

PLAY & LEARN SUMMER CAMP 2022



Edward Milne Community School Society | August 2022

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INTRODUCTION

Now in its twelfth year, this summer program aims to provide a rich play-based learning environment for four weeks, immersing children in literacy and numeracy activities designed to foster their existing academic skills, and to improve their self-confidence and enjoyment in these subject areas.

This year, the program was funded by the EMCS Society, Pacific Institute for the Mathematical Sciences, the Rotary Club of Sooke, Excellence in Literacy Foundation, Sooke Harbourside Lions, The Sooke Region Literacy Task Group, HRSDC - Canada Summer Jobs, and School District No. 62 (Sooke). These funders made it possible to offer the camp to families at no charge.

Candidates best suited to the camp were children six to nine years of age from low-income families, Indigenous, and who had been identified by their school as “not yet meeting” expectations in Literacy and/or Numeracy. All children were referred by the school Principal and/or School Based Team. Four schools participated: Saseenos Elementary, Sooke Elementary, L’Ecole Poirier Elementary and John Muir Elementary. There was a total of twenty-seven children who attended the camp.

Three coordinators facilitated the camp, leading Literacy, Recreation, and Numeracy. The camp coordinators met before beginning camp to discuss schedules, field trips, and expectations for the camp and children.

The 2022 camp again took place at Sooke Elementary School, which is the perfect site with classrooms that allowed flexibility for learning. Everything at the school is properly sized for this age group, and we have now been at this location for eight years. They enjoyed learning in the two classrooms and library and playing on the two playgrounds, fields and in the gym. Sooke Elementary is also centrally located for parents, providing a physically and financially accessible location with many families walking to camp. The playgrounds and proximity to the SEAPARC forest and Recreation Centre were also invaluable.

Another focus of the camp is the physical literacy component. Just like the A-B-C’s of reading and writing, physical literacy for this age group focuses on A-agility, B-balance, and C-control. Physical activity has always been an important part of the Play & Learn Summer Camp, and with the importance of physical literacy becoming more understood in the general population, improving the campers’ abilities in this area is an important aspect of the camp.

GOALS

The goals of the camp were:

1. To involve participants in literacy and numeracy activities that enhance their present levels of academic functioning and avoid summer learning fall-off.
2. To involve participants in sports and recreation activities designed to enhance their present levels of physical literacy.
3. To develop self-confidence and enjoyment in all aspects of literacy and numeracy through play-based learning.



OBJECTIVES

The goals of the camp were accomplished by:

1. Integrating Indigenous content and ways of knowing into all the components of the program.
2. Minimizing barriers to participation by having the camp be at no charge and by including snacks and lunch.
3. Involving parents and/or guardians in the child's learning.
4. Increasing opportunities for positive social interactions with peers and adults.
5. Providing positive literacy and numeracy experiences through focused, small group interventions with a high adult-to-children ratio.

DEMOGRAPHICS

There were a total of 27 children registered, and 25 children attended the camp. The grade listed below indicates the level the child was in this past school year. Six children were Indigenous, and 13 children were from low-income families.

Female	Male	Aboriginal	Low Income	Grade One	Grade Two	Grade Three
12	15	6	13	8	14	5

Attendance continues to be of paramount importance, as it is difficult to provide meaningful assessments if a child misses five or more days. Four weeks is a long time to commit to a full-time summer program and the demographic served tends to have difficulties with attendance in regular school as well. Many of the parents gave feedback, however, that while it was difficult at times to get their children to attend regular school, they were eager and excited to come to camp each day. The students and parents alike “bought into” the camp and it showed!

STAFF

A Numeracy Coordinator, Literacy Coordinator, Recreation Coordinator, Literacy Assistant and two Recreation Camp Assistants (youth mentors) ran the camp this year.



