



Read to Succeed
Summer Reading Camp
Evaluation Report

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Overview

On June 5, 2014, the South Carolina General Assembly approved a ground-breaking new bill, amending the state's 1976 law to include Title 59, the South Carolina Read to Succeed Act. Act 284, Read to Succeed, was enacted to make certain that all students in our state are able to comprehend grade-level text. Once students fall behind in literacy skills in the early years, they often fail to develop proficiency with reading and comprehension in later grades. Students in middle and high school who have difficulty comprehending texts struggle academically in content area courses. Without effective instructional intervention to improve reading comprehension in the early grades, these children become the students in our high schools least likely to graduate. Research shows that students reading below grade level at the end of third grade are six times more likely to leave school without a high school diploma (Murnane, Sawhill, and Snow, 2012).

Third grade summer reading camps are an important component of the Read to Succeed legislation. This component of legislation mandates that students who are significantly below third-grade reading proficiency be provided the opportunity to receive quality, intensive instructional services and support for at least six weeks, four hours a day, four days a week or the equivalent of 96 instructional hours during the summer. This mandate was legislatively funded for the 2014-15 school year through Proviso 1.79.

During the third nine weeks of school, all third grade students were assessed using reliable and research-based formative assessment tools selected by each district. Students who are not reading at grade level, based on the cut score determined by the district to show proficiency, qualify to attend the summer reading camp.

Summer Reading Camps are taught by teachers who are licensed and have documented success in helping students comprehend grade-level texts, as well as experience with working with struggling readers. Parents/guardians are to be notified within the third nine weeks of school that their child qualifies to attend the camp. For the reading camps held during the summer of 2015, there was no consequence for students identified as being significantly below grade level not attending summer reading camps. Parents made the final decision regarding their student's participation in the camp.

Schools and districts partnered business and community organizations including county or school libraries, institutions of higher learning, faith-based organizations, pediatric and family practice personnel, and other groups to provide volunteers, mentors, tutors, space, or other support to assist with the provision of the summer reading camp.

Districts were encouraged to create a summer reading camp designed to:

- teach students strategies to assist them in understanding the meaning of what they read as opposed to simply calling words;
- focus on high interest topics and prepare students for fourth grade content or material;
- make the reading experience pleasurable for students, building upon their interests;

and

- promote the belief in students that they can be successful readers by developing and building self-efficacy.

The South Carolina Department of Education (SCDE) is charged with evaluating the effectiveness of summer reading camps. This document summarizes the data collected from district reports and on-site observations in order to assess the effectiveness of the summer reading camps and make recommendations for future improvements. Moving forward, beginning with the Summer 2016 camps, more quantitative data will be collected in order to truly assess the impact these camps are having on student achievement.

Section 59-155-150 (D) states that “Districts that fail to provide reports on summer reading camps pursuant to Section 59 15 130(8) are ineligible to receive state funding for summer reading camps for the following fiscal year; however, districts must continue to operate summer reading camps as defined in this act.” Information regarding the reporting forms is provided within this document.

The SCDE conducted on-site observations in twenty districts this summer. An observation tool, developed to identify best practices being implemented in district summer reading camps, was used to provide immediate feedback to districts upon the completion of the on-site observations. A summary of the data gathered from the on-site observations is included in this report.

In addition to on-site observations, literacy specialists were assigned to nine districts to provide additional on-site support by:

- supporting effective implementation of summer reading camps specifically related to
 - reading/writing workshop that included guided reading, independent reading, writing, research, and collaboration;
 - student engagement;
 - collaborative conferencing; and
- assisting district and school staff in accessing strengths and areas for growth in an ongoing manner.

To reach these goals, the literacy specialists

- worked with district staff to determine needs;
- gathered implementation data using a checklist aligned with the requirements of the summer reading camps;
- created a weekly progress report based on this data;
- shared data with the summer reading camp point of contact and site based administrator for ongoing improvement; and
- provided embedded support and professional development to classroom teachers.

Reporting Guidelines

The three summer reading camp reports listed below were completed by districts and submitted to the SCDE electronically.

- **2015 Summer Reading Pre-Camp Reporting Form** (Due May 8, 2015)
- **2015 Summer Reading Post-Camp Reporting Form** (Due August 26, 2015)
- **2015 Summer Reading Camp Student Data Report** (Due August 26, 2015)

The requirements for each report are explained below.

2015 Summer Reading Pre-Camp Reporting Form

1. District
2. Summer Reading Camp Point of Contact
 - a. Name
 - b. Position
 - c. Phone
 - d. Email
3. Please provide the location(s) of where your district will hold its summer reading camp(s). Include school name and address.
4. What formative assessment did you use to identify students who qualified to attend the camp?
5. Please provide the cut scores used, along with an explanation, to identify the students who would be invited to participate in your summer reading camp?
6. What assessment will you use as your pre- and post- assessment for your summer reading camp?
7. What cut score, with an explanation, will you use to determine gains made by students during your summer reading camp?
8. By providing your initials in the box below, you are assuring that your district has notified parents/guardians if their child has been identified as needing to attend the third grade summer reading camp.
9. By providing your initials in the box below, you are assuring that your district has obtained opt out letters from parents/guardians that choose not to have their child participate in the third grade summer reading camp offered by your district.
10. Please provide information on any businesses and/or community partnerships your district has established.
11. What additional support can the SCDE provide to your district for the year 2015 summer reading camps?

2015 Summer Reading Post-Camp Reporting Form

1. District
2. District Summer Reading Camp Point of Contact Information
 - a. Name
 - b. Position
 - c. Phone

- d. Email
3. Please provide the location(s) of your camp site(s).
 4. How many students were identified and invited to attend your summer reading camp?
 5. How many students were served during your summer reading camp?
 6. What days of the week did you hold your camp?
___ Monday ___ Tuesday ___ Wednesday ___ Thursday ___ Friday
 7. What were the hours of operation for your camp? (Example: 8:00-2:00)
 8. How many hours of instruction per day did the students receive?
 9. What was the student: teacher ratio? (Example: 15:1)
 10. Was the media center available during the summer reading camp?
___Yes ___No
 11. Did students have access to computers and Internet during your summer reading camp?
___Yes ___No
 12. Please upload a copy of the camp's daily schedule.
 13. What tool(s) did you use to progress monitor students during the camp?
 14. Please provide the name of your camp administrator/lead teacher.
 15. Teacher Information: Please provide the following information for each teacher in your camp: teachers' name, years' experience, and licensure area(s).
 16. Please provide the names and roles of additional staff that provided assistance during your summer camp.
 17. Please provide the names of any community/business partner(s) along with an explanation of their support to your summer reading camp.
 18. Please provide an overview of materials used during your summer reading camp.
 19. Please provide the following budget information.
 - a. What were your carry-over funds from your 2014 Summer Reading Camp allocations?
 - b. What were your 2015 Summer Reading Camp allocations?
 - c. What was your expenditure for teaching staff?
 - d. What was your expenditure for bus drivers?
 - e. What was your expenditure for additional staff (nurse, administrative assistant, administrator or lead teacher, custodial staff, and/or instructional assistants)?
 - f. What was your expenditure for instructional/curriculum materials (independent reading books, journals, guided reading books, trade books, consumable supplies, etc.)?
 - g. What supplemental funds were needed to effectively operate your summer reading camp? (Please include amount and funding source.)
 20. Please upload your 2015 Student Data Report.
 21. What worked well during your summer reading camp?
 22. What did not work well during your summer reading camp?
 23. What support would you like the South Carolina Department of Education to provide to districts in preparing for the 2016 summer reading camps?

2015 Summer Reading Camp Student Data Report

The following Excel template was completed and uploaded with the 2015 Summer Reading Post-Camp Reporting Forms.

Student Last Name	Student First Name	Gender	What was the percentage of attendance for the	Rec'd Special Education Services	Name of Formative Assessment Used	Formative Assessment Score Used to Pre-Assess	Formative Assessment Score Used to Post-Assess	Did the student make Minimal gains?	Did the student make Moderate gains?	Did the student make Exceptional gains?	Did the student make No gains?	Did Student Receive Additional Services from Reading Interventionist?	If Student Received Services from Reading Interventionist, number of minutes per week.
Jones	Jane	F	50%	No	MAP	150	160			X		Yes	3 hours

Self- Evaluation Tool, *The SC Summer Reading Camp Self-Study Guide*

The SCDE plans to provide an opportunity for districts to meet, collaborate, and debrief regarding the 2015 Summer Reading Camp experiences during the fall of 2015. A self-evaluation tool, *The SC Summer Reading Camp Self-Study Guide* was created to facilitate district reflection. While districts are not required to complete the self-evaluation tool in advance, it will be used to guide conversations during the debrief sessions. *The SC Summer Reading Camp Self-Study Guide* can be accessed at: <http://ed.sc.gov/agency/ie/School-Transformation/Read-to-Succeed/R2S3SummerReadingCamps.cfm>. This self-evaluation tool was adapted from the *Summer Reading Camp Self-Study Guide* created by the Florida Center for Reading Research at Florida State University (Smith and Foorman, 2015).

This tool should assist districts in:

- gathering information to use to develop implementation plans for the 2016 Summer Reading Camps;
- identifying needs and areas for growth as 2016 implementation plans are developed;
- gathering progress-monitoring information for improvement of summer reading camps; and
- evaluating the implementation and progress of summer reading camps.

2015 Summer Reading Pre-Camp Report Findings

Districts were asked to complete and submit the pre-camp reporting form by May 8, 2015. The purpose of this report was to gain an understanding of how districts were preparing for the upcoming camps and how needs were identified prior to implementation. The following data is a summary from the submission of these reports.

Assessments Used to Identify Students for Summer Camp Participation

Fifteen different formative assessment tools were used to identify students who were significantly not proficient.

Formative Assessment Measure	% of Districts Using
MAP	29%
Fountas and Pinnell	11%
MAP and DRA	7.2%
MAP and Fountas and Pinnell	6%
MAP and TE-21 (CASE)	4.8%
MAP and Dominic	4.8 %
STAR	4%
MAP, Fountas and Pinnell, and Running Records	2.4%
TE-21 (CASE)	2.4%
One of the following combinations: Istation and DRA Fountas and Pinnell and Grades Rubrics Scholastic Reading Inventory MAP and Teacher Recommendation MAP, Fountas and Pinnell, and Reading A-Z MAP, Fountas and Pinnell, and AIMSweb ACT ASPIRE 21 MAP, Dominic, and Grades MAP, DRA, and Scholastic Reading Inventory, Istation, District Benchmarks, and Teacher Observations TE 21 (CASE) and Dominic MAP and DIBELS MAP, CBM, and Dominic MAP, Classroom Formative Assessments, and Teacher Recommendations MAP and Next Steps Guided Reading Assessments	1%

2015 Summer Reading Pre- and Post-Camp Assessments

Twenty assessment tools used as pre- and post- assessments for summer reading camp were reported.

