which shall be done throughout the year to facilitate feedback and provide evidence of performance. The rater, as coach or mentor of the ratee, plays a critical role in providing an enabling environment and intervention to improve, manage and develop individual potentials.
24. This ensures equal frequency and quality of coaching sessions for all the employees/ staff, especially those from marginalized or under represented individual/ groups.
25. In the course of monitoring and coaching, both the rater and the ratee must ensure that feedback is delivered and received without any discriminatory language or tone.
26. Both the rater and the ratee must agree to track and record significant incidents using Performance Monitoring and Coaching Form (PMCF) shown in *Annexes A.1 (for teachers) and A.2 (for school heads and D.O-based personnel)*. The ratee (teaching personnel) shall then conduct SAT to monitor his/her progress along set targets in the IPCRF. SAT results shall further be used in the adjustment of the development plan based on midyear review.
27. Quarterly progress self- monitoring/tracking of individual performance shall be done by each personnel to track the accomplishments vis-a-vis targets using the prescribed template in *Annexes C.1 and C.2* of this Memorandum.

C. Phase III: Performance Review and Evaluation

28. A mid-year review is prescribed to determine the progress in achieving the objectives. In exceptional cases and only if the situation warrants, a one-time recalibration of office and individual objectives shall be allowed during the mid-year review as provided in Item 35 of DepEd Order No.02, s. 2015.
29. The ratee shall conduct a self-assessment prior to the actual performance evaluation using the signed/ recalibrated performance Review and



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Commitment Form. This fosters transparency, trust with a two-way feedback culture and this safeguard the evaluation process against discrimination by ensuring that factors such as gender, age, disability, ethnicity or cultural background do not influence performance ratings.

30. Calibrate performance ratings across departments/ units/ office to ensure fairness and reduce rating bias.
31. Use objective and transparent criteria in evaluation to avoid subjectivity and favoritism.
32. The review and evaluation of school performance shall be conducted by the Division Performance Management Team (DPMT) and shall be done in two phases namely: a.) Document Analysis which is given 60%, and b.) Onsite Validation of Accomplishments which is given 40%. Annex B to this Memorandum shows a sample computation of rating. This scheme shall be applicable only to school heads. For Division based personnel, review and evaluation of the individual performance will be conducted by the rater through document analysis only. For teaching and non-teaching personnel in schools, review and evaluation of performance shall be conducted by the raters.
33. To ensure transparency and validity of performance, a group of validators shall be organized every performance cycle to assist the DPMT in conducting the document analysis and onsite validation using a customized performance evaluation tool. This promotes equitable treatment and supports accountability in performance outcome.
34. Division Performance Management Team (DPMT) shall attend an orientation on anti-bias practice and encourage a discussion review panel where possible.
35. The composition of Division Performance Management Team (DPMT) and School Performance Management Team (SPMT) is found in Annex H.
36. The DPMT have the following duties and responsibilities:
 - a. Formulate policy guidelines in the implementation of the Performance Management System in the Schools Division of Sorsogon;
 - b. Create/organize sub-committees for efficient, effective and timely



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assessment, evaluation and validation of office and individual performance;

- c. Conduct consultation meetings with all school/unit/section heads for the purpose of discussing their targets and disseminate updates relative to performance management system;
- d. Provide assistance in formulating the IPCRFs and OPCRFS to rationalize targets and budget requirements;
- e. Provide policy recommendations to address the developmental needs of both teaching and non-teaching personnel of the division;
- f. Recommend personnel to the PRAISE Committee for grant of awards and incentives for outstanding office and individual performance;
- g. Evaluate and recommend strategies to the Schools Division Superintendent for the improvement of the Performance Management System in the Schools Division of Sorsogon.

Additional Functions of the PMT (Division and School-Level)

- h. Provide Technical Assistance (TA) to school and unit heads in the implementation of the Performance Management System in the Schools Division of Sorsogon
- i. Adhere to the principles of performance-based tenure and incentive system.
- j. Evaluate performance fairly by giving equal opportunity during performance planning and commitment regardless of age, sex, sexual orientation, gender identity or expression, marital status, pregnancy, physical features, impairment or disability, work-related injury, religious belief or activity. Ethnicity, political belief, affiliation or activity.
- k. Strictly observe the SPMS Calendar to update and calibrate success indicators of each office, unit, section, school.
- l. Prepare and submit performance analysis report by municipality to the Planning Unit



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D. Phase IV: Performance Rewarding and Development Planning

