



Republic of the Philippines
Department of Education
Region VI – Western Visayas
SCHOOLS DIVISION OF CAPIZ

03 SEP 2026

DIVISION MEMORANDUM

No. 409, s. 2026

**DEPED SDO CAPIZ IMPLEMENTATION PLAN FOR THE IMPLEMENTATION OF
THE CHAMPS READING CORNER**

To: OIC-Assistant Schools Division Superintendent
OIC-Chief Education Supervisors
Education Program Supervisors
Public Schools District Supervisors
Heads of Public Elementary and Integrated Schools
District Focal Persons in English and Reading
All Others Concerned

1. Congruent to **Regional Memorandum No.714**, s. 2026 titled **Guidelines on the Implementation of The Champs Reading Corner**, this Office disseminates to the field the SDO Capiz Implementation Plan for The Champs Reading Corner, beginning this School Year 2026-2027, enclosed in this Memorandum.
2. Public Elementary and Integrated Schools are encouraged to craft their own School Implementation Plans aligned with the SDO Implementation Plan.
3. Immediate dissemination of and compliance with this Memorandum are desired.

ROEL F. BERMEJO
Schools Division Superintendent

Enclosure: As Stated
Reference: As Stated
To be indicated in the Perpetual Index
under the following subjects:

CURRICULUM

READING



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SCHOOLS DIVISION IMPLEMENTATION PLAN OF THE CHAMPS READING CORNER

Program Description: The CHAMPS Reading Corner is a child-friendly mini-library established in classrooms from Kindergarten to Grade 3. It provides learners with access to leveled readers, storybooks, supplementary print materials, and digital resources that support literacy development. The program seeks to strengthen foundational reading skills, promote a culture of reading, support intervention programs, and foster partnerships among schools, families, local government units, and stakeholders.

Program Objectives:

The CHAMPS Reading Corner aims to:

1. Promote literacy through accessible reading materials.
2. Support school-based reading intervention programs.
3. Supplement curriculum delivery through print and ICT resources.
4. Encourage lifelong reading habits among learners.
5. Strengthen partnerships with parents, LGUs, and stakeholders.
6. Contribute to national literacy development initiatives.



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PHASE I: PRE-IMPLEMENTATION

Objective: To prepare resources, stakeholders, and systems necessary for the effective establishment of CHAMPS Reading Corners.

Activities	Expected Outputs	Persons Responsible	Timeline
Orient school heads, teachers, and stakeholders on the CHAMPS Reading Corner Program	Orientation conducted; participants oriented	CID Chief, EPS-LRMS, School Heads	August 2026
Conduct classroom needs assessment and inventory of existing reading materials	Inventory and needs assessment report	School Reading Coordinators, Teachers	August 2026
Identify classrooms and designate reading corner spaces	Identified reading corner areas in each classroom	School Heads, Teachers	August 2026
Mobilize resources through stakeholder engagement and partnership meetings	Commitment letters, donation pledges, partnership agreements	School Heads, PTA Officers, LGU Representatives	August-September 2026
Collect and organize leveled books, storybooks, and digital resources	Reading materials and digital resources prepared	School LR Coordinator, Teachers	September 2026
Develop reading corner guidelines, borrowing procedures, and utilization schedules	Reading Corner Operations Manual	School Reading Team	September 2026
Prepare reading corner furniture, shelves, labels, and child-friendly decorations	Functional reading corners established	Teachers, Parents, Stakeholders	September 2026

Success Indicators:

- 100% of Kinder to Grade 3 classrooms have designated reading corners.
- Reading materials classified according to reading levels.
- School stakeholders actively engaged in resource mobilization.



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PHASE II: IMPLEMENTATION

Objective: To operationalize the CHAMPS Reading Corner and maximize learner engagement through daily reading experiences and literacy activities.