MAP	19%
Fountas and Pinnell	14.5%
DRA or Dominic	6%
STAR	4.8%
TE- 21 (CASE) or Scholastic Reading Inventory or Fountas and Pinnell and Dominic	3.6%
Istation	2.4%
One of the following combinations: Fountas and Pinnell and Slosson Oral Reading Test Standardized Reading Assessments DRA and MAP Dominic, Reading A-Z, and Benchmark Passages	1%

<p> Focused Learning Intervention Program MAP, Fountas and Pinnell, and 3MRA CBM and Dominie Study Island, MAP and Fountas and Pinnell IRI District Determined Dominie and MAP MAP and STAR AIMSweb and MAP STAR and Reading A-Z DRA and TE-21 (CASE) Fountas and Pinnell and MAP STAR and Rigby Fountas and Pinnell and Istation Imagine Learning Dominie and STAR DIBELS AIMSweb </p>	
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Support Needed from the SCDE

Districts reported the following support needed from the SCDE:

- Fund SC Summer Reads for all students attending summer reading camps;
- Additional funding;
- State developed pre- and post- assessments to identify students served and for evaluating programs as well as measuring student growth;
- Professional development on interventions;
- A handbook with expectations and best practices for summer reading camps;
- Professional development for summer reading camp teachers earlier in the school year;
- Additional materials for cross-curricular integration;
- Earlier in the year notice of information for summer reading camps; and
- Detailed description of how funds can specifically be used.

Commendations from the 2015 Summer Reading Pre-Camp Reporting Form

- “Thank you for the open communication, webinars, and the website. These have provided us with valuable information.”
- “Being able to call Candice Lowman anytime and ask questions is a big help. Candice always helps me right away and I appreciate it.”
- “We appreciate all of the guidance.”
- “Candice Lowman always provides exceptional help with any of the guidelines, professional development, and technical assistance we need. We appreciate all she does to help us implement effective programs. With new/fledgling programs such as summer reading camps, it is crucial that we have a contact like Candice who can give us needed guidance and support.”
- “I want to express my thanks to Cathy Chapman for delivering such quality professional development to our reading coaches and her willingness to answer all of our simple questions. We appreciate that kind of direct and prompt service.”

Community/Business Partnerships

Districts reported involving the following business/community partners as part of the 2015 Summer Reading Camps:

<ul style="list-style-type: none">• Newcomer’s Club of Aiken• Michelin• United Way• First Quality Bank• Electrolux• The Peoples Bank• Anderson Federal Credit Union• Starr Mart• Starr Fencing Company• Target• Walmart• Sam’s Club• The Good News Club• Starr Baptist Church• Clemson University• New Holly Lights Baptist Church• Pendleton Elks• Community Libraries• Call Me Mister Program• Save the Children Program• Boys and Girls Clubs• YMCA• AmeriCorps• PGA Summer Reading Camps• Engaging Creative Minds• Reading Warehouse• EPIC/21st Century Kaleidoscope Programs• Springs-Close Foundation• Summer Feeding Programs• 21st Century Community Learning Centers• Parker Rhoden Funeral Home• Live Oak Farms• Crosby’s Machine Shop• Jaxco Industries• Parent Teacher Organizations• TEACH Foundation• Dillon County First Steps• Dickey’s• Ruby Tuesdays• Chick-Fil A• Help 4 Kids	<ul style="list-style-type: none">• Education Program• Carolina Wildlife• Savanna River Ecology Lab• Lexington County Museum• Prokchop Productions• BookSource• Riverbanks Zoo• Teacher Cadets• Brookland Baptist Church• Lions Club• DJJ• SC Educational Policy Center• Swansea High Literacy Partners• Lexington County Sherriff’s Department• Sword of Truth Outreach Ministries• Children’s Defense Fund• Pomaria Lutheran Church• Scholastic• SC Department of Health and Environmental Control• Social Workers• ESOL Teachers• Saluda Presbyterian Church• Saluda High School and Middle School Beta Club Members• Barnes and Noble• Arcadia Baptist Church• Hub City Books• First Tee• Spartanburg Rotary• Carnegie Library• Williamsburg Recreational Department• Kings Mountain National Military Park• Catawba Indian Nation• Springs Close Foundation• Tropical Foods• Hampton County Arts Council• Wade Hampton Junior ROTC• Hampton 2 Parent Volunteers• Kershaw County Recreational Department• Retired Educator’s Association
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<ul style="list-style-type: none"> • Starfire Grille • Faith Based Ministry • Francis Marion Intern Program • Florence Public Museum • Fatz • Honda • Trulucks 	<ul style="list-style-type: none"> • Hardees • Greenville Zoo and Children’s Museum • Greenwood Community Foundation • Connie Maxwell Children’s Home
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On-Site Observation Findings

Districts were notified the week prior to the scheduled SCDE site visit and were provided with a copy of the Observation Check List. Summer Reading Camp points of contact received feedback from the SCDE observers within 24 hours.

SCDE observers were looking for evidence of the inclusion of the various summer camp components suggested to districts during the technical assistance sessions held in the spring. The following districts were randomly selected for on-site visits: Abbeville, Allendale, Anderson 1, Barnwell 29, Berkeley, Calhoun, Chester, Colleton, Dorchester 4, Florence 5, Hampton 1, Kershaw, Lexington 2, Lexington 4, Marion, Orangeburg 3, Richland 1, Richland 2, Sumter and Union.

The following data was compiled as a result of the on-site visits.

Daily schedule available

- 100% provided a daily schedule

Daily/weekly plans available

- 100% provided a copy of daily and/or weekly plans

Guided reading

- 60% were observed implementing guided reading
- 5 % were not observed implementing guided reading
- 35% indicated guided reading occurs but it was not observed

Independent reading

- 85% were observed implementing independent reading
- 5% were not observed implementing independent reading
- 10% indicated independent reading occurs but it was not observed
- Most camps dedicated 30 minutes for independent reading.
- In some instances, students were noted having difficulty reading their independent reading book. This was due to the fact that students had not been taught how to select “just right books.”
- Some camps dedicated 20 minutes or less to independent reading.
- In some camps, students were encouraged to share what they had read and learned with their classmates.
- Some students logged the titles of the books read and responded in reader response journals.

Observer Comments/ Recommendations:

Independent reading should be scheduled for a minimum of 30 minutes a day. Research indicates the more students read the better readers they become.

Small Group Instruction

- 95% were observed implementing small group instruction
- 5% indicated small group instruction occurs but it was not observed
- Some small groups were created based on student's reading levels and was supported using leveled texts.
- Some small groups focused on phonics/word study, while others reinforced skills learned from the mini lesson.
- Some teachers listened to students read and took anecdotal and running records during this time.
- The majority of instruction observed occurred in small groups because of the number of students in attendance.

Individual Instruction

- 85% were observed implementing individual instruction
- 10% were not observed implementing individual instruction
- 5% indicated that individual instruction occurs but it was not observed
- There were a variety of different types of individual instruction observed:
 - Providing skill specific instruction
 - Strategy focused instruction
 - Computer based instruction only (no teacher required)
 - Compliance checks- ensuring that students were on task and completing worksheets

Read Aloud

- 60% were observed conducting read alouds
- 25% were not observed conducting read alouds
- 15% indicated that read alouds occur but it was not observed
- Read alouds occurred in a variety of different ways:
 - Picture books
 - Chapter books
 - Informational articles
 - Utilized to introduce content
 - Modeled various reading strategies and/or styles of writing
 - Multiple times throughout the instructional day

Writing

- 75% were observed writing
- 20% were not observed writing
- 5% indicated writing occurs but it was not observed
- Writing occurred in various ways:
 - Persuasive writing
 - Narrative writing
 - Informal- sticky notes, charting ideas, quick writes, etc.
 - Expository writing
 - Throughout the entire day
 - Note-taking
 - Reflections
 - Mini-lessons on writing topics
 - Completing graphic organizers
 - Copying words

Student Engagement

- 95% were observed engaged
- 5% were observed not engaged.
- Types of engagement:
 - Pretend reading
 - Responding to texts orally and in writing
 - Reading independently
 - Collaborating with peers
 - Working individually with the teacher
 - Sharing with peers
 - Hands-on activities

Media Center

- 65% were observed having an open media center
 - 15% allowed students to take home books to read
 - 50% did not allow students to take home books to read
 - 25% had a media specialists and/or assistant working with students during the camp
- 35% were not observed having an open media center

Observer Comments/Recommendations:

Media centers need to be open and books need to be checked out for students to take home to read daily beyond the time read in the class.

Holding camps in the media center allows for students to have access to a wide variety of reading materials.

Technology

- 95% were observed having technology available
- 5% were not observed having technology available
- Various of types of technology available:
 - Interactive Whiteboards
 - Only 5% of the camps that had the whiteboards used them interactively.
 - Chromebooks/laptops
 - 57% were available for student use
 - Document cameras
 - iPads
 - 14% were available for student use

Observer Comments/Recommendations:

Technology should be used to produce work as well as researching topics.

Volunteers

- 40% were observed utilizing volunteers
- 60% were not observed utilizing volunteers
- Examples of volunteers include:
 - National Honor Society Students
 - Teachers' Children
 - Business Partner Employees
 - District Employees
 - High School Students

- ROTC Members
- Mentors
- Call Me Mister Participants

Additional Staff

- 75% were observed utilizing staff in addition to the classroom teacher
- 25% were not observed utilizing staff in addition to the classroom teacher
- Additional Staff included:
 - Computer Lab Teachers
 - PE Teachers
 - Art Teachers
 - Spanish Teachers
 - ESOL Teachers
 - Summer Reading Camp Point of Contacts
 - Instructional Technology Specialists
 - Resource Teachers
 - Special Education Teachers
 - Teaching Assistants
 - Reading Coaches
 - Principal/assistant Principals
 - Media Specialists
 - Social Workers
 - Interventionists

Progress Monitoring

- 96% were observed utilizing a method for progress monitoring
- 4% were not observed utilizing a method for progress monitoring
- Examples of progress monitoring
 - Anecdotal records (32%)
 - Computer generated reports (22%)
 - Portfolios (25%)
 - Running records (17%)

Observer Comments/ Recommendations:

Parents need to be provided with a weekly updates regarding students' progress.

Age Appropriate Classrooms

- 100% were observed having age appropriate classrooms

Observer Comments/Recommendations:

Desks were in clusters to promote collaboration.

Collaboration and small group areas should designated in the classrooms.

Reading areas with baskets of books need to be established.

Many classrooms were “packed up” and did not promote an inviting experience for students.

Classrooms should be set up as they are during a school year.

Curriculum

The following is a list of various curriculum/instructional materials observed being used:

- Balanced Literacy (Guided Reading, Read Aloud, Independent Reading, Writing, and Research). Both full and partial implementation was observed.
- Leveled Texts
- Reader's Theatre
- Words Their Way
- Fountas and Pinnell (Leveled Literacy Instruction)
- Hands-on Activities
- Online Programs
- Comprehension Toolkits
- Worksheets
- Phonics in isolation
- Interactive Notebooks
- Integration of 4th grade science and social studies content.

On-Site Support Findings

The following is a summary of observations from those districts that received on-site support. All classrooms were not observed.

The following districts received on-site support which was based on need: Allendale, Marlboro, Lee, Marion, McCormick, and Orangeburg 3.

Observations

- Components of reading workshop were not evident in all classrooms.
- Opportunities for extended time to research topics were given.
- Leveled libraries were observed in some classrooms.
- Conferences with students were beginning in some classrooms.
- Students were not effectively selecting books to read independently.
- Classroom libraries were not organized in a way that was helpful for students.
- Daily structures were in place.
- Room arrangement allowed for a variety of student groupings.
- Teachers modeled effective reading strategies for students.
- Multiple resources and texts were used for lessons.
- Expectations were set for independent reading time.

2015 Summer Reading Post- Camp Report Findings

Districts were asked to complete a post-camp reporting form. The following information is a summary of data submitted by districts. This information was submitted electronically and is also summarized on the spreadsheet beginning on page 17.

