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Republic of the Philippines  
**Department of Education**  
REGION IV-A CALABARZON

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

## 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.

SCHOOL-BASED MANAGEMENT (SBM)

The Primary Framework



STAP

360 Schools:  
360 Degrees Turnaround  
in 360 Days

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 RFTACTs
- 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 (360 SCHOOLS)**

- 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, NGAs, parents, and community

STAP FRAMEWORK: Holistic. Evidence-Based. Participatory. Results-Oriented.

All for Learners. Learners for All. 