COORDINATORS

Numeracy Coordinator: Alison has a background in special education and is passionate about supporting students in their journey to become successful readers and mathematicians. She has spent the last several years teaching grades 3 and 4 at Sooke Elementary. In September she is excited to continue teaching in this role and the special education department. This is Alison’s fourth year with the Play and Learn Camp.

Literacy Coordinator: Marion has a background in the arts and is especially drawn to outdoor education and literacy skills development. She has been employed in SD62 since 2015 and worked for the past four years as a full-time teacher at Sooke Elementary in a First Peoples Principles of Learning class, incorporating land-based, experiential learning practices. Marion believes in the power of storytelling, nature-based methods of learning, and using inquiry to inspire and explore fundamental concepts. This is Marion's sixth year with the Play and Learn Camp.

Recreation Coordinator: - Rhys has a background in music and teaches music at Sooke Elementary. He started the running club there, and they have done two 5k races and a 10k race annually. This is Rhys' sixth year with the Play and Learn Camp.

CAMP ASSISTANTS – YOUTH MENTORS

Summer Camp Leader: Kyla is entering her fifth year of teaching elementary school. She has a background in teaching drama, and believes in using drama games and exercises to promote community and team building. She spent the past two years teaching grade 2, and enjoys being a part of the hands-on learning that takes place at this level. This is Kyla's third year at the Play and Learn Camp.

Summer Camp Assistant: James just completed the fourth year of his Chemistry degree at UVIC. He has previously worked at the Sooke Region Museum as a visitor counsellor. This is James' first year at the Play and Learn Camp.

Summer Camp Assistant: Zoie just recently completed her final year of high school. She previously worked at Sooke Point Ocean Cottage Resort as a housekeeper. This is Zoie's first year at Play and Learn Camp.

THE NUMERACY PROGRAM

The numeracy objective was to support struggling learners in a fun and engaging way that provided daily experiences to develop confidence and encourage numeracy development. The assessment tool was used to establish a profile of the child's numeracy development, plan intervention strategies, and implement a program to maintain and improve the child's understanding of math skills and concepts. To help address the diversity of learners, the program provided tasks targeted to the child's level, and a low ratio of teaching staff to children to ensure immediate reinforcement of concepts could be achieved. Various methods of curriculum delivery were used such as small group teaching, partner games to reinforce the concepts taught and one on one coaching where appropriate.



SMALL GROUP INTERVENTION



Each day students participated in small group interventions targeting their individual needs. Participating in small groups allowed for direct, explicit instruction, built students' confidence through immediate feedback and created engaging, positive numeracy interventions.

Some of our activities included:

The Flash: The students were quickly shown dot cards and asked to identify how many. This challenge reinforced subitizing, partitioning, skip counting and basic addition facts.

Number Scrolls: The students created number scrolls to reinforce the number

sequence, skip counting by 2's and 5's and proper number formation. The students recorded their thinking on receipt tape and used a calculator to confirm their thinking. This activity reinforces the patterns within our number system and concepts of place value as well as the ability to start counting from a variety of numbers.

Ten Frames: Using ten frames mats and individual sets of manipulatives students were taught a variety of strategies to efficiently add and subtract facts to 20. Using manipulatives and organizers were key supports for many students, allowing them to visualize their thinking and turn abstract problems into concrete solutions.



Picture Problems: Using concrete objects and real-life pictures students solved, created and acted out number stories to visualize and conceptualize the quantities or operations they were working on mastering while making real-world connections.

Count Around: Students practiced counting using a variety of patterns such as skip counting by 2s, 5s and 10s to reach a target number. Each group worked collectively to beat their time from the previous attempt building teamwork and solidifying their understanding of patterns in number.

SPLAT! and Reverse SPLAT!: In these routines developed by Steve Wyborney the students were shown a collection of dots, part of which is then covered by a splat. The students had to determine

how many the SPLAT monster ate. Students then had an opportunity to share how they thought about this challenge, reinforcing mathematical language, applied problem solving, and flexible thinking about numbers and basic facts.