Students Identified	7,866*
Number of Students Served	4,033 (51%)
Average Attendance	75%

**The reason for the high number of students identified versus the number of students actually served was due to limited funding and parents not wanting their students to attend a camp for six weeks. Also,*

parents indicated that they could not provide child care for their students at the end of the camp since many ended by noon and only were in session four days a week. Districts also determined the formative assessment and cut scores that would be used to identify students. The criteria for selection, formative assessments, and cut scores varied among districts.

Spreadsheet Categories

<i>Sites</i>	How many camps were in your district?
<i>Progress Monitoring</i>	How was student progress monitored?
<i>Parent Communication</i>	How were parents notified of student's progress?
<i>Budget</i>	Allocations (included carryover from 2014-2105)
<i>Staff Costs</i>	Salaries of all staff needed (teachers, administrative staff, bus drivers, nurses, etc.)
<i>Materials</i>	Estimate for materials expenditures
<i>Additional Funds Needed</i>	Additional funds needed to run the camp effectively. These funds came from various sources both inside and outside of the district.
<i>Attendance Rate</i>	Average student attendance.
<i>Student Achievement Gains</i> (Minimal, Moderate, Exceptional, or No Gain)	Districts reported student gains in these four categories. A comparison between districts regarding student growth cannot be done until common assessments are used. There is no data or research to indicate the typical gains students should make from 96 hours of instruction using the district reported on the pre- and post-assessments.

Additional Information

Was your media center open for students?	Yes- 85%	No- 15%
Were students able to check out books from the media center to take home center?	Yes- 55%	No- 45%
Did students have access to technology?	Yes- 99%	No- 1%

District	Students Identified	Students Served	Services	Programs/ Monitoring	Parent Communication	Budget	Staff Cost	Materials	Additional Funds Needed	Attendance Rate	Minimal Gains	Moderate Gains	Exceptional Gains	No G
Abbeville	22	6	1	Running records and teacher notes	Notes home	\$12,000.00	\$9,000.00 (75%)	\$1,000.00 (8%)	NR	94%	17%	17%	17%	50%
Aiken	267	108.4	F & P	Teacher created assessments, MAP, and anecdotal notes	Phone Calls Progress Letters	\$154,494.00	\$107,326.00 (69%)	NR	NR	69%	41%	17%	5%	15%
Allendale	40	20	1	Running records and teacher notes	Phone calls	\$35,669.00	\$7,829.00 (23%)	NR	NR					
Anderson 1	32	22.1	F & P and running records	Checklists, rubrics, running records, F & P, notes	Daily communication, weekly parent presentations	\$15,076.00	\$11,226.00 (75%)	\$1,500.00 (8%)	NR	93%	30%	40%	30%	0%
Anderson 2	12	10.1	F & P	Progress reports, open house, parent night	Phone calls, progress letters	\$10,581.00	\$9,303.00 (75%)	NR	NR	85%	90%	0%	10%	0%
Anderson 3	17	12	F & P	Newsletters, phone calls, fact-to-face, and progress reports	Progress reports, open house, parent night	\$15,569.00	\$4,020.00 (29%)	NR	NR	64%	25%	33%	33%	0%
Anderson 4	20	16.2	F & P and MAP	Notes, phone calls, conferences	Newsletters, phone calls, fact-to-face, and progress reports	\$25,468.00	\$13,944.00 (55%)	\$21,810.00 (remainder)	\$10,470.00	83%	0%	45%	55%	0%
Anderson 5	82	48.1	Istation and DRA 2	Reading logs daily	Notes, phone calls, conferences	\$68,474.00	\$8,550.00 (12%)	\$12,036.00 (18%)	NR	67%	29%	20%	8%	41%
Bamberg 1	30	18.1	Running records and Dominic	No communication made to parents regarding student progress	Reading logs daily	\$8,815.00	\$16,757.00 (100%)	\$626.00	\$8,000.00	87%	53%	0%	6%	42%
Bamberg 2	32	21	Imagine Learning	Letter identification, Ohio word test, Rigby PM, Fry Instant Word Checklist	Imagine Learning	\$8,765.00	\$13,956.00 (100%)	\$639.00	\$7,900.00	87%	80%	20%	0%	0%
Barnwell 19	30	18.1	Dominie and STAR	Weekly progress reports and conferences	Weekly progress reports and conferences	\$11,841.00	\$10,785.00 (91%)	\$158.00 (1.3%)	\$2,340.00	69%	12%	12%	65%	0%
Barnwell 29	22	10.1	Dominie and STAR	Weekend bookbags	Weekend bookbags	\$4,837.00	\$7,851.00 (66%)	NR	\$3,014.00	61%	9%	0%	46%	0%
Barnwell 45	30	29	F & P	Weekly newsletters, parent conferences, parent events, letters home, and portfolios	Weekly newsletters, parent conferences, parent events, letters home, and portfolios	\$10,409.00	\$10,409.00 (100%)	NR	\$5,800.00	49%	43%	23%	3%	23%
Beaufort	323	207.9	F & P, Words their way, MindPlay, and Enrich	Weekly correspondence	Weekly correspondence	\$124,662.00	\$256,234.00 (100%)	\$29,530.00	\$43,374.00	65%	24%	19%	30%	27%
Berkeley	355	105	2	DRA and teacher made formative assessments	Notes home, parent spotlight sessions	\$188,891.00	\$84,851.00 (45%)	\$14,752 (8%)	\$4,899.00	75%	28%	33%	27%	13%
Calhoun	47	45	1	STAR and Reading A-Z	Progress reports and newsletters	\$10,765.00	\$7,649.00 (71%)	\$500.00 (7%)	\$12,000.00	80%	8%	33%	50%	8%
Charleston	294	204.7	AIMS Web and CBM	Weekly progress reports	Weekly progress reports	\$217,844.00	\$203,122.00 (93%)	\$6,275.00 (3%)	\$25,000.00	48%	13%	17%	39%	30%
Cherokee	89	49.1	MAP and F & P	Weekly progress reports as well as mid-term and end-term reports	Weekly progress reports as well as mid-term and end-term reports	\$102,325.00	\$56,805.00 (55%)	\$9,599.00 (5%)	\$8,000.00	80%	11%	5%	50%	34%
Chester	75	69.5	F & P	Conferences, notes, and phone calls	Conferences, notes, and phone calls	\$40,295.00	\$27,818.00 (69%)	\$21,000.00 (5%)	\$10,452.00	92%	60%	20%	9%	7%
Chesterfield	405	73.2	Portfolios and running records	Phone calls and progress letters	Portfolios and running records	\$56,126.00	\$34,232.00 (61%)	\$21,893.00 (39%)	\$12,086.00	64%	3%	14%	7%	24%
Clarendon 1	15	11	1	Reading A-Z, Case 21, conference notes, portfolios	Weekly progress reports	\$1,259.00	\$1,259.00 (100%)	NR	NR	79%	17%	8%	42%	25%
Clarendon 2	22	14.1	Running records	Informal parent conferences	Running records	\$19,943.00	\$3,876.00 (19%)	NR	NR	69%	20%	27%	20%	7%
Clarendon 3	12	8.1	Teacher observation, writing rubrics, and MAP	Phone calls, notes home, conferencing, daily folders	Teacher observation, writing rubrics, and MAP	\$2,500.00	2,928.00 (100%)	NR	\$500.00	68%				
Colleton	75	69.1	Dominie, MAP, running records, anecdotal records, teacher observations, conferencing, and high frequency word lists	Parent orientation, progress at 3 week point and at the end of camp	Dominie, MAP, running records, anecdotal records, teacher observations, conferencing, and high frequency word lists	\$45,335.00	\$50,890.00 (1005)	\$5,300.00	\$126,151.00	81%	25%	10%	48%	18%
Darlington	45	22.1	MAP, Dominic, Mobymax	Istation results weekly	MAP, Dominic, Mobymax	\$62,000.00	\$73,832.00 (100%)	\$4,000.00	\$10,671.00	80%	23%	31%	31%	15%
Dillon 3	23	20.1	Istation	Weekly phone calls, letters, and parent days	Istation	\$7,039.00	\$5,615.00 (80%)	\$1,400.00 (20%)	\$850.00	87%	14%	38%	23%	19%
Dillon 4	72	31.1	MAP	Phone calls and newsletters only at beginning of camp	MAP	\$42,813.27	\$30,668.00 (72%)	\$2,210.00 (5%)	NR	66%	0%	0%	41%	50%
Dorchester 2	733	226.2	DRA, Imagine Learning, and Scholastic Reading Inventory	Phone calls	DRA, Imagine Learning, and Scholastic Reading Inventory	\$84,120.00	\$68,844.00 (82%)	\$4,200.00 (5%)	\$45,844.00	54%	10%	8%	27%	55%
Dorchester 4	38	20.1	STAR	Checklists	STAR	\$15,076.00	\$12,414.00 (82%)	\$212.00 (2%)	NR	88%	35%	14%	10%	7%
Edgefield	41	13.1	AIMS Web	Weekly reports	AIMS Web	\$12,592.00	\$11,358.00 (90%)	\$1,234.00 (10%)	NA	81%	8%	62%	23%	8%
Fairfield	46	12.1	F & P	STAR, district benchmark, and teacher observations	F & P	\$20,147.00	\$33,465.00 (100%)	\$5,000.00 (25%)	\$18,318.00	91%	42%	42%	0%	17%
Florence 1	93	58.4	STAR, district benchmark, and teacher observations	Conferences	STAR, district benchmark, and teacher observations	\$84,711.00	\$13,586.25 (16%)	\$5,191.00 (6%)	\$19,514.00	37%	5%	14%	38%	43%
Florence 2	22	16.1	Dominie and notes	Weekly newsletters and student work	Dominie and notes	\$3,778.00	\$3,849.00 (100%)	\$750.00	\$72.00	55%	44%	11%	22%	0%
Florence 3	70	65.1	IRI, RAZ Kids, Reading A to Z		IRI, RAZ Kids, Reading A to Z	\$60,186.00	\$67,500.00 (100%)	\$4,000.00	\$11,000.00	91%	43%	28%	53%	0%