37. This phase shall use the results of the performance review and evaluation. The rater shall discuss and provide qualitative comments, observations and recommendations in the individual employee's performance commitment, competency assessment and significant incidents which shall be used for training and professional development. These can be written under the strengths and development needs column of Part IV-Development Plans of the IPCRF (*Annex D*).
38. Apply rewards, promotions, and development opportunities based strictly on merit and performance, with no room for favoritism or systematic bias.
39. Promote a diverse pool of candidates for advancement and succession planning, or high potential programs.
40. Regularly review reward and promotion data to identify and connect any patterns of disparity across gender, age, disability, or other demographics.
41. Recognize and reward achievements equitably, ensuring fair acknowledgement of contributions across all employee.
42. For purposes of promotion and step increment, one (1) RPMS Performance Cycle is equivalent to two-semesteral rating periods.
43. The table below indicates the schedule of the PMS cycle both for school-based personnel and DO-based personnel. A more detailed SPMS calendar is shown in *Annexes E.1 and E.2*. All heads of the different sections/units/schools being raters of their respective offices shall issue an office memorandum to inform all personnel of the schedule of the conduct of each phase of the RPMS Cycle per SPMS calendar. The schedule must indicate the specific date and time of each personnel in the section/unit/school.



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SPMS Calendar

RPMS Cycle Phases	Schedule	
	School-based Personnel	DO-based Personnel
Phase I: Performance Planning and Commitment	First week of April	First week of January
Phase II: Performance Monitoring and Coaching	Year-round	Year-round
Phase III: Performance Review and Evaluation	Midyear: Semestral Break Year end: A week after graduation	Midyear: Last week of June Year end: Third week of December
Phase IV: Performance Rewarding and Development Planning	Last week of March	Third to fourth week of December

44. All employees in each office, section, unit, school shall submit online a documentation of each phase using the links and the list of documents provided in Annexes F.1 and F.2
45. Different links shall be provided annually for Division-based and School-based personnel through an advisory. Hard copies of schools' sample documents per phase shall be submitted by the Public Schools District Supervisors in a form of a compendium by municipality following the template in *Annex G*.

VI. Uses of Performance Ratings

46. The results of performance evaluation/assessment shall serve as inputs to the following:
- Rater- for identification and provision of needed interventions based on identified developmental needs;
 - HRTD – for consolidation and coordination of developmental interventions
 - PMT – for identification of potential PRAISE Awards nominees for various award categories; and
 - PRAISE committee for awards and incentives
47. Personnel who shall be on official travel, approved leave of absence, trainings and scholarships who have already met the required minimum rating period of ninety (90) days shall submit the performance commitment and rating report before they leave office/school.



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48. Teachers who transferred to another school within the rating period shall be rated in the current school based on their performance from previous and current school. The rating shall be reported in the current school.
49. Teachers who are designated/appointed to perform other functions (i.e as school head) shall be rated where they spent majority of their time during the rating period.
50. School heads and division office personnel who transferred to another school/unit/office within the rating period shall be rated where they spent majority of their time during the rating period.

VII. Monitoring and Evaluation

A. Submission of Accomplished Forms

51. Each employee shall undertake progress tracking of accomplishments to ensure submission and compliance of this Memorandum. All heads of the units, sections in the SDO shall conduct quarterly monitoring of employees performance and accomplishment using the template in Annex C.1 and to be uploaded online by using the links in Annex C.2. All school heads shall also conduct the same using the links in Annex F.2. These links shall also serve as performance management tracking tool.
52. The following details shall be observed:
 - a. At the end of the performance cycle, file copy of accomplished and duly signed OPCRf, IPCRF and other forms as deemed required by the Division Performance Management Team shall be submitted by all offices, units, sections, schools to the Personnel Division.
 - b. These will be attached to the individual personnel's 201 file.
 - c. An analysis report per municipality shall be prepared by the Division PMT to be submitted to the Planning Unit.

VIII. Disqualification Criteria

53. Unless justified and accepted, non-submission of the OPCRf and IPCRF to the Division Human Resource Training and Development (HRTD) Office within the specified dates shall be ground for performance-based personnel actions that require the rating for the given period such as promotion, training, scholarship grants, and PBB, if the failure of the submission of the said forms is due to the fault of the employee.