Daily Games: To round out our daily interventions, students reviewed and practiced the concepts taught in their targeted small group by playing a variety of games such as make 10 go fish, Connect 4, build the biggest number and Bingo. These games were chosen with materials that campers readily have at home such as a set of cards and dice. Many students reported they went home and taught their families how to play, furthering the opportunities for learning at home. Students left these daily interventions with increased confidence and positive associations with numeracy.

THE LITERACY PROGRAM

The literacy portion of the camp created opportunities for small group interventions, large group activities, and "free-time" activities to support literacy development and enrichment. The Coordinators created a "language rich" environment for the children, where they could develop confidence in reading, writing, and communicating.

SMALL GROUP INTERVENTION

The groups explored literacy concepts four times per week during the second and third weeks of camp. Within these groups, children read aloud and participated in literacy-related games and activities. The Literacy Coordinator differentiated within each group to best meet the children's abilities and needs, and to reflect the week's theme. During the first and fourth weeks of camp, the Literacy Coordinator worked with each child 1:1 to provide a higher level of individualized instruction and assessment.

Leveled Readers – Children spent time reading focusing on specific strategies such as decoding, punctuation, summarizing, fluency and expression.

Phonemic/Phonological Awareness – Children played games focused on building words and manipulating letter sounds.

Sight Word Activities – Each group used a variety of games to help retain sight words based on the Dolch word list. Words were chosen for each group based on reading ability.



LARGE GROUP ACTIVITIES

Group Meeting – Group Meeting was conducted every day during the camp. Led by the group leaders, this time promoted good listening skills, oral language development, turn-taking and appropriate methods of group communication. Names were drawn each morning and afternoon for a “Camper of the Day” activity. This child was interviewed by Mr. Turtle, a puppet with a personality, and their answers were recorded by the camp assistants to create a profile to go into their scrapbooks.

Story Time - Storytime occurred almost every day (exceptions were field trip days). The stories were selected to connect with the themes running throughout the camp and were related to traits we wanted the children to connect with (respect, grit, stewardship, generosity, and creativity). This time was used as an opportunity to model and develop students’ reading skills such as asking questions, making predictions and visualizing.



Writing Time – Children participated in a 30-minute writing activity once a week. One of the coordinators took pictures of the children during each field trip, which allowed the children to write about something meaningful. After each field trip campers brainstormed what was significant to them using their senses. These ideas were then organized into a visual word bank with sentence stems for them to use in their writing. The children watched a slideshow of their field trip as a group before beginning their letters to Mr. Turtle. These pages were then compiled and bound into a scrapbook/memory album for children to take home and share with their families after the camp. They especially enjoyed reading Mr. Turtle’s replies to their reflections.

"FREE-TIME" AND OUTDOOR ACTIVITIES



“Free-time” took place at the beginning of each session while children arrived during the 15-minute drop-off window, and in between literacy and numeracy activities. Unstructured play, language, and social skills development were focused on here. In the mornings, children engaged in physical and imaginative play using Lego, drawing supplies, and various nature items and toy animals. Between literacy and numeracy activities students developed their ability to use teamwork and other social skills in the play structures. Furthermore, the children participated in outdoor activities such as nature sketching, learning about local plants, forest clues and scavenger

hunt games, and free time exploring the SEAPARC forest area. The kids' curiosity inspired the coordinators and mentors to create and engage with them.



THE PHYSICAL LITERACY PROGRAM

Each child participated in a small group period of academic work and a period of recreation in the morning, as well as a whole group recreation period and period of artistic, scientific or literacy activities in the afternoon.

During the camp, the children were involved in fun recreational activities that emphasized all the components of fitness. The Physical Literacy Coordinator aimed to develop each child's health and fitness needs while also developing self-confidence and self-esteem. Camp staff used the PLAYbasic physical literacy assessment tools to foster a love for physical activity while increasing fitness, coordination, motor skill development, and interpersonal skills such as respect, cooperation, sportsmanship, teamwork, and fair play.