District	Students Identified	Students Served	Progress Monitoring	Parent Communication	Budget	Staff Cost	Materials	Additional Funds Needed	Attendance Rate	Minimal Gains	Moderate Gains	Exceptional Gains	No G	
Florence 4	71	37	1	Case 21, observations, teacher created assessments	Progress checklists and phone calls	\$17,629.00	\$36,851.00 (100%)	\$14,502.00	\$34,000.00	90%	38%	48%	10%	5%
Florence 5	16	12	1	F & P, running records, and MAP	Phone call and progress reports	\$8,111.00	\$5,468.00 (67%)	\$894.00 (11%)	NR	65%	83%	17%	0%	0%
Georgetown	75	50	5	MAP, F & P, and running records	Progress reports, phone calls at mid point and end of camp	\$70,944.00	\$17,979.00 (25%)	\$1,575.00 (2%)	NR	75%	31%	40%	21%	8%
Greenville	142	45	1	F & P	Notes home weekly and parent day	\$406,492.00	\$37,174.00 (9%)	\$128,188.00 (32%)	NR	77%	7%	68%	26%	0%
Greenwood 50	250	212	1	MAP, running records, and teacher made assessments	Informal parent conferences and progress reports	\$60,442.00	\$159,364.00 (100%)	\$15,079.00	\$28,000.00	89%	16%	39%	12%	33%
Greenwood 51	23	10	1	Dominie and running records	Letters and calls	\$5,592.00	\$11,644.00 (100%)	\$422.00	\$9,646.00	73%	0%	33%	67%	0%
Greenwood 52	25	21	1	Development Reading Assessment and Qualitative Reading Inventory	Portfolio and informal parent conferences	\$14,000.00	\$7,000.00 (50%)	\$250.00 (2%)	\$2,500.00	80%	56%	19%	6%	19%
Hampton 1	39	20	1	F & P and Study Island	Progress notes and portfolios	\$15,111.00	\$10,328.00 (68%)	\$2,098.00 (14%)	NR	91%	60%	20%	10%	10%
Hampton 2	20	19	1	Dominie, reading logs, 3 min reading assessments, Dolce and Fry sight word lists	Phone calls and reading logs	\$12,533.00	\$11,625.00 (93%)	\$701.00 (6%)	NR	67%	27%	18%	36%	18%
Horry	189	39	2	DIBELS (DORF, NWF, others as noted by BURST intervention), MAP, Achieve3000 (Lexile), Compass Odyssey, Curriculum-based measures, and Informal teacher observations	Weekly parent newsletters	\$213,967.00	\$64,906.00 (30%)	\$4,775.00 (2%)	\$19,693.00	76%	7%	3%	66%	24%
Jasper	108	35	2	F & P assessment at beginning and end to measure growth, 1station reading assessment, and "on demand" weekly or as needed to monitor progress	Phone calls and face to face conferences during pick up, "Family Reading Day" at each campus which was attended by a few parents. First Steps, teachers, and others spoke to the parents about working with their child at home and how to boost reading skills. Some teachers used written notes or letters to parents.	\$61,198.00	\$28,161.00 (46%)	\$4,640.00 (8%)	NR	71%	30%	21%	21%	27%
Kershaw	200	38	1	STAR Reading	Weekly letters	\$67,038.00	\$10,962.00 (16%)	\$1,839.00 (3%)	NR	73%	18%	21%	29%	32%
Lancaster	92	59	1	MAP and F & P	Phone calls	\$74,294.00	\$31,731.00 (43%)	\$2,031.00 (3%)	\$1,000.00	84%	28%	22%	28%	22%
Laurens 55	90	30	4	Running records and Dominie	Correspondence weekly	\$43,000.00	\$10,500.00 (24%)	\$30,000.00 (70%)	\$10,000.00	92%	48%	19%	33%	0%
Laurens 56	75	31	1	MAP	Teacher notes	\$28,814.00	\$24,260.00 (84%)	\$2,509.00 (9%)	\$8,000.00	65%	14%	14%	48%	24%
Lee	56	12	1	Running Records and word per minute fluency checks	Conferences and an end of camp presentation	\$36,831.00	\$12,595.00 (34%)	NR	NR	70%	44%	11%	33%	11%
Lexington1	120	69	1	DIBELS, easyCBM, and Dominie	Emails, phone calls, newsletters, end of camp celebration	\$134,822.00	\$50,072.00 (38%)	\$7,300.00 (5%)	NR	79%	14%	12%	59%	16%
Lexington 2	45	33	3	Running records, F & P, Reading A-Z, writing checklists, and DRA	Newsletters, memorandums, phone calls, invitational parenting culminating sessions, etc.	\$65,479.00	\$44,798.00 (68%)	\$8,578.00 (10%)	\$6,666.00	80%	14%	52%	35%	0%
Lexington 3	45	26	1	DRA, Fountas & Pinnell, running records	Progress Reports	\$11,791.00	\$16,653.00 (100%)	\$7,285.00	\$6,758.00	72%	6%	44%	33%	18%
Lexington 4	58	29	1	3 Minute Reading Assessments	Emails, phone calls, and progress reports	\$42,470.00	\$16,503.00 (39%)	\$1,724.00(4%)	NR	46%				
Lex/ Rich 5	63	44	1	Reading A to Z, DRA2, and Words Their Way	Email, written communication, and phones when necessary.	\$79,953.00	\$57,600.00 (72%)	\$10,000 (13%)	NR	85%	56%	36%	3%	6%
Marion	79	53	1	Dominie and conferencing	Progress reports 3rd and 6th weeks	\$64,211.00	\$44,723.00 (70%)	\$12,702.00 (20%)	NR	89%	38%	35%	13%	15%
Marlboro	37	13	1	Students were assessed daily according to the assessment provided in the instructional materials and the Flocabulary software	Weekly progress reports	\$35,258.00	\$13,717.00 (40%)	\$16,278.00 (46%)	\$33,377.00	72%	29%	7%	7%	57%
McCormick	8	4	1	DRA, reading and writing conferences, and engagement inventory	Parent Communicator	\$8,901.00	\$10,768.00 (100%)	\$950.00	\$2,565.00	97%	25%	25%	50%	0%

District	Students Identified	Students Served	Program Monitoring	Parent Communication	Budget	Staff Cost	Materials	Additional Funds Needed	Attendance Rate	Minimal Gains	Moderate Gains	Exceptional Gains	No G	
Newberry	140	87	2	Dominie, running records, and teacher notes	Weekly report, phone calls, and conferences	\$59,010.00	\$38,594.00 (65%)	\$4,866.00 (8%)	NR	74%	22%	53%	6%	19%
Oconee	195	94	3	Guided reading records, anecdotal records, Easy CBM, MAZE, MAP, Rubrics	Parents were invited weekly, conferences as needed	\$72,551.00	\$161,048.00 (100%)	\$2,475.00	\$94,012.00	84%	17%	12%	24%	47%
Orangeburg 3	60	52	4	STAR	Parent logs, progress reports, and phone calls	\$424,731.00	\$11,058.00 (3%)	NR	NR	85%	27%	32%	26%	15%
Orangeburg 4	32	25	2	MAP and DRA	Weekly updates	\$55,450.00	\$30,788.00(56%)	\$7,370.00 (13%)	NR	86%	19%	6%	31%	44%
Orangeburg 5	150	80	1	Focused Reading Intervention Kits and Classstopper	Phone and email	\$74,293.00	\$66,422.00 (89%)	\$20,667.00 (28%)	\$16,249.00	83%	20%	11%	61%	7%
Richland 1	400	162	4	STAR Reading Assessment, F & P, and running records	Bi-weekly progress reports, student work samples sent weekly, and bi-weekly parent sessions	\$135,849.00	\$120,779.00 (89%)	\$18,303.00 (14%)	NR	76%	37%	20%	19%	23%
Richland 2	110	106	1	Reading A-Z Benchmark	Email, daily notes in their research notebooks, weekly communications via phone calls and newsletters	\$151,135.00	\$71,782.00 (48%)	\$7,914.00 (5%)	\$10,000.00	86%	21%	56%	23%	0%
Pickens	206	74	3	F & P	Orientation meeting, email, phone calls, informal conversations in the car rider line, weekly newsletter, end of camp celebration	\$110,077.00	\$60,285.00 (55%)	\$7,805.00 (7%)	\$100.00	66%	6%	13%	69%	13%
Saluda	50	39	1	MAP	Parent meeting and phone calls	\$21,914.00	\$19,301.00 (88%)	\$1,077.00 (5%)	NR	76%	0%	3%	59%	36%
Spartanburg 1	30	21	2	F & P, Dominie, and running records	agendas and phone conferences	\$24,988.00	\$9,960.00 (40%)	\$5,568.00 (23%)	NR	82%	100%	0%	0%	0%
Spartanburg 2	77	60	1	MAP, DRA, and F & P	Open house, family literacy night, newsletters, phone calls	\$35,258.00	\$54,258.00 (100%)	\$7,500.00	\$5,000.00	76%	20%	20%	16%	45%
Spartanburg 3	30	27	2	Journaling, reading conferences, home reading logs, rubrics, DRA, and teacher notes	Notes home and phone calls	\$6,296.00	\$17,032.00 (100%)	\$2,000.00	\$12,682.00	83%	17%	33%	13%	25%
Spartanburg 4	13	8	1	Scholastic READ 180 SRI (Reading Diagnostic Assessment) and DRA	Weekly reports, email, and phone communication	\$26,045.00	\$9,459.00 (36%)	NR	NR	50%				
Spartanburg 5	49	34	1	Running Records, F & P, observational notes, and student conferences	A student folder went home daily	\$42,789.00	\$27,350.00 (64%)	\$8,077.00 (19%)	NR	83%	35%	65%	0%	0%
Spartanburg 6	49	43	3	Observations, student conferences, writing assessments, running records, and miscure analysis	Parent invitations and daily reports	\$85,739.00	\$93,681.00 (100%)	\$3,300.00	\$56,160.00	73%	27%	9%	60%	6%
Spartanburg 7	159	73	1	F & P, Academy of reading	Written and verbal communication	\$53,036.00	\$48,855.00 (92%)	\$2,194.00 (4%)	NR	79%	20%	16%	18%	45%
Sumter	128	78	1	Running Records, classroom portfolios, Formal System 44 Reports, and student's interactive notebooks	Parent letters, written work sent home, and System 44 Reports sent home weekly	\$164,895.00	\$58,864.00 (36%)	\$14,149.00 (7%)	NR	80%	65%	17%	49%	29%
Union	95	15	1	Running records	Daily parent conferences	\$10,234.00	\$500.00 (5%)	\$1,000.00 (10%)	NR	77%	13%	13%	13%	0%
Williamsburg	75	75	4	Teacher Observation, anecdotal notes, Classworks, and Focus to Intervention Curriculum reports	Phone calls and progress reports	\$35,258.00	\$31,120.00 (88%)	\$4,138.00 (12%)	\$40,000.00	84%	16%	35%	6%	43%
York 1	55	25	1	Slossan Word Recognition Assessments	Notes home and telephone calls	\$49,589.00	\$27,598.00 (56%)	\$709.00 (2%)	NR	74%	24%	18%	53%	6%
York 2 (Clover)	42	22	1	Easy CBM and running records	Phone calls, parent conferences, emails, and informal conversations	\$15,111.00	\$17,822.00 (100%)	\$372.00	\$3,083.00	82%	12%	6%	47%	25%
York 3 (Rock Hill)	83	54	1	Running records, writing samples, online differentiated content delivery/assessment system	newsletters, notes home, and phone calls	\$129,281.00	\$28,749.00 (22%)	\$16,390.00 (13%)	NR	80%	50%	33%	11%	6%
York Four (Fort Mill)	46	45	4	F & P	Emails, phone calls, newsletters	\$25,593.00	\$50,893.00 (100%)	\$1,000.00	\$26,263.00	70%	23%	36%	15%	25%
Cyber Academy	28	17	Virtual	Reading Eggs	Virtual meetings					59%	29%	25%	0%	43%
Imagine Leadership	13	2	1	STAR and F & P	Conferences					48%	33%	33%	0%	33%

District	Students Identified	Students Served	Service Mode	Programs/Modelling	Parent Communication	Biography	Staff Cost	Materials	Additional Funds Needed	Attendance Rate	Minimal Gains	Moderate Gains	Exceptional Gains	No G
SC Calvert	4	9	Virtual	Observations and checklists	Emails to parents					85%	0%	25%	50%	25%
SC Virtual School	78	50	Virtual	Reading A-Z, Reading Eggs	Online orientation, emails to parents					73%	6%	43%	32%	140%
Royal Live Oaks	36	23	1	STARS: Daily Formative Assessments, Reading Key National Reading Vocabulary Sight Words Assessment, Read Theory Reading Comprehension Program, and iC-REM AnnArbor	Daily					70%	18%	6%	50%	18%
	7888	4003								75%				

Additional Information Regarding Community/Business Partnerships and Success Stories

District	Community/Business Partnerships	What Worked Well
Abbeville	None reported	None reported
Aiken	The Newcomer's Club of Aiken provided a monetary donation to purchase supplies for our SRC. The City of North Augusta provided water, cups, ice and city personnel to assist us during a field trip in June to the Living History Park and the Brick Ponds. The Living History Park is a recreation of a colonial settlement, with actors dressed in colonial clothing. These individuals provided demonstrations of various aspects of colonial life.	Having highly motivated teachers was very effective.

