



Republic of the Philippines  
**Department of Education**  
REGION IV-A CALABARZON  
SCHOOLS DIVISION OF BATANGAS

22 May 2026

**UNNUMBERED MEMORANDUM**

**OPERATIONAL FRAMEWORK IN THE IMPLEMENTATION OF THE  
SCHOOL TURNAROUND PROGRAM (STAP)**

To: Assistant Schools Division Superintendents  
Chief- Curriculum Implementation Division (CID)  
Chief- School Governance and Operations Division (SGOD)  
Education Program Supervisor in-charge of Private Schools  
Public Schools District Supervisors  
Private Elementary and Secondary School Heads  
All others concerned

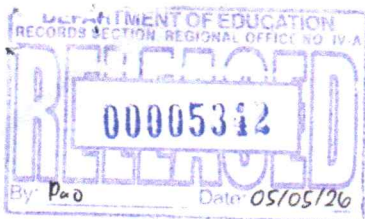
1. Attached herewith is Regional Memorandum No. 296 s. 2026 re: *Operational Framework in the Implementation of The School Turnaround Program (STAP)*.
2. Immediate and widest dissemination of this Memorandum is earnestly desired.

  
**MARITES A. IBANEZ, CESO V**  
Schools Division Superintendent

RVR / Operational Framework in the Implementation of The School Turnaround Program (STAP)/  
S2-114434/ 05/22/2026



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DepEd-Division  
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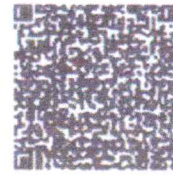
ICT SECTION

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FTAD-RM-2026-296

4 May 2026

**Regional Memorandum**

No.296 s.2026

**OPERATIONAL FRAMEWORK IN THE IMPLEMENTATION OF  
THE SCHOOL TURNAROUND PROGRAM (STAP)**

To: **Schools Division Superintendents  
Regional Functional Division Chiefs  
Public Schools District Supervisors  
School Heads  
All Others Concerned**

1. In reference to Republic Act No. 9155<sup>1</sup>, Republic Act No. 10533<sup>2</sup> and Regional Memorandum No. 750, s. 2025<sup>3</sup>, this Office through the Field Technical Assistance Division is issuing this Memorandum to adopt and operationalize the Operational Framework in the implementation of the School Turnaround Program (STAP), also referred to as “360 Schools: 360 Degrees Turnaround in 360 Days,” and provide the implementing directions for all participating schools to ensure coherent technical assistance, resource mobilization, and results-based monitoring for the identified STAP schools within the Region.
2. DepEd CALABARZON continues to intensify reforms in basic education towards inclusive and learner-centered public schools. However, persistent gaps in functional literacy and numeracy, low proficiency levels reflected in assessment results, and global competitiveness concerns warrant a time-bound, results-oriented, and evidence-based school improvement intervention.
3. This Region, pioneers STAP, anchored on the principle of a “360-degree” turnaround—delivering targeted technical assistance and coordinated support to enable schools to survive, recover, and thrive within a 360-day improvement cycle, consistent with the Region’s education commitments and priorities.
4. STAP Operational Framework shall cover the Regional Office, Schools Division Offices (SDOs), and the identified STAP schools (“360 Schools”) in DepEd

<sup>1</sup> Governance of Basic Education Act of 2001

<sup>2</sup> Enhanced Basic Education Act of 2013

<sup>3</sup> Operational and Strategic Guidelines for Implementing the School Turnaround Program (STAP)



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CALABARZON, selected based on criteria to be issued/confirmed by the Regional Office through the Regional Field Technical Assistance Teams (RFTATs) and concerned SDOs.

5. The Regional Office, through RFTATs and the SDOs, shall adopt a results-based monitoring and evaluation process, including baseline and periodic performance tracking; documentation of good practices and implementation bottlenecks; and mid-course corrections to ensure attainment of targets within the 360-day cycle.
6. This Operational Framework shall take effect immediately upon issuance.
7. For inquiry, kindly contact Chief Michael Girard R. Alba of the Field Technical Assistance Division via email [michael.alba@deped.gov.ph](mailto:michael.alba@deped.gov.ph) or through mobile number at 09178882731.
8. Immediate dissemination and strict compliance with this Memorandum are highly desired.