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IX. Sanctions

54. Any violation of reasonable office rules and regulations and simple neglect of duty for the delay or non-submission of OPCR and IPCRF shall be dealt with administratively.
55. In cases when the office or individual performance was not assessed and evaluated on time as scheduled, a special assessment may be conducted by the DPMT with the approval of the Schools Division Superintendent subject to the following conditions:
- a. A written justification from the concerned personnel with a request for special assessment is approved by the Schools Division Superintendent or by his/her authorized representative.
 - b. The KRA and objectives shall be rated accordingly except for some indicators which shall be given the least points to be determined by the PMT and approved by the Schools Division Superintendent or by his/her authorized representative.
 - c. It shall be the responsibility of the concerned personnel to set appointments with the members of the Performance Management Team and subject himself/herself to validation within fifteen (15) days upon approval of the request.
56. Failure on the part of the head of office to comply with the required notices to their subordinates for unsatisfactory or poor performance during a rating period shall be a ground for an administrative offense for neglect of duty.

X. Appeal

57. Individual employees who feel aggrieved or dissatisfied with their final performance ratings can file an appeal with the PMT within ten (10) days from the date of receipt of notice of their performance evaluation rating from the Head of Office.
58. The PMT shall decide on the appeals within one month from receipt. Appeals lodged at any PMT shall follow the hierarchical jurisdiction of various PMTs in the Division. For example, the decision of the School PMT is appealable to the Division PMT which in turn is appealable to the Regional PM



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Annex A.1

**SAMPLE ACCOMPLISHED PERFORMANCE MONITORING
AND COACHING FORM FOR TEACHERS**

Date	Critical Incident Description	Output	Impact on Job/Action Plan	Signature of Rater	Signature of Ratee
August 6, 2024	Work tasks and schedules to achieve goals as evident in her checklist have to be prioritized.	Submitted school forms/reports ahead of time	Serves as role model to colleagues/peers		
September 10, 2024	Logbook of daily incidence in her classroom is regularly done with a “Reflection” every week.	Logbook served as evidence for anecdotal records and journals of best practices.	Could easily address the learners’ needs		
October 8, 2024	The use of ICT as shown during classroom observation has to be enhanced.	IMs used did not fully capture the interest of learners	Less participation among learners		

Source: RPMS Updated Manual 2019 (pg. 48)



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Annex A.2

**PERFORMANCE MONITORING AND COACHING FORM FOR SCHOOLHEADS
AND DO-BASED PERSONNEL**

Date	Significant Incidence	Output	Impact on Job	Agreement	Signature of Rater	Signature of Ratee



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Annex B

**SAMPLE COMPUTATION OF OPCRF/IPCRF RATING FOR SCHOOL HEADS
 AND NON-TEACHING PERSONNEL**

KRA	Objective	DOD		Onsite Validation		Final Rating
		Rating	60%	Rating	40%	
1	1	0.325	0.195	0.325	0.130	0.325
	2	0.260	0.156	0.325	0.130	0.286
	3	0.325	0.195	0.260	0.104	0.299
2	1	0.325	0.195	0.325	0.130	0.325
	2	0.260	0.156	0.325	0.130	0.286
	3	0.325	0.195	0.260	0.104	0.299
3	1	0.325	0.195	0.325	0.130	0.325
	2	0.260	0.156	0.325	0.130	0.286
	3	0.325	0.195	0.260	0.104	0.299
4	1	0.325	0.195	0.325	0.130	0.325
	2	0.260	0.156	0.325	0.130	0.286
	3	0.325	0.195	0.260	0.104	0.299
5	1	0.325	0.195	0.325	0.130	0.325
	2	0.260	0.156	0.325	0.130	0.286
	3	0.325	0.195	0.260	0.104	0.299
6	1	0.100	0.060	0.100	0.040	0.100
Total						4.65



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Annex C. 1

QUARTERLY ACCOMPLISHMENT REPORT FOR CY 2025

Name: _____ Position: _____ Office/Division: _____ Rating Period: CY 2025						Name of Rater: _____ Position : _____ Date of Review: _____					
Planning											Accomplishment report
MFOs	KRAs	Objectives	Timeline	Weight per KRA	QET	Performance Indicators					____ Quarter
						5	4	3	2	1	

RATEE

RATER



Balogo Sports Complex, Balogo, Sorsogon City, Sorsogon 4700
Landline: (056) 211-6461
Email: sorsogon@deped.gov.ph
Website: depedsorsogon.com.ph