	The City of North Augusta also allowed students to visit and eat lunch in the municipal building and provided a tour guide for the city's brick ponds. At the ponds, students were able to experience alligators, birds, and other wildlife and learn of their habitats.	
Allendale	First Presbyterian Church Local Outreach Committee donated writing supplies and books. SCDE Office of School Transformation purchased ten books for all students at Fairfax Elementary School. The third grade students were able to use their books during the Summer Reading Camp.	There were several things that worked extremely well during camps: utilization of level text, Readers' Theater kits, computer lab, and small group instruction.
Anderson 1	None reported	Our schedule, curriculum and small student teacher ratio were instrumental to the success of our camp.
Anderson 2	Belton Library - provided books for the students to read during the summer reading camp.	Having small class sizes, access to computer lab, and media center.
Anderson 3	Upstate Federal Credit Union-employee came to camp weekly to read with various students. Skins Hotdogs donated gift certificates to give to parents during family reading night and Wendy's donated gift certificates for children who attended camp.	By having smaller classes, our teachers were allowed to provide for more individualized instruction. A parent night was held where teachers modeled for parents how to read to and work with their children. The parents appreciated the assistance and indicated that the approach was helpful.
Anderson 4	21st Century CLC/Clemson provided collaborative funding for positions and field experiences; Presenter and ArtBot robotic drawing provided by Clemson University; Tri-County Tech hosted culinary presentation; Community Code provided 6 days of coding enrichment; Clemson Botanical Garden hosted a field experience.	Implementing Fountas and Pinnell Leveled Literacy Instruction
Anderson 5	Anderson County Library came to the camp each week and allowed students to check out books to take home.	We scheduled our R2S Camp in the same facility as the Title One Camp. This allowed us to share material costs, Director, transportation costs, and create a true camp experience for our students. We had a Scholastic Book Fair at the end of the camp that allowed students to pick out books, free of charge, to take home and read.

		Having a four hour camp each day was the perfect amount of time to keep children excited and engaged. We had a field trip onsite that supported our research project. This was wonderful for our students. Next year, we are already planning to have more field trips planned to the Anderson County Library to participate in their Literacy Summer Activities. We were able to use the school library for research but not student check out. Having the Anderson County Library Book Mobile come each week was a wonderful way for students to check out books to take home and to enroll them in the public library system.
Bamberg 1	City of Bamberg provided funds for an end of camp field experience.	None reported
Bamberg 2	None reported	The students worked extremely hard and progress was made. Teachers and students enjoyed the project based learning.
Barnwell 19	Save the Children provided books and assisted with transportation. The Darnell Foundation provided additional funding for teacher's salaries and paid for one full time aide's salary.	We were fortunate to have the support of Save the Children and the Darnell Foundation who helped supplement our funds to provide a dynamic camp.
Barnwell 29	Russell's Pizza and Hardees provided lunch and Williston Town Library and Aiken County Library provided an opportunity for students to see a play. Daily lunches were provided by the Summer Feeding Program.	The time and schedule worked really well during the camp. The teachers were still able to have a break before returning to school.
Barnwell 45	Community members served as Community Reading Buddies every Thursday. Local individuals, businesses, and churches donated books and supplies. A local company partnered with the school district to provide Summer Reading Camp t-shirts for all students. A total of 17 local businesses served as Reading Camp sponsors by providing monetary donations. The Summer Feeding Program provided breakfast and lunch for all students. The Darnell Committee (a local private foundation) provided funding for two Call Me	Created Thematic Units were high interest and comprehensive, that included shared reading, guided reading, phonemic awareness, writing opportunities, read alouds, problem based learning, technology based activities, hands-on activities and more. The community support, both financial and time volunteered, allowed us to run a more successful and efficient camp.

	Mister Interns from Claflin University.	
Beaufort	AmeriCorps/ United Way of the Lowcountry provided volunteers to work with teachers and students at five sites. Boys and Girls Club provided services for Joseph Shanklin Elementary students and provided after-care for Bluffton Elementary and Hilton Head Island Elementary students. PALS in Bluffton provided after-care services for MC Riley and Red Cedar students. YMCA provided after-care for St. Helena and Mossy Oaks Elementary site. They also provided full-day services at the Lady's Island and Whale Branch Elementary Site.	There was high quality instruction in small groups using Fountas and Pinnell LLI. Teachers updated units from last year. United Way/ AmeriCorps volunteers assisted at some sites. ESOL teachers (Using Title 3 Funds) worked collaboratively with teachers at sites with high ESOL populations. Each student was given three high-quality, high interest books to keep.
Berkeley	Charleston Powder Magazine provided an on-site field experience.	Our teachers shared that they feel the camp was successful because we provided them with the curriculum and supplies they needed. They also expressed that the two days of training they received prior to the first day of camp was helpful. Our teachers were able to have a designated time for PLCs each day during lunch and recess which provided them with an opportunity to collaborate.
Calhoun	None reported	None reported
Calvert Academy Charter School		I think what worked well was reading a different story each week aloud to model the reading strategies that we discussed each week. Giving them something they could relate to and compare with the stories they were reading in their weekly magazines.
Charleston	Charleston County Public Library-Children's librarians came to each site for one visit to provide storytelling/Reader's Theatre, and to enroll all students in the Charleston County Public Library's Summer Reading Program. Dome Education Portable Planetarium- Andy Cohen, of Dome Education came to each site for one visit to provide a 2-hour "Portable Planetarium" as a culminating experience for student's reading and writing projects on Grade 4 Science/Earth,	We created a camp-like atmosphere and activity-based learning environment. The site coordinators were charged with the challenge to make summer "school" feel and be more like summer "camp" for students. Both students and teachers responded positively to this theme. Small camp-like activities were included each day that supported the curriculum, or were just plain "fun" to engage students. For example, one group of students learned that Saturn's rings were made of ice. The teachers had the Kona Ice Truck come to camp the following day for Italian Ice treats for all students. We integrated Writer's Workshop and grade 4 Science standards. We provided a theme for Writers

	<p>Moon, Stars Standards. Engaging Creative Minds- Charleston Stage Company provided each site with for two visits acting and mnemonic device training to apply to reading strategies. Focus was on fluency and expression while reading. Gold's Gym- Several sites partnered with Zumba Dance Instructors from Gold's Gym for ½-hour "brain breaks" and continued the Space theme of the camps at no cost. Reading Partners- Provided 1:1 reading tutoring at four PGA Summer Reading Camp sites for all students enrolled two times a week for five weeks at no cost. This was an extension of the services provided by Reading Partners during the school year. Reading Warehouse- Provided books at reduced costs for all students not enrolled in Reading Partners sites. Students were encouraged to choose their own books based on their independent text level and interests (per best practice).</p>	<p>Workshop and all supporting materials for mini-lessons and standards content was engaging for students, provided background knowledge for up-coming grade 4 science instruction, and gave students an authentic purpose in writing as young astronomers.</p>
Cherokee	<p>Know 2 (community organization) provided mentors and reading buddies, Big E Entertainment provided free movie passes, Greenville Zoo provided a presentation form for project based learning, Cherokee County Public Library gave students a tour and signed them up for their library cards, City Fire Department gave students a tour and served as mentors, and Timken Company and Limestone College provided mentors.</p>	<p>Our schedule worked extremely well. We had opportunities for students to be engaged with project based learning and technology</p>
Chester	<p>Springs Close Foundation provided financial support, Second Harvest Food Bank Summer Feeding Program assisted with meals, and Sanctuary of Life Outreach Center provided various support.</p>	<p>Teacher flexibility worked well for our district. (One teacher for 3 weeks, then another for 3 weeks at each site - or one teacher teaching the entire 6 weeks). It was great that we were able to select our own dates for summer reading camp. Community partnerships that provided additional funding, books, free meals, and snack sacks. We provided a perfect attendance incentive (drawing for an iPad mini). We held an</p>

		end-of-camp celebration for students and parents where every student was recognized with a t-shirt, certificate of completion and a pack of 5 books.
Chesterfield	None reported	We used the LLI kits that worked well. Students were grouped by their reading levels rather than grade levels. We included students at other grade levels that needed the intensive reading instruction. However, data was not provided in this report on those students. Teachers kept portfolios on all students. Each site was provided with large tubs filled with supplies that could be used for reading camp (white boards, markers, pencils, etc.).
Clarendon 1	Ms. Bowman from the Veterans of War in Sumter donated pencils and notebooks for students.	Reading A to Z (online program) was a great resource that the students thoroughly enjoyed. The online program provided leveled text as well as an abundant amount of engaging resources for the students to use in small groups. We appreciated the flexibility with the curriculum. We believe that it was ideal for teachers to locate resources that both the teachers and student were familiar with using during the school year gained more understanding or maintained what has been taught.
Clarendon 2	None reported	Having small classes allowed teachers to spend the entire time on literacy.
Colleton	Foodland, Parker Rhoden Funeral Home, Hendersonville Elementary PTO, Lowcountry Dentistry, Colleton County Memorial Library, IGA, Walgreens, Forest Hills Elementary PTO, Anderson's Cleaners, Walker Accounting and Tax Service, Colleton County, Sheriff Department, Live Oak Farms, Jaxco, and Kogers Mortuary.	Even though we originally identified 75 students for the camp, our attendance rate remained above a 90% rate. Students were excited about the integration of the science curriculum as well as the cumulative projects planned. Field trips also helped motivate student attendance. Dominic folders were collected from each school for the camp students and teachers were familiar with their students' levels on the first day of camp. This allowed for immediate instruction to begin and there was no time lost to testing. Teachers were aware of reading levels and their students' strengths and weaknesses from the beginning.
Cyber Academy Charter School	None reported	The interactive sessions using mentor texts in our virtual sessions were very valuable. We also think it was very effective to allow them to choose books to add to their own personal libraries. They loved picking them and getting to keep them.
Darlington	TEACH Foundation sponsored a field experience to EdVenture and Darlington County Library	None reported

	sponsored a field experience to their location.	
Dillon 3	We had no community partners as we are a small, rural district. Our few local businesses are already over tapped for needs during the school year. However, in cooperation with our district and high school International Baccalaureate program, we had a student intern helping the teacher with procedural tasks such as lunch and recess as he worked to gain his community service hours.	Having teacher assistants allowed the teacher to directly and intensively address targeted student needs. Many of the students, who are already special education identified and have had major issues with progress, showed some gain with the intensive help. The small groups were effectively utilized with the assistant and the teacher.
Dillon 4		Having highly qualified teachers.
Dorchester 2	Youth volunteers from a community church. 20 volunteers spent 4 hours a day for one week working with students. They read with students, called out sight words, played academic games, assisted with writing ideas and editing, and provided mentor conversations.	Teachers and students enjoyed the Imagine Learning program to further the students reading abilities. Teachers liked the planned curriculum that was created for them.
Dorchester 4	Barnes and Noble and the Charleston County Public Library.	Teachers and students enjoyed the Imagine Learning program to further the students reading abilities. Teachers liked the planned curriculum that was created for them.
Edgefield		Having a full time assistant working in the room and computer lab was a great benefit. It allowed more time for one-on-one instruction. Had we not had the curriculum in place, we most likely would not have been able to afford an assistant (at least full-time). We also had an advantage in that our district was able to provide free breakfast and lunch for our students because of a program we were offering.
Fairfield		Our schedule worked very well for the children. We did not take the week of the 4th of July off and this helped our attendance this year. The teachers incorporated craft activities to go along with the lessons. This really helped to keep the students interested and had them doing research using their Chromebooks. We held a free book fair for the students. Each student was able to choose 10 books. These books went home with the students at the end of the camp.
Florence 1	Florence County Library provided a storyteller presentation. Florence County Museum	Integration of Science and Social Studies with research and technology, hands-on activities in Science, the workshop model, student

