



Republic of the Philippines
Department of Education
National Capital Region
Schools Division Office – Muntinlupa City

Office of the Schools Division
Superintendent

APRIL 16, 2026

MEMORANDUM
No. 158, s. 2026

**FULL IMPLEMENTATION OF THE STRENGTHENED SENIOR HIGH SCHOOL
CURRICULUM IN SCHOOL YEAR 2026-2027**

To: Assistant Schools Division Superintendent
Chief Education Supervisor, CID
Chief Education Supervisor, SGOD
Education Program Supervisors & Public Schools District Supervisors
Secondary School Heads & All Others Concerned

1. In line with DepEd Memorandum No. 012, s. 2026, on the continuing efforts of the Department of Education (DepEd) to improve the relevance, responsiveness, and quality of Senior High School education, DepEd Muntinlupa adheres to the full implementation of the Strengthened Senior High School (SSHS) Curriculum in Grade 11 starting school year (SY) 2026-2027.
2. All public SHSs are directed, while the private SHSs are encouraged, to implement the Strengthened SHS Curriculum, for incoming Grade 11 learners starting SY 2026-2027. Meanwhile Grade 12 learners in SY 2026-2027 shall continue to take the existing SHS curriculum.
3. Pilot schools (Muntinlupa National High School and Sucat Senior High School) that implemented the Strengthened SHS Curriculum for Grade 11 in SY 2025-2026 shall continue the pilot implementation for their Grade 12 learners in SY 2026-2027. Likewise, they are expected to continue implementing the Strengthened SHS Curriculum for their incoming Grade 11 learners in SY 2026-2027.
4. In preparation for the full implementation, all Senior High Schools in the Division of Muntinlupa are encouraged to undertake necessary preparatory activities. These may include mapping, academic and operational planning, orientation for teachers, students, and parents, coordination with relevant partners, and other initiatives to support the implementation of the Strengthened SHS Curriculum.

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5. Full implementation preparation process:

PHASE	PROCESS	LEVEL	DESCRIPTION
Phase 1	Division Orientation Process	SDO	The Schools Division Office (SDO) conducts an orientation to provide schools with policy guidelines, objectives, implementation standards, and timelines. This ensures that all schools have a common understanding of the SSSH curriculum.
Phase 2	Initial Planning Based on Teaching Complement and Learning Resources	School	The school conducts internal planning by analyzing available teaching personnel (teaching complement), learning resources, and contextual needs. Initial strategies, class program adjustments, and resource allocation are drafted. Orientation with students, parents and other stakeholders are conducted.
Phase 3	Assessment of School Readiness	SDO	The SDO evaluates the school's preparedness using set indicators such as staffing, materials, facilities, and implementation plans. Technical assistance is provided to address identified gaps.
Phase 4	Finalization of School Implementation Plan	School	The school refines and finalizes its implementation plan based on SDO feedback. This includes final schedules, assignment of roles, resource distribution, and readiness for full implementation.

6. SDO will assess the school full implementation plan based on the following rubric:

Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Poor	Score
A. Diversity of Electives Offering (30%)	The school offers both Academic and TechPro electives. Within the Academic track, the school offers electives across all 5 clusters. Within the TechPro track, the school offers at least 4 electives.	The school offers only Academic or TechPro electives. Within the Academic track, the school offers electives in 3-4 clusters. Within the TechPro track, the school offers 3 electives.	The school offers only Academic or TechPro electives. Within the Academic track, the school offers electives in 2 clusters. Within the TechPro track, the school offers 2 electives.	The school offers only Academic or TechPro electives. Within the Academic track, the school offers electives in 1 cluster. Within the TechPro track, the school offers 1 elective.	
B. Sufficiency of Teachers (40%)	All TechPro elective teachers have NC/TM certification.	Almost all TechPro elective teachers	Half of the TechPro	No TechPro elective teachers have NC/TM certification.	



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	All teachers have no teaching overload.	have NC/TM certification. Almost all teachers have no teaching overload.	elective teachers have NC/TM certification. Half of the teachers have no teaching overload.	All teachers have teaching overload.	
C. Availability of Facilities and Learning Resources (30%)	Facilities and resources are available for all electives and sections.	Facilities are available for all electives and sections, but there are limitations in the learning resources available.	Facilities are available but may not necessarily be conducive to learning due to limited space. Some electives lack appropriate resources, or quality is inconsistent.	There is a severe lack of learning resources. Facilities are insufficient, such that the school needs to implement double shifting or alternative delivery modes.	
Scoring Guide	<ul style="list-style-type: none"> - 4.0-3.5: Highly Ready - 3.4-2.5: Moderately Ready - 2.4-1.5: Needs Improvement - Below 1.5: Not Ready 				
Sample Score:	<ul style="list-style-type: none"> - Diversity of Electives Offering: (3 Good) - Sufficiency of Teachers: 2 (Fair) - Availability and Quality of Learning Resources: 4 (Excellent) 				

7. The schools will be scored using the Synthesis Report Template for the SHS Full Implementation (adapted from Joint Memo: OM-OSEC-OUOPS-2025-01-02265). Please see the attached enclosure.

