Successful Summer Reading Camp Suggestions

The following suggestions are based off observation made by the Just Read, Florida! staff while conducting Summer Reading Camp site visits across the state. These suggestions are ideas for the district coordinator to consider as you continue to work toward building a more successful camp experience.

- Recruit highly effective teachers – begin as soon as possible to identify and recruit highly effective teachers for the upcoming 2015 Summer Reading Camps (SRCs)
- Share with teachers the special opportunities your district plans to implement such as team teaching, new resources, additional income and special SRC themes
- Team Teaching – explore the possibility of teachers teaming up and sharing a larger group of students (ration- 20 students: 2 teachers)
- Allow highly effective teachers to be imaginative, creating a motivational and exciting learning environment in the classroom. (themes, rewards, end of camp incentives)
- Solicit support from community partners to support incentives and rewards for teachers and students
- School-based leadership (principal or assistant principal) school leadership should conduct classroom monitoring visits on a daily basis and provide feedback to ensure quality instruction is taking place
- Consider holding camp at the school site of principals identified to oversee SRCs
- Consider having one principal or assistant principal as the school leader for the full duration of the SRC
- Consider offering incentives to the school hosting SRCs (i.e., additional library or computer resources)
- School-based instructional support such as a reading/literacy coach to provide instructional feedback and support to the teachers on a daily basis
- The majority of the school day should be focused on instruction of the necessary reading skills based on student data
- Allow ample time for instruction, number of camp days, hours of camp, dedicated time each day to reading instruction and practice
- Provide student data to SRC teachers prior to the first day of camp, allowing teachers an opportunity to review and pre-group students based on the provided data. Small groups may be adjusted but should be minimal and the loss of instructional time remains secure
- Provide the proper resources; ensure classroom libraries and instructional materials are current, sufficient and readily available
- Provide access to the media center and classroom computers or a computer lab
- Provide transportation for students if possible to ensure the highest level of participation in SRCs
- Consider using formative assessment tasks as powerful instructional tools that enhance instruction. Formative instructional practices help support student learning as teachers reflect and adjust instruction to address individual student needs.