	<p>provided a tour and discussion of key events in SC. Francis Marion University provided a Planetarium visit. Barnes and Nobles enrolled students in a book incentive program. Help4Kids provided snacks for students to take home. McDonald's provided coupons for incentives. Farm Bureau provided ice cream as an incentive. MYP/IB Students served as peer writing and reading buddies.</p> <p>Parent/Community Volunteers read with students and served as chaperones for fieldtrip. Parent Volunteer provided a cultural presentation. Lynches River State Park provided a scavenger hunt for the students.</p>	<p>engagement, fieldtrips (Museum, Planetarium, Lynches River State Park, and guest visits (Mrs. Susan Rhodes) and other speakers.</p>
Florence 2		<p>The students enjoyed the science and social studies curriculum. They had a blast doing research and working on a culminating project to show off what they had learned</p>
Florence 3	<p>Barnes and Noble allowed students to come in as a group to shop for books. Chuckie Cheese allowed us to bring all 65 children in one morning for an incentive day. South Gate Bowling Alley provided an incentive day. Lake City Partnership Council Superintendent, Laura Hickson wrote a grant through the Partnership Council to provide incentives and books for our students</p>	<p>Using incentives for our students was huge this year. It encouraged our students to attend. We also help a true camp model with the children rotating between a team of three teachers for the elements. Integration of the arts and project based learning was engaging and motivating for the children as well. Our end of the camp program was a huge success with parents.</p>
Florence 4	<p>Summer Feeding Program was utilized to provide breakfast and lunch to students. Timmonsville Boys and Girls Club was the after the program care takers for some of the students. The United Methodist Church conference donated books to give to students.</p>	<p>What worked really well was the opportunity for teacher to plan units of instruction with Master Teachers along with them modeling lessons on site for teachers to see effective teaching strategies and practices. Professional Development for Summer Reading Camp provided by SCDE for all districts. Also, front-loading verses remediation empowered students with background knowledge for start of the new year.</p>
Florence 5	<p>Johnsonville Public Library and local places of workshop provided support.</p>	<p>Instructional technology worked very well with a small group of students. Our ratio was well balanced and this allowed the teacher to have more individualized work time with each</p>

		student. Bus transportation was also great. Our public library was having their summer reading program as well and then worked wonderfully for our students to attend these weekly events.
Georgetown	United Way of Georgetown County provided funding to provide a summer reading camp for rising kindergarten – third grade students. Title I at Andrews Elementary, Maryville Elementary provided funding for rising kindergarten students- rising 5 th graders. All of the programs utilized the reading based curriculum that was developed and assessed by our reading coaches - (These were not charges incurred by our summer camp. Our folks worked together to create curriculum and volunteer time to make this a highly successful camp.)	Developing a consistent curriculum that was used not only in the Summer Reading Camp, but in all of the auxiliary programs that were held in the district was a real plus. We shared these with the other non-profits that offered summer programs for our students. It also worked well to have objective assessment by our coaches to confirm results.
Greenville	Children's Theater--A teacher came daily to act out a different book for the students. The students took a copy of that book home each day. YMCA--camp counselor from YMCA came daily to work on camp activities tied into the reading lesson plans Lake Conestee Park--Field trip where students learned about habitats and wildlife, tied to reading and writing reflections Greenville Zoo--Attended a field trip to the zoo where they learned about animal habitats, tied to writing reflections and reading.	We believe that the following contributed to the success of our summer camp: <ul style="list-style-type: none"> • Community Partners • Ability to give books to students to continue the learning • Training for parents on how to help students with reading fluency
Greenwood 51	Greenwood County Community Foundation-grant for salaries, literature, supplies. Hunters Headquarters-donated rods and reels for fishing clinic. Greenwood YMCA usage of rock wall for field trip. Boy Scout Troop-demonstration of survival skills for field trip. Lander University's Bass Fishing Team-conducted fishing clinic for field trip.	None reported

Greenwood 52	<p>Greenwood County Library allowed us to come in and bring our students in to check out books. Students were also given the opportunity to participate in the Summer Reading Program through the library by reading a certain number of books. After the completion of reading the designated number of books, students received a medal. Students also went on weekly field trips that went along with focus of the week. Students had to write about their experiences.</p>	<p>We really liked the small number of students involved in the camp. We also provided two certified teachers in each group, which allowed more teachers to work with students in a smaller setting to address academic deficiencies</p>
Hampton 1	<p>ROTC from Wade Hampton High School helped do side by side readings, run errands, and walk students to bathroom. Hampton County Arts Council - provided a program for students.</p>	<p>We used the comprehensive tool kit. It used nonfiction text as a guide for reading and writing. Each student was able to take 8 books home to keep and was able to visit the school media center at least once a week. We used a balanced literacy approach and all teachers attended the state training. Our program was well planned and organized throughout the summer.</p>
Hampton 2	<p>Public Library-provided books for checkout and reading activities. Gators Glow-Summer Program funded by a 21st Century. Grant-donated books for take home library. The Outpouring Ministries Church Family- Free Fun and Fellowship for students and parents day.</p>	<p>Students' attendance increased the week during our field trip to see Ronald McDonald at the public library. Attendance also increased during the week of the family fun day at the church. Community partnerships and funding for field trips are great incentives for attendance.</p>
Horry	<p>Children's Museum of South Carolina - They set up a Sky Lab (planetarium) in the multipurpose room. The outreach educator from the museum provided a lesson that coincided with the grade 3 students' unit of study. American Red Cross - Presented the "Pillowcase Project". The agency reviewed several emergency preparedness steps that need to be taken to ensure safety and led the students in crafting a pillowcase project that reflected the discussion. McDonalds - They donated apple pies for students at the SCES site. Graham Brothers - They donated books to the MBES</p>	<p>The pre-camp planning time was effective. The timelines for applications to be submitted by parents, schools, and teachers worked well. The training schedule was well organized and included all needed components for the teachers. Creating a grade-level/unit theme promoted a foundation for structure and creativity. Small class sizes worked extremely well. We provided students with a snack as well as lunch. Our book free book fair promoted long-term reading. We partnered with various community organizations and businesses. We provided reading incentives and had reading interventionists on hand.</p>

	<p>site. Career Connections/Importance of Reading - A volunteer from the U.S. Army came in and talked to the students on the importance of reading. WMBF Local Meteorologist - The local meteorologist spoke to the children at both sites on some basic weather concepts. Carrabbas - They provided lunch for all the Summer Reading Camp staff at the MBES site. Summer Feeding Program - Each student participating in the camp received a free snack and lunch daily.</p>	
Imagine Leadership Academy	Eau Claire Baptist Church assisted with provided a lunch program.	None reported
Jasper	The County Library agreed to be a partner and then was unable to fulfill the partnership after the first week. Pizza Hut donated pizza to our YMCA camp and invited Read to Succeed classes to join as an incentive. A few private donors made donations of supplies (paper, pencils, folders) and treats to our children.	The children enjoyed having a take home book each week that went along with the unit of study. Those who regularly participated seemed to enjoy and benefit from the curriculum, the 1:1 attention provided by the teachers and support staff, and the teachers enjoyed the personalized attention they were able to give the children. Morning and afternoon meetings were great for modeling and community building. 2 person teams to increase collaboration and lesson support. Readers Theater was very engaging and really developed student research and writing skills. We had the availability of technology for research and student engagement. Having field experiences for research and expanding background knowledge was a success.
Kershaw	United Way of Kershaw County - provided breakfast and lunch for students.	Collaboration with the United Way of Kershaw County contributed greatly to the program. Their provision of meals insured that all students had healthy snacks throughout the day.
Lancaster	<ol style="list-style-type: none"> 1. Larry Durham- State Farm donation of money 2. Trey Cook- Speedy Atkinson, Tanner, and Cook attorneys donation of money 3. Drs. John and Shawn Murdoch- donation of money 4. Tim Cureton from Fatherhood Project read to students 5. Robin Hodnett- school district volunteer for field trip 	<p>Morning and afternoon meetings were great for modeling and community building</p> <ul style="list-style-type: none"> - 2 person teams to increase collaboration and lesson support - Readers Theater was very engaging and really developed student research and writing skills - availability of technology for research and engagement - field experiences for research and expanding background knowledge

	<p>6. 15 reading volunteers</p> <p>7. Lacey Short from Antioch Baptist Church- kick off celebration volunteer</p> <p>8. Wanda Lathan- Full Service school coordinator- read to students</p> <p>9. Lynn Catoe- school volunteer that assisted program every Tuesday.</p> <p>10. A. McDow- teacher candidate that volunteer 2x week</p> <p>11. 8 high school and 1 college student that read and attended learning experiences with children</p> <p>12. C.T. Kirk- Children's First donated 500+ books to students</p> <p>13. 2 reading coaches read to students and assisted with testing</p>	
Laurens 55	United Way provided school supplies.	Individual books for students, having 2 days of planning time for teachers to prepare for the camp, field trips that went along with research units having all school supplies that were needed provided for the students
Laurens 56	Tony's Pizza provided coupons for weekly attendance awards. Dempsey's Pizza provided coupons for weekly attendance awards. Satterfield Farms donated money for camp shirts. Matt and Tiffany Davis donated money for camp shirts. Phillip Robertson of DNR spoke about his job and reading. Jean Johnson from First Presbyterian Church brought youth in to read with students	Bus transportation was reliable and flexible as needed. Summer feeding program at Clinton Elementary provided lunch for every student every day. The district provided breakfast. Funds were allotted to purchase books and materials for students. Partnerships were established with businesses and churches.
Lee	Lee County Educators Association - Retired partnered with the reading camp. Retired educators came daily to read aloud and/or work with small groups of students.	Our independent reading time worked well during summer reading camp. The students were always eager to select and read books for pleasure while practicing the strategies learned. They liked sharing what they read with a teacher or friend. They particularly enjoyed the challenge of practicing to read for extended periods while we observed student engagement.
Lexington 1	Donations: Lexington Public Library - money for books and books Local State Farm Agency - water bottles Houghton Mifflin Harcourt - book	We had a VERY successful summer camp. Collaboration between the Divisions of Instruction (curriculum, resources), Finance (budget, food service), and Operations (transportation) was a big plus. The many partnerships with outside organizations added