Activities	Expected Outputs	Persons Responsible	Timeline
Integrate reading corner utilization into daily classroom routines	Daily reading sessions conducted	Classroom Teachers	Throughout School Year
Implement read-aloud sessions, buddy reading, storytelling, and independent reading activities	Increased learner participation in reading activities	Teachers	Throughout School Year
Utilize digital resources during literacy instruction	Enhanced literacy instruction using ICT resources	Teachers, ICT Coordinators	Throughout School Year
Conduct reading intervention sessions using materials from the reading corner	Improvement in reading performance of struggling readers	Teachers, Reading Coordinators	Quarterly
Implement home reading programs involving parents and guardians	Reading logs and parent participation records	Teachers, Parents	Monthly
Organize literacy events (Reading Month Celebrations, Book Talks, Storytelling Festivals)	Literacy promotion activities conducted	School Literacy Team	Quarterly
Continue resource augmentation through donations and partnerships	Additional books and resources acquired	School Heads, Stakeholders	Throughout School Year

Success Indicators:

- At least 80% learner participation in reading corner activities.
- Increased utilization of print and digital resources.
- Improved reading proficiency rates among learners.
- Active parental involvement in home reading activities.



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PHASE III: POST-IMPLEMENTATION

Objective: To monitor, evaluate, sustain, and enhance the implementation of the CHAMPS Reading Corner Program.

Activities	Expected Outputs	Persons Responsible	Timeline
Conduct monitoring and evaluation visits	M&E reports completed	School Heads, District Supervisors, EPS-LRMS	Quarterly
Gather feedback from learners, teachers, parents, and stakeholders	Feedback reports and recommendations	School Reading Team	Quarterly
Analyze reading performance data and intervention outcomes	Literacy progress report	Teachers, Reading Coordinators	Quarterly
Recognize exemplary classrooms, teachers, and partners	Recognition program conducted	School Heads	End of School Year
Replenish and update reading materials and digital resources	Updated collection of resources	School LR Team, Stakeholders	Annually
Document best practices, success stories, and lessons learned	CHAMPS Program Documentation Report	School Reading Team	Annually
Develop sustainability plan and expansion initiatives	Sustainability and scaling-up plan	School Heads, Division Office	Annually

Success Indicators:

- Reading corners continuously maintained and utilized.
- Increased reading proficiency and reading engagement among learners.
- Sustained stakeholder support and resource contributions.
- Best practices documented and shared across schools.



Address: Banica, Roxas City
 Contact Number: (036) 6518 456/0968-869-5867
 Email Address: capiz@deped.gov.ph
 Website: <http://depedcapiz.ph>



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Monitoring and Evaluation Framework

Indicator	Means of Verification	Frequency
Number of classrooms with functional reading corners	Monitoring Checklist	Quarterly
Number of books and digital resources available	Inventory Reports	Quarterly
Reading Corner utilization rate	Teacher Logs	Monthly
Number of learners participating in reading activities	Attendance Records	Monthly
Reading proficiency improvement	Phil-IRI/ECCD/School Reading Assessment Results	Quarterly
Number of stakeholder contributions	Donation Records	Quarterly
Parent participation rate	Home Reading Logs	Monthly

Sustainability Measures

1. Annual resource augmentation through Brigada Pagbasa and Adopt-a-Book initiatives.
2. Continuous partnership with LGUs, NGOs, civic organizations, and private stakeholders.
3. Integration of reading corner utilization into classroom improvement plans and SIP/AIP.
4. Regular updating of print and digital resources.
5. Recognition of outstanding partners and literacy champions.
6. Documentation and sharing of best practices to encourage replication across schools.

Expected Outcome:



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By providing accessible, engaging, and developmentally appropriate reading materials, the CHAMPS Reading Corner will help develop independent readers, strengthen foundational literacy skills, cultivate lifelong reading habits, and contribute to the realization of DepEd's national literacy goals among Kindergarten to Grade 3 learners.

Prepared by:


EDWIN JASON D. DUEÑAS PhD
EPS-LRMS

Approval recommended:


MERLIE J. RUBIO EdD
EPS- Filipino / Officer-In-Charge, Office of the Chief Education Supervisor
Curriculum Implementation Division

Approved:


ROEL F. BERMEJO, CESO V
Schools Division Superintendent