8. Submission of the **Synthesis Report** is on April 24, 2026.

9. Assessment of the report and onsite validation are to be conducted on May 4-8, 2026.

10. Immediate dissemination of this Memorandum is desired.


VIOLETA M. GONZALES CESO VI
 Assistant Schools Division Superintendent
 Officer-in-Charge
 Office of the Schools Division Superintendent

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Department of Education
National Capital Region
Schools Division Office – Muntinlupa City

Encl: As stated
Reference: As stated
To be indicated in the Perpetual Index
Under the following subjects

SENIOR HIGH SCHOOL FULL IMPLEMENTATION

EFF/ Full Implementation of the strengthened senior high school Curriculum
158 April 15, 2026

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Resources/Partners and Linkages

<p>Number of:</p> <p>a. STEM Laboratories: _____</p> <p>b. TechPro Laboratories: _____</p> <p>c. Computer Laboratories: _____</p> <p>d. total textbooks: _____ Core: _____ Academic: _____ TechPro: _____</p> <p>e. total SLMs: _____ Core: _____ Academic: _____ TechPro: _____</p> <p>f. total Learning Exemplars: _____ Core: _____ Academic: _____ TechPro: _____</p> <p>g. total Online Resources: _____ Core: _____ Academic: _____ TechPro: _____</p> <p>h. total Other Resources: _____ Core: _____ Academic: _____ TechPro: _____</p>	<p>Number of partners and linkages for work immersion:</p> <p>a. Local Government Units (LGUs): _____</p> <p>b. Hotels/Restaurants/Bakeries: _____</p> <p>c. Hospitals/Pharmacies: _____</p> <p>d. Shops/Other Businesses/SMEs: _____</p> <p>e. Banks/Cooperatives: _____</p> <p>f. Gyms/Fitness Centers/Leisure Parks: _____</p> <p>g. Theatre House/Galleries/Museums: _____</p> <p>h. Corporations: _____</p> <p>i. Other Agencies/Offices: _____</p> <p>j. Non DepEd Institutions: _____</p>
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Name of Partner	Academic/TechPro Elective Offered	How many slots for learners?	When can they accommodate?	What's in It for Them? <small>(include benefits or gains from partnerships)</small>	How Much is the Estimated Cost?

Add rows as needed.

C. List of Subject Offerings for SY 2026-2027

Core Subjects

1.

Academic Electives

1.

Technical Professional Electives

1.

Synthesis Report Template for the SHS Full Implementation

This report will be accomplished by the school.

A. Demographic Profile

Region: _____ Division: _____ District: _____ School ID: _____
School Name: _____ School Address: _____
School Type: _____ School Size: _____ Classification: _____
(Urban/Rural) (Small, Medium, Large, Very Large) (Grades 7-10 & 11-12, Grades 11-12, etc.)
Private/Public: _____ Number of shifts in SHS: _____

B. Executive Summary

Learners and Parents

Number of parent attendees in the SHS Pilot orientation: _____	Projected total number of Grade 11 learners: _____
Number of learners:	Projected number of learners in:
a. that attended the SHS Pilot orientation: _____	a. Pure Academic Track: _____
b. with Career/Elective Maps: _____	b. Pure TechPro Track: _____
c. with SHS Plan of Study: _____	c. Academic with Doorway: _____
	d. TechPro with Doorway: _____

Teachers

Number of teachers to teach:	Number of teachers with:
a. Core Subjects only: _____	a. NC I: _____
b. Academic Electives only: _____	b. NC II: _____
c. Technical Professional Electives only: _____	c. NC III: _____
d. Core and Academic Electives: _____	d. NC IV: _____
e. Core and TechPro Electives: _____	e. NC V: _____
f. Acad and TechPro Electives: _____	f. TM Level 1: _____
g. Core, Acad, and TechPro Electives: _____	g. TM Level 2: _____

D. Sample Class Program for SY 2026-2027

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Add rows as needed.

E. Teacher's Workload for SY 2026-2027

Name of Teacher	Grade Level	Subjects	No. of Sections	Total teaching hours (per week)	Additional Load	Hours of additional load (per week)	NC/TM qualifications (for Techpro)	Total Hours (per week)

Add rows as needed.

F. Other concerns/feedback on the new curriculum

General comments may also be added in this section.

G. Need for additional resources

The additional resources needed may be added in this section.