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Annex C.2

LINK FOR THE PERFORMANCE MANAGEMENT TRACKING CY 2025

<https://pm.depedsorsogon.com.ph>

DEPED SDO SORSOGON PERFORMANCE MANAGEMENT

SDO PROPER PERFORMANCE MONITORING

Office of the Schools Division Superintendent (OSDS) ▼

Curriculum Implementation Division (CID) ▼

Schools Governance and Operations Division (SGOD) ▼

SCHOOL PERFORMANCE MONITORING



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**DOCUMENTS FOR UPLOADING TO THE GOOGLE DRIVE PER SDO
EMPLOYEE**

Documents for Uploading to the Folder	File Name for uploading	Target Date	Remarks
Individual Performance Commitment and Review Form (Planning Phase)	IPCRF Planning Phase	January 1 st Week	Signed by the rater and the ratee
Documentation during signing of IPCRF (Planning Phase)	Documentation 1 st Phase	January 1 st Week	Picture with caption
1 st Quarter Accomplishment Report	1 st Qtr. Accomplishment Report	April, 1 st Week	Signed by the rater and the ratee
2 nd Quarter Accomplishment Report	2 nd Qtr. Accomplishment Report	July, 1 st Week	Signed by the rater and the ratee
Performance Monitoring and Coaching Form	Customized PMCF	July, 1 st Week	Signed by the rater and ratee
Documentation of the Performance Monitoring and Coaching Session	Documentation PMC Session	July, 1 st Week	Picture with caption
3 rd Quarter Accomplishment Report	3 rd Qtr. Accomplishment Report	October, 1 st Week	Signed by the rater and ratee
Signed CY 2025 self-assessment IPCRF rating	IPCRF Self-assessment for CY 2025	January 2025, 1 st week	Signed by the ratee
Signed CY 2025 IPCRF with rating	CY 2025 IPCRF with Rating	January 2025, 1 st week	Signed by the rater and ratee
Documentation during Evaluation and Development Planning	Documentation Phase 3 and 4	January 2025, 1 st	Picture with caption



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Additional Documents for Uploading by Functional Division Chiefs and Unit/Section Heads

Office Memo and Minutes of meeting during Planning Phase	January, 1 st week	January, 1 st week	Office memo with specific schedule per employee. Minutes signed by the documenter and the Chief/Section Head
Office Memo and Minutes of Meeting every quarterly accomplishment reporting	Minutes of Meeting ____Quarter	April, 1 st week July, 1 st week October, 1 st week	Office Memo of Quarterly performance review Signed by the documenter and the Chief/Section Head



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Annex D

Part IV-Development Plans of the IPCRF

STRENGTHS	DEVELOPMENT NEEDS	ACTION PLAN (Recommended Developmental Needs)	TIMELINE	RESOURCES NEEDED
A. FUNCTIONAL COMPETENCE				
B. CORE COMPETENCE				

Ratee

Rater

Approving Authority



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Annex E.1

SPMS Calendar (For School- Based Personnel)

Activity	Persons Involved	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Phase 1 -Performance Planning and Commitment													
Revisiting and Aligning of Performance Goals and targets to SIP and SDO's targets	School PMT/ASDS (rater)	First week of the month											
Approval of the OPCRf	ASDS	First week of the month											
Preparation of IPCRF/ OPCRf	Rater, Ratee	First week of the month											
IPCRf/ OPCRf for Phase 1 will only be signed by the ratee and rater.	ASDS (HTs/Dept Heads, MTs) , School Head (TI-TIII) AO (Non-teaching)	2nd week of the month											
Online submission of signed OPCRf and IPCRF	All personnel	May	To	June									



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Phase 2 - Performance Monitoring and Coaching													
Submission of periodic accomplishment and monitoring report (PMCF)	All personnel	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only
Conduct of coaching session by group or individual	Raters and ratees	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary
Submission of MOVs	All personnel	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only
Phase 3 - Performance Review and Evaluation													
Conduct of mid-year performance review and evaluation	Raters and ratees								Last week of the month				
Submission of MOVs and IDP (online and offline)									Last week of the month				



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Conduct of year -end performance review and evaluation	Raters and ratees												Last Week of the month
Submission of rating and MOVs	All personnel												last week of the month
Phase 4-Performance Rewarding and Development Planning													
Discuss performance gaps and prepare IDP/PDP	Raters and ratees												Last week of the month
Link evaluation results with school incentives and rewards system and capacity building programs/developmental interventions	PMT, HRTD												Last week of the month
Submit documentation of phase 4 with IDP/PDP and other MOVs													Last week of the month



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Annex E.2

SPMS Calendar (For SDO Personnel)

Activity	Persons Involved	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Phase 1 -Performance Planning and Commitment													
Revisiting and Aligning of Performance Goals and targets to SDOs DEDP, VMG	SDS and Planning Office Personnel	1 st week											
Preparation of Functional Divisions' OPCRf	SDS, ASDSs, Functional Division Chiefs	1 st week											
Preparation of Unit/Section Heads' OPCRf	Division Chiefs, Unit/Section Chiefs	1 st week											
Preparation of IPCRF by section	Unit/Section Chiefs and employees within the unit/section	1 st week											
Signed by the rater and ratee only	Respective approving authority	2nd week											
Online submission of signed OPCRf and IPCRF	All personnel	2nd week											