The format involved combining two groups for recreational activities in the morning, while the other two groups remained with the other coordinators for the literacy and numeracy work. Later in the morning, after snack time, the other two groups were combined as well. Activities tended to focus on fitness (aerobic endurance, speed and agility), body awareness, and coordination (hopping, skipping, jumping, dribbling, throwing, catching, and striking skills).

A typical camp day could also include a whole group physical literacy lesson in the afternoon. The large group lesson lent itself more to game-type activities, of which floor hockey was a favourite. This focused on speed, agility, and spatial awareness. Competitive-style games were also coordinated during this time. The competitive element generally lifted the intensity of the children, which resulted in greater improvement of each child's components of fitness.

Social skills such as respect, cooperation, teamwork and fair play were highly emphasized during the camp. At times, these concepts were taught and discussed before physical activity and at all times, these themes were running in the background. If there was a need or opportunity to discuss something like cooperation or fair play, we sat down to have a discussion, taking advantage of the emergent learning moment.

INDIGENOUS CONTENT



The Play and Learn Camp incorporated Indigenous culture, language, and ways of knowing throughout the camp. The coordinators created an inclusive environment where all children could see themselves and their cultures reflected in the available resources.

The camp had an Elder of the T'Sou-ke Nation attend and lead several workshops throughout camp.

Shirley Alphonse led storytelling, SENĆOTEN language work, and shared traditional ecological knowledge with the children. The children looked forward to their time with her, especially learning to use the traditional drums. This was a highlight for many campers. They also enjoyed sharing our morning group meeting time with Miss Shirley.

EDUCATION OUTSIDE THE CLASSROOM (EOTC)

EOTC adventures are an important part of the camp and each week, the children would go on a different adventure. This included Witty's Lagoon, Goldstream Park, City Centre Play Zone, the Malahat Sky Walk, Centennial Park Splash Pad, the Flying Squirrel and the Esquimalt Water Park. These outings required transportation on a school bus. Coloured t-shirts were used to help identify the group. In addition to these weekly field trips, the children enjoyed a weekly trip to SEAPARC Leisure Complex.

SEAPARC, GOLF & FOREST DAYS



Forest Days proved to be very popular with campers again this year. Campers working on their physical literacy had a choice of participating in activities in the forest or golfing at the nearby DeMamiel Creek Golf Course.

In the forest students enjoyed building with natural materials, learning about our local plants and wildlife and having an opportunity to use imaginative play, and continue to develop social skills. A highlight of our forest days was playing camouflage and swinging in a hammock.

On the golf course, students played one or two holes and practiced putting, driving, and chipping as well as learning basic golf etiquette.

Finally, on Friday afternoons the campers feasted on pizza, generously donated by Sooke 2-for- 1 Pizza, and then swam at SEAPARC. We finished our swimming with a camp meeting in the hot tub where campers recounted the week's adventures and looked forward to the week coming up.



WITTY'S LAGOON



Planning ahead of time was essential for a trip to Witty's Lagoon. The group ideally arrives at low tide so the children have time to explore the beach. From the parking lot, it is a 20-minute walk with some moderately difficult sections.

Appropriate footwear and packs that are not too heavy were recommended for the children. At the

beach, children enjoyed wading through the water and sifting through the sand and rocks. They found lots of sea creatures and built many sand and log structures.



GOLDSTREAM PARK & CITY CENTRE PARK (PLAY ZONE)

The trip to Goldstream Park began with an introduction to sacred plants with Elder Shirley Alphonse. After the campers enjoyed a walk through the coastal rainforest to another forest area for a clue and task game. The campers then enjoyed a hot dog lunch. A highlight for many campers was seeing the Niagara Creek waterfall. From there it was a short bus trip to City Centre Park where they played in the Play Zone.