	<p>bags</p> <p>Provided Enrichment Activities:</p> <p>District technology specialist</p> <p>Riverbanks Zoo</p> <p>Edventure</p> <p>Savannah River Ecology</p> <p>Yoga Instruction</p> <p>Lexington Museum</p> <p>Lexington Public Library</p> <p>Carolina Wildlife</p> <p>Native American Speaker</p> <p>PorkChop Productions</p>	<p>another layer of student engagement. The FREE book fair was also a hit. Our schedule (weeks and hours per day) worked well.</p> <p>Having interventionists on staff to provide daily interventions for all kids was successful.</p>
Lexington 2	<p>United Way, Sodexo, SC Baptist Convention Center, West Columbia Library, and Congaree Library.</p>	<p>Having the extra hands and resources to help—especially with our ESOL population, the field trips were great learning opportunities for the students as they tied into what we were teaching, we liked having one day to focus on each thing—Achieve 3000, inquiry, and ESOL/phonemic awareness practice, and we also liked that it ended at 12:30 (seemed better for the children as well). We loved having the additional support people! The ESOL, Special Ed, and Achieve 3000 specialists were an awesome support for myself and the students! We did a lot better about planning units and using the Logic of English lessons as an outline for our program, which helped us be more intentional and focused about our instruction with the students.</p>
Lexington 3	<p>United Way of the Midlands donated books.</p> <p>Ansaldo made a cash donation for books and donated books. Ansaldo employees also served as reading buddies to students during the camp.</p>	<p>Our camp was themed around "Every Hero Has a Story". Each week, the teachers integrated a character word and highlighted community heroes that exemplified that trait. Local heroes such as Gertrude the Duck (Lexington County Sheriff's Department), BL Fire Department, athletic coaches, and others were guest speakers and shared how they serve our community.</p>
Lexington 4	<p>Community/Business partnerships is an area of growth for our camp.</p>	<p>Offering different types of camps for the children to choose from (sports, science, etc) made the children feel like they were really involved in a camp instead of feeling like they were in school. When we made this switch for the summer session the change in students was apparent as compared to the regular school year.</p>
Lexington 5	<p>The United Way of the Midlands: Provided us a grant to purchase students books, a book bag, journal subscription, and school supplies. Richland County Public Library: Provided students with free educational performances.</p>	<p>The funding for summer 2014 was not adequate to run an effective program. The funding for this summer 2015 was adequate for our program, which contributed to its success. Having a highly effective Site Administrator was crucial to the success of the program. We were fortunate that we had one for our program, along with</p>

		successful teachers.
McCormick	McCormick County Public Library-collaborated to provide a play for the students.	Using a thematic approach geared around the Magic Treehouse series was excellent!
Marion	Bilo provided treats for students on two Thursdays.	We had a camp meeting time each day with all students together and teachers used this time for shared reading using camp songs and chants. This worked really well in building team spirit. Teachers spent three weeks on Civil War and three weeks on planets. Students were much more involved and excited about planets. The end projects on planets provided an opportunity to teachers and students to think out the box on their presentations. Having Dr. Janet Files, (SCDE Literacy Specialists) come in provide support was great. Teachers looked forward to taking her information back into the classroom.
Marlboro	The Children's Defense Fund of Marlboro County provided Harambee (morning gathering) for motivating students before classes began each day.	There were several things that contributed to the success of our camp: the library of books from Scholastic was a great resource, the instructional resources that the teachers and students used, the computer lab where students had the opportunity to do Flocabulary, the individualized instruction provided by teachers who pulled students throughout the day.
Newberry	Walmart - Supplies, Ice Cream Party at conclusion of camp	Having small class sizes and a Monday - Thursday schedule was successful.
Oconee	Nicole Papay, meteorologist for Fox Carolina shared a presentation and demonstrated several experiments for the students regarding weather. Earl Jordan, a local community member, gave a presentation on Native Americans. His presentation included hands-on exploration of artifacts obtained from the site known as "Oconee Town." John Ivester provided students with bookmarks and coloring books from NASA. Don Seigler brought items to show and share that related to the Civil War. He showed students about new inventions that came about after the Civil War during the Industrial Revolution. Ruth Hare incorporated reading a recipe, following directions	We implemented a project based approach to instruction and 4th grade standards and building background knowledge for next school year. We had guest speakers, driving questions and routines. Teachers working as teams, small groups and thematic units with a variety of instructional methods used were successful. Our morning and afternoon arrival and dismissals were smooth and flexible grouping was essential to our success.

	(sequencing) and measurement activities to make apple pies. Mrs. Broom led the Star Lab. She told stories about the constellations and made connections to Native American legends and folk tales. She showed the moon and planets. The students looked at a variety of constellations and discussed how explorers used to use the stars for navigation.	
Orangeburg 3	None reported	Students and teachers enjoyed the book fair. Teachers reported the exploration and independent reading sessions with students were Helpful.
Orangeburg 4	We did not have any community/business partners.	The training provided to the Reading Coaches throughout the year was beneficial in developing units of study for the reading camp.
Orangeburg 5	Dr. Janine Caffrey worked with the camp to pilot a program called, "Classhopper". This program allows students to track the number of books they read during the summer.	The addition of assistants in the classroom provided teachers with the ability to really meet the individual needs of the students. The reading coaches provided a wealth of information to the teachers.
Pickens	United Way of Pickens County- They raised funds and awareness about the need for the camp. Their funds allowed us to have an expanded model that included a full summer camp experience and younger grades of students. They also coordinated and purchased 3 books for each child who attended camp. Their coordination of the funds via business donors and individuals was vital. Pickens County YMCA- They provided the Y counselors to assist during the instructional period and run the camp model after the instructional period each day. Students were engaged in character education, team building, crafts, field trips and swim lessons. They also paid the Call Me Mister Interns. Clemson University Call Me Mister Program- They provided one intern per classroom at the West End site. These interns	Our expanded camp model with support from the Call Me Mister Interns and YMCA Counselors worked very well. Teachers could work with the small guided reading groups or one on one as needed. Interns and Counselors were supporting the others with various research and literacy activities. At our other two sites we had smaller numbers so two teachers worked with the groups which allowed for more student attention. We also aligned our summer feeding programs with site selections. Teachers felt that the following was helpful: planning time ahead of camp, access to materials for activities and learning, LLI Kits for small group, and parents who supported the camp.

	<p>provided instructional support and mentoring for the students. Inspire the American Dream Foundation- They provided curriculum materials that center around perseverance and goal setting to achieve your dreams. These partners provided amazing support and we could not have done it without them!</p>	
Richland 1	<p>Richland County Public Library- On-site visits to 4 camp sites. Reading information to students and parents, encouraged participation in the libraries Summer Reading Challenge. Incentives to students for their reading efforts. United Way of the Midlands- Financial donation of \$6000. Funds were used to purchase backpacks and school supplies for students participating in our Summer Reading Camps. Coordinated and assisted with securing "Student Reading Success Activity Guides for the families of camp participants. Participated in and support Richland One's SRC Culminating at the PLEX at Sandhills- where school supplies were distributed to students. USC Cocky Express- Summer Reading Camp Kick-Off- Storytelling Hour at USC to encourage summer reading and camp attendance. South Carolina Department of Health and Environmental Control (DHEC) conducted information session for parents. Palmetto Health- Presentation for Parents. Bi-Lo Grocery (North Main) Donated Gift Card (lunch for Parent Session) Bethlehem Baptist Church</p>	<p>The Workshop structure of the summer reading camp worked well as it allowed for explicit and intense reading and writing instruction. The "themed-based approach to instruction provided opportunities for students to improve in areas of skill deficiencies as well as explore and engage in learning on topics of interest and content-related. Students' learning was enhanced beyond the classroom through weekly field experiences related to research topics and units of study. Parent and community involvement activities strengthen students learning experiences and helped to instill the enjoyment of reading! Additionally, keeping parents abreast of their child progress and how they could support him/her was most beneficial.</p>
Richland 2	<p>United Way - \$10,000 grant United Way funds were used for Parent Night dinner and end of the summer celebration, Social Worker salary, field trips, t-shirts,</p>	<p>The following are all components that lead to the success of our summer reading camp:</p> <ul style="list-style-type: none"> • Selection of teachers through Human Resources.

	<p>book fair and supplies. SCE&G - bags for summer reading books Anonymous Donor - Ollie the Otter - motivational character to encourage reading</p>	<ul style="list-style-type: none"> • Selecting teachers through questions uploaded to HR and having current principal recommendations helped to select the teachers that were just right for SRC. Experience was a key factor in being able to manage all the different personalities of the group and building community within the classrooms. • All teachers attended the State Department training and we met as a group before camp began to coordinate logistics and discuss curriculum. • Teachers mailed a postcard to all students welcoming them to camp. • Parent Night was held in mid-May to ensure all recommended had the opportunity to visit the school their child would attend and give any information about their child. Books were read aloud to the parents and we placed a strong emphasis on family. Supper was served to over 200 people. • The Lead Social Worker was able to secure Richland County Library, Midlands Tech, The Benefit Bank, and Goodwill Job Services. A survey was also sent out to gather information families may need to better serve them in the summer. • Partnerships <ul style="list-style-type: none"> ○ Our partnership with United Way allowed to pay for the Social Worker to be on-site part time throughout the summer. They grant also paid for field trips, t-shirts and supper for parent night as well as other resources. SCE&G provided sturdy book bags for the Book Fair. • Social Worker <ul style="list-style-type: none"> ○ The social worker was able to be on-site part time to work on attendance, community resource. The list below itemizes the services during the summer. ○ Contact Agency to seek assistance on behalf of family ○ Addressed attendance concern ○ Participated in weekly Back Pack Program
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		<ul style="list-style-type: none"> ○ Referred family for a community resource ○ Provided food, clothing, hygiene, school supplies from district ○ Provided group services ○ Completed home visit ○ Held individual session with student ○ Phone, email, letter, etc. contact with parent ○ A survey was also sent out by the Social worker. 31 surveys were completed and returned by parents ● Survey Questions & Results: <ul style="list-style-type: none"> ○ Were you aware social work services were available throughout the camp? Yes - 23 (75%) No - 8 (25%) ○ Do you feel social work services were beneficial during the camp? Yes - 24 (77%) No - 3 (9%) ○ Do you think social work services should be available for future summer camps? Yes - 31 (100%) No - 0 (0%) ○ Please list any suggestions you may have regarding future social worker services. <ul style="list-style-type: none"> ✓ "Everything went well. I believe the children are our future." ✓ "I'm sure many families could benefit. Thank you for all you have done for our kids." ✓ "I appreciated the phone call regarding these services. I think it is a great addition to the program." ✓ "Student progress analysis" ✓ "Keep up the good work" <p>Lead Teacher</p> <ul style="list-style-type: none"> ● As Summer Reading Camp Coordinator, the lead teacher and I were able to meet before Summer Camp began to discuss curriculum and logistics. We were able to work together the first two weeks, and
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		<p>then she was in charge of the day to day running of the camp the last three weeks. The lead teacher was a Summer Reading Camp teacher the previous summer so she had an understanding of the way the camp ran each day. Responsibilities included:</p> <ul style="list-style-type: none"> ○ Reviewed curriculum/lesson plans ○ Assisted in administering formative assessments ○ Conducted daily meeting with staff to debrief, inform, and plan ○ Assisted teachers with discipline problems ○ Picked up/dropped off Boys and Girls Club students ○ Communicated with transportation to resolve bus issues ○ Communicated with parents to resolve transportation issues/changes, discipline, illnesses, field trips, etc. ○ Provided daily breakfast and lunch count of students (per Sodexo) ○ Provided daily Guest Reader schedule to the front office ○ Collaborated with State Planetarium/Museum and RCPL to organize two field trips, Created/distributed field trip permission form requested/scheduled activity buses, coordinated lunches with Sodexo, coordinated with the nurse and prepared class lists (8classes) and completed chaperone forms for bus drivers for two field trips ○ Designed, ordered, picked-up, and delivered t-shirts for staff and students ○ Prepared/printed/mailed weekly timesheets for staff, teaching assistant, nurse, and social worker ○ Assisted in coordinating end of the summer celebration ○ Assisted with setting up Book Fair
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		<p>Curriculum</p> <ul style="list-style-type: none"> • Teachers focused on Planets and Colonial America. The field trip to the planetarium/museum was a culmination for the planet study and a kick off for Colonial America. Lesson Plans were completed in Google Drive and shared with all so that the team could work collaboratively. The plans were reviewed by coordinator and lead teacher weekly. <p>Collaboration</p> <ul style="list-style-type: none"> ○ Each afternoon enough time was built into the daily schedule for teachers to reflect each afternoon and collaborate by sharing ideas and suggestions for curriculum and building community in the classrooms. <p>Book Fair</p> <ul style="list-style-type: none"> ○ Students picked books at the beginning of camp to take home for their home libraries. Students chose 8 books and then had another chance to choose 2 on the last day of camp so they could have "new" books to read the 3 weeks before school begins. <p>Media Center</p> <ul style="list-style-type: none"> ○ Having access to the media center and a part-time media specialist assistant was invaluable to the camp. Teachers were able to check out books and use in their classrooms. She pulled resources for the teachers from the library as well as the leveled library. She assisted with the logistics in administering Reading A-Z Benchmark Passages as well as helped with duty in the afternoon.
<p>Royal Live Oaks Charter School</p>	<p>Waffle House provided breakfast at a discounted rate. Subway also provided lunch as a discounted rate.</p>	<p>The adoption of a common instructional model and a common, grade-level curriculum worked brilliantly. The summer reading camp coordinator met with teachers frequently before and during the camp to discuss concerns and we monitored and adjusted based on individual student and group needs. Serving breakfast and lunch allowed us to build relationships with students beyond the classroom, and we were sometimes able to motivate them to work harder with a few extra minutes of lunch or snack time.</p>