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 Landline: (056) 211-6461
 Email: sorsogon@deped.gov.ph
 Website: depedsorsogon.com.ph



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Phase 2 - Performance Monitoring and Coaching													
Submission of periodic accomplishment and monitoring report (Annex A PMCF)	All personnel	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only
Conduct of coaching session by group or individual	Raters and ratees	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary	Quarterly only or as deemed necessary
Submission of MOVs	All personnel	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only	Quarterly only
Phase 3 - Performance Review and Evaluation													
Conduct of mid-year performance review and evaluation/ recalibration	Raters and ratees						July 1 st week						
Submission of MOVs and IDP (online and offline)							July 1 st week						



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Conduct of year -end performance review and evaluation	Raters and ratees												December 3rd Week of the month
Submission of rating and MOVs	All personnel												last week of the month
Phase 4-Performance Rewarding and Development Planning													
Discuss performance gaps and prepare IDP/PDP	Raters and ratees												Last week of the month
Link evaluation results with incentives and rewards system as input to PRAISE and HRTD for developmental interventions	PMT, HRTD												Last week of the month



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Annex F.1

LINK FOR ONLINE DOCUMENTATION PER PHASE FOR SCHOOL HEADS
SY 2024-2025

<https://pm.depedsorsogon.com.ph>

SCHOOL PERFORMANCE MONITORING

[BARCELONA](#)

[BULAN](#)

[BULUSAN](#)

[CASIGURAN](#)

[CASTILLA](#)

[DONSOL](#)

[GUBAT](#)

[IROSIN](#)

[JUBAN](#)

[MAGALLANES](#)

[MATNOG](#)

[PILAR](#)

[PRIETO DIAZ](#)

[STA. MAGDALENA](#)



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Annex F.2

The following forms shall be considered for uploading and for the compendium in PDF

RPMS Cycle Phases	Documents to be Uploaded
Phase I: Phase I: Performance Planning and Commitment	• Office Memo • Signed OPCRF/IPCRF • Minutes/Narrative Report of the activity conducted • Pictures with captions
Phase II: Performance Monitoring and Coaching	• Office Memo • Accomplished Monitoring and Coaching Form (Annex A of Division Memorandum No. 45, s. 2020) • Minutes/Narrative Report of the activity conducted • Pictures with captions
Phase III: Performance Review and Evaluation	• Office Memo • Approved OPCRF/IPCRF with sample MOVs in the different KRAs/Objectives • Minutes/Narrative Report of the activity conducted • Pictures with captions
Phase IV: Performance Rewarding and Development Planning	• Office Memo • Signed DP (Annex B of Division Memorandum No. 45. S.2020) • Minutes/Narrative Report of the activity conducted • Pictures with captions



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Annex G

Template for the Compendium to be submitted by PSDSs

- i. Cover Page
- ii. Introduction
- iii. Governance
 - a. Policy
 - b. Structure and Roles
 - c. Review Mechanism
 - d. ICT (Use of Technology)
- iv. Phase I- Planning and Commitment
 - a. Target Setting
 - b. Standard Setting
- v. Phase II – Performance Monitoring and Coaching
 - a. Performance Tracking
 - b. Providing Performance Support
- vi. Phase III – Performance Review and Evaluation
 - a. Performance Review and Evaluation
 - b. Calibrating Performance Assessments
- vii. Phase IV- Development Planning



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Annex H

Division PMT per DO 2, s.2015
Chair: ASDS CHERYLL V. BERMUDO, CESE (most senior, in terms of tenure as ASDS)
Members:
Planning Officer III: ESPERANZA G. ESPIGOL
Accountant III: PAUL ANDY D. DEBLOIS
Chief Administrative Officer V: JOMAR E. ENGUERRA
One (1) EP Supervisor: RODEL E. PANCHO
One (1) Principals' Representative (Elementary: PESPA)
One (1) Principals' Representative (Secondary: NAPSSHI/NAPSSPHIL)
One (1) representative from the teacher association for Elementary
One (1) NEU-Division Chapter Representative
Observer: One (1) NEU-Division Chapter Representative
Secretariat: Administrative Office

School Performance Management Team (SPMT)

Chair: Principal-elect
Members:
Four (4) Master Teacher/Head Teacher
One (1) Representative from the School Planning Team
One (1) Administrative Officer/Representative from non-teaching group
One (1) representative from the teacher association
Observer: One (1) PTA Representative
Secretariat: Administrative Office