  
**CARLITO D. ROCAFORT**  
Director IV

04/ROF1


# OPERATIONAL FRAMEWORK IN THE IMPLEMENTATION OF THE SCHOOL TURNAROUND PROGRAM (STAP)




## OPERATIONAL FRAMEWORK

### SCHOOL TURNAROUND PROGRAM (STAP)

360 SCHOOLS: 360 DEGREES TURNAROUND IN 360 DAYS




**RATIONALE**



- Persistent gaps in literacy and numeracy
- Low proficiency levels nationally and regionally
- Restricted global competitiveness

**LEGAL AND POLICY BASES**



- RA 9155 - Governance of Basic Education Act of 2001
- RA 10533 - Enhanced Basic Education Act of 2013
- DepEd Orders that guide school improvement and accountability


**STAP COMMITMENT**



Aligned with SDG 4 - Quality Education


- Inclusive, equitable, and quality learning
- Universal literacy and numeracy
- Protection of learners
- Elimination of discrimination in education

**GOAL**




To achieve significant and sustainable gains in learners' performance within 360 days through a holistic, evidence-based, and participatory approach

**KEY DEPED POLICIES**



**DepEd Order No. 44, s. 2015**  
Enhanced School Improvement Planning (SIP)  
Uses needs-based, evidence-driven, and context-responsive SIPs as dynamic planning tools that identify priorities, allocate resources, and establish measurable outcomes through stakeholder engagement.



**DepEd Order No. 7, s. 2024**  
School-Based Management (SBM)  
Decentralizes decision-making and empowers schools through six (6) SBM dimensions to address context-specific challenges and drive learner-centered, results-oriented reforms.




**DepEd Order No. 29, s. 2022**  
Basic Education Monitoring and Evaluation Framework (BEMEF)  
Institutionalizes a systematic, results-oriented monitoring and evaluation system that is equitable, inclusive, and evidence-based to track performance and inform decision-making.


**SCHOOL-BASED MANAGEMENT (SBM)**  
The Primary Framework



**IMPLEMENTATION FLOW (360-DAY CYCLE)**



**1. DIAGNOSE & PLAN**  
• Conduct needs assessment  
• Craft/refresh SIP using SBM and data  
• Set targets and strategies  
DAY 1-30




**2. CAPACITATE & PREPARE**  
• Build capacity of school personnel  
• Mobilize resources and partners  
• Align interventions  
DAY 31-60



**3. IMPLEMENT & SUPPORT**  
• Implement targeted interventions  
• Provide technical assistance  
• Ensure resource utilization  
DAY 61-240



**4. MONITOR & EVALUATE**  
• Monitor progress using BEMEF  
• Analyze data and provide feedback  
• Mid-course adjustment  
DAY 241-300




**5. VALIDATE & SUSTAIN**  
• Evaluate results and document success  
• Institutionalize best practices  
• Plan for sustainment and scale-up  
DAY 301-360

**ROLES AND RESPONSIBILITIES**



**REGIONAL OFFICE**  
(DepEd CALABARZON)

- Provide policy direction and oversight
- Deploy RTACTs
- Mobilize resources
- Monitor and evaluate results



**SCHOOLS DIVISION OFFICES**

- Select and endorse 360 Schools
- Provide technical assistance and capacity building
- Monitor implementation and provide feedback



**SCHOOLS (MSB/SMS/HS)**

- Lead implementation of SIP and SBM
- Engage stakeholders
- Ensure effective use of resources



**STAKEHOLDERS**

- Support and participate in school initiatives
- Provide resources and partnerships
- Promote accountability and transparency

**KEY ENABLERS**




**PERSONNEL**  
Competent, committed, and capacitated human resources




**FINANCES**  
Adequate and well-managed funding



**MATERIALS**  
Timely and relevant teaching-learning resources



**FACILITIES**  
Safe, inclusive, and conducive learning environments



**PARTNERSHIPS**  
Strong collaboration with LGUs, NGOs, parents and community

✓ **STAP FRAMEWORK: Holistic, Evidence-Based, Participatory, Results-Oriented.**
All for Learners. Learners for All. 