		We believe that the format of instruction presented in the Stars reading program was very helpful in helping students to grasp the presented skills. The National Reading Vocabulary Program was also helpful in helping to increase fluency in reading key words. In addition, the online resources such as Raz-Kids were very useful in motivating the students to both read and answer questions independently. Small class size allowed for effective class discussions and lessons; we were able to break the students into 2 small groups (one focused on phonics and decoding strategies; the other on comprehension.
Saluda	Saluda Presbyterian Church-Saluda SC Volunteers came each Wednesday to read and work on activities with the students. The volunteers provided weekly snacks for students to take home over the weekend. Senior Catering-Newberry, SC Provided breakfast and a hot lunch daily. Pizza Hut- sponsored The Reading Log challenge.	The school-based counselor and parent liaison provided assistance during our parent meetings. i.e. translations/parent support. Teachers provided reading instruction to meet the needs of all students and the students were actively engaged. Small group instruction was a huge success. The community volunteers were present each Wednesday and eager to work with the students. We believe that parent involvement, community partnerships and dedicated teachers and students all contributed to the success of our camp.
Spartanburg 1	Chapman Cultural Arts Center provided consultants for infusing the arts through literacy using dance. Carolina Educational Consultants provided theater and drama.	We integrated the arts into our summer reading camp. Balancing the arts with literacy made literacy experiences more relevant.
Spartanburg 2	New Spring Church- provided weekend food bags for any students that needed them Spartanburg Arts Program- came and did art work with the children Chesnee High School- sent football players to read with and to students Spartanburg Scholars Academy- sent students to read with and to students USC Upstate- hosted students to take a tour of the college campus	The community partnerships worked very well. The kids enjoyed reading with football players and scholars' academy students. This was a positive experience for them. It also gave us a chance to show our community what we are doing to reach our students. Literacy Leveled Instruction was a great program to use for the summer reading camp
Spartanburg 3	Our business partners included Barnes and Noble, Pacolet Elementary Boys and Girls Club, Cowpens Elementary Boys and Girls Club and Chartwells Food Services. Barnes and Noble	Having a day to plan with our literacy coaches helped prepare for the students. During the summer reading program, book clubs, research projects, student diaries of life on the Oregon Trail, and Readers Theater were well received by the students. The students also really enjoyed

	<p>provided free books twice for students attending camp through their Summer Reading Program. The Boys and Girls Club directly supported the summer reading program by working collaboratively sharing students to mesh both programs together to promote a sense of literacy in the school throughout the summer. The PES Boys and Girls Club also provided extra supervision during morning drop off in the car rider line and in the cafeteria during lunch and breakfast. Chartwells provided food services for all summer programs at Pacolet Elementary and Cannons Elementary.</p>	<p>books provided to them with the funding from the South Carolina Department of Education. Having a day at the end to gather data was helpful.</p>
Spartanburg 4	<p>Woodruff Public Library- All third grade classes (8) visited the library in the form of a field trip in May for the purpose of becoming familiar with library procedures, gaining information about summer reading programs, and understanding the process for obtaining a library card.</p>	<p>Volunteers who were willing to listen to students read aloud to them for comprehension and fluency was a success.</p>
Spartanburg 5	<p>None reported</p>	<p>Students were motivated to participate in all learning activities and were eager and excited to learn. The program ran very smoothly. Students had a lot of exposure to different types and genres of text and had about 45 books to keep and take home. The students had a positive learning experience.</p>
Spartanburg 6	<p>Barnes and Noble offered a free book to any student who completed 8 books through their summer reading program.</p>	<p>We had outstanding teachers who taught last year and perfected the program even more this year. This made the camp much smoother and more effective.</p>
Spartanburg 7	<p>Wendy's donated a Frosty for each student with positive attendance each session (80). Chick Fil A donated a Kid's Meal for each student (75). First Tee of Spartanburg set up an inflatable dinosaur and golf stations for our end of Summer Reading Camp Celebration.</p>	<p>Utilizing The Academy of Reading computer based program enabled teachers to determine academic reading needs of students without conducting a complete running record daily. Hosting a special day weekly (i.e. initial cookout with author and book giveaway for week 1, week 2 field trip to the public library, and week 3 positive and perfect attendance celebration with free book fair) promoted excitement and participation and more importantly began to instill love and desire for daily reading.</p>

		Allowing for an interventionist as needed in staffing was vital for some students and reading gains.
Sumter	<p>Sumter County Library - Provided bags and incentives to students (Summer Vacation Reading Program)</p> <p>State Farm (Tammy Kelly, Agent) - Read to students, provided incentives and snacks(pencils, erasers, snow cones)</p> <p>Alpha Kappa Alpha Sorority, Inc. - provided snacks for program and instructional support</p> <p>Sumter School District (Dr. Frank Baker) - provided funds for Camp SOAR T-Shirts and sponsored Field Trip to Camden, SC</p> <p>Union Station AME Church - Volunteers read to students and assisted as needed; served as mentors and provided snacks</p>	Teachers were prepared for students as the first week was set aside for teacher planning. Site administrator had previous experience dealing with parents, buses, and policies; our Health room was staff with an elementary certified teacher (also a surgical technologist) that could serve as a teacher floater or administrative assistant as needed. The 4 day extended day camp schedule worked well. We had great success with the summer feeding program.
Union	Healthy Foods (Laura Lee Todd)- Provided free breakfast and lunch Every day.	The students that attended received much need individual attention because the groups were so small.
Williamsburg	Grandparent Volunteer- assist w/sharpening pencils, distribute paper and books.	Students enjoyed the Focus to Intervention Curriculum. Parents enjoyed engaging in the activities with their children. The students also enjoyed reading books on the Nook.
York 1	Jenny Cote - York County Summer Feeding Program	Having our teachers be reading recovery trained and practicing reading recovery teachers enabled reading deficiencies to be diagnosed quickly and efficiently. Students were able to receive individual instruction based upon their individual needs. Each student was assigned an iPad with an assortment of applications which assisted in correcting reading deficiencies "in a game-like fun" manner. We were able to partner with our summer feeding program in York County to provide breakfast and lunch for students.
York 2	<p>The Summer Feeding Program</p> <p>Clover School District Bookmobile</p> <p>Clover School District Summer Reading Program (with library media specialists)</p> <p>Kings Mountain State Park</p> <p>Clover School District Ropes Course</p>	There were several things that contributed to the success of our camp: Bookmobile visits, library access, iPad access, and field study activities.

	Clover School District Back Pack Program	
York 3	Local church provided/donated books given out to camp participants.	Smaller class sizes provided us the ability to get to know our student's needs on a more intimate knowledge. Funding allowed us to give away numerous books during the summer which excited our students about being at the camp. We also provided a Reader's Theatre class and an Artist Writers Workshop which our students enjoyed.
York 4	Ann Springs Close Foundation- Helped with funding the program and providing lunches to students. Fort Mill High Five Club- delivered backpacks of food for students. Fort Mill High School- Donated books to students. Forest Hill Church- Donated healthy snacks to the students at Doby's Bridge Sanctuary of Life Outreach- Donated books to students Tropical Foods- snacks for the summer Back Pack Program	The students in our camp were able to work one on one with a reading specialist for 30 minutes a day. After that, they joined into a small group of 5 for instruction. Then, the students were worked into our Lunch and Learn summer program for 2 more hours of group instruction. This worked extremely well for the teachers and students. They were able to benefit from whole group, small group, and individualized instruction.

2015 Summer Camp Areas of Concern

The following are areas of concern indicated from districts as reported on the post-camp reporting form.

- Attendance continues to be an issue since the camp is not mandated.
- Six weeks, four days a week, four hours a day (96 instructional hours) is difficult to fit into the summer schedule due to the time schools end and begin. Attendance decreased significantly after the 4th of July holiday.
- Although mileage is paid by the state, it is still costly to pay for bus drivers out of the limited allocations provided by legislation.
- Limited funded provided prohibits serving all students that are identified as needing assistance.

Recommendations for Future Implementation

Based on observations, on-site support, and information reported from districts on the post- camp reporting form, the following are recommendations for what is needed in order to better run effective camps leading to improve student achievement for these students.

- A state-wide standardized formative assessment with cut scores is needed for identifying students for the camps.
- A state wide standardized pre- and post- assessment with expectations of gains is needed in order to effectively determine student growth.

- Students are to receive 96 hours of instruction. Through an analysis of schedules submitted, on-site observations, and on-site support, it was noted that many camps did not meet the 96 hours of instruction requirement. Hours of attendance are not the same as instructional hours. Time for breakfast, lunch, snack, and breaks cannot be counted as instructional hours.
- Guidance for 2016 summer reading camps is needed before winter break so that districts can begin planning.
- Financial allocations are needed earlier so that districts can begin planning for additional funding needs and reach out to community and business partners for assistance.
- Positive language used by staff promotes and encourages learning. It is imperative that students feel that this is a positive environment and not a punishment.
- Planning with teachers and district staff needs to occur prior to the beginning of the camp.
- Intentional student conferences should be included as a way to formatively assess students' progress.
- A portfolio should be created at the end of the school year with multiple data points for each student, provided to the summer reading camp teacher, and then provided to the student's fourth grade teacher.
- Direct instruction should occur as mini lessons and be limited to no more than 25 minutes.
- An end of camp celebration was observed at many camps. This was done in a variety of ways. This was a great opportunity for parents to see and celebrate their students' progress.
- Professional development from the SCDE for teachers who will be teaching during the summer reading camp should continue.
- On-site support for districts who have limited capacity should continue.
- Provide districts with demonstrations of effective practices over a period of time.
- All classrooms need an ample and adequate supply of books to support the various levels and interests of students.
- The following topics should be considered by the SCDE when providing future professional development:
 - Shared reading
 - Guided reading
 - Building reading and writing stamina
 - Student engagement
 - Balanced Literacy
 - Helping students select texts to read independently
 - Small group instruction

References

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