MALAHAT SKYWALK AND CENTENNIAL PARK SPLASH PARK



Our trip to Malahat SkyWalk was incredible, and provided campers with an extraordinary experience many would not otherwise have access to. All campers showed great bravery trying out the adventure net, and many rode the spiral slide down from the top. Children ate lunch and played at the playground, and then it was off to the Centennial Splash Park to cool off. It was a full day of fun!

FLYING SQUIRREL AND ESQUIMALT WATER PARK

For our final field trip of summer camp, we headed for the Flying Squirrel. The Flying Squirrel is a very large indoor trampoline park and the students enjoyed 1.5 hours of jumping time. Campers had a blast bouncing, balancing, flipping, and playing dodgeball. After a quick lunch, the group bussed to the Esquimalt Adventure Water Park to escape the heat and cool off until it was time to return.



STEM CONNECTIONS

Back for its second year were many different activities targeted at engaging children's creativity and curiosity through hands-on learning and building opportunities.

SCIENCE STATIONS



Science stations were held each Tuesday and campers rotated to participate in a variety of science experiments, projects and learning activities related to the week's theme. Students enjoyed engaging in experiments such as elephant's toothpaste, oobleck, and slime. They learned about animal tracks/footprints, bones and skeletons, the needs of plants, and how to make tea from local plants. They also created fossils of animal tracks, parachutes, and planted seeds. These stations were a highlight for campers and leaders alike and provided campers with opportunities to learn new things about the world around them.

MAKERSPACE

Makerspace is an open-ended group activity where students were given raw materials (glue, tape, cardboard, miscellaneous craft supplies, fabric, straws, cups etc.), and their only instructions were to get inspired by the materials to make or create something new. The kids let their imagination run wild and naturally were able to problem solve and test/revise their ideas and creations. The campers explored these materials and their 'maker skills' and produced everything from weaving and beading, to constructing rattles and cardboard outfits. This brought out some real ingenuity and creativity and was a highlight for many campers each week.



FOOD

Children were provided with two daily snacks and a lunch, which was provided at no charge to the families. The snacks were prepared on-site and usually consisted of a choice of fruit and/or vegetable and additional items such as cheese and crackers, and granola bars. Lunch was catered and delivered to the camp by the Cathy's Corner Cafe three days a week and primarily featured buns, cold cuts and fresh fruit. Once a week, pizza was generously provided by Sooke 2-for-1 Pizza, courtesy of Andy Carrier. There was only one day per week when children were required to provide a bagged lunch from home for field trips. On field trip days, children were asked to bring their own food, and had to "pack out what they packed in." We found that continuing to be able to provide food enabled our learners to participate to their fullest potential during learning and playing activities.

INITIAL ASSESSMENT RESULTS

The Literacy, Numeracy, and Physical Literacy Coordinators conducted assessments of the camp participants at the beginning and end of camp to track the results of the 4-week literacy and numeracy intervention. The first portion of this report reviews the initial test results. The children's performances during assessments gave direction to the planning of the camp and the creation of small learning groups, allowing targeted intervention. The intent behind the assessments for each coordinator was to build relationships, ascertain where the child was academically, and discover how they learn best and what barriers they might have. Our hunch was that confidence and self-perception played a key role for many of the learners. We also recognize school disruptions and prolonged absence from academic routines due to COVID 19 may affect individuals' performances on the assessments.

NUMERACY ASSESSMENT

Children were assessed using a selection of tasks from the First Steps in Math diagnostic assessments. The purpose of this tool is to determine a child's development in number sense, the foundation of mathematics. It included tasks such as the principles of counting, skip counting, partitioning, knowledge of numbers (to 20 for gr. 1, to 100 for Gr. 2, and over 100 for gr.3), and basic addition and subtraction facts to 20.

Quantifying these results, children showed an average of 76.8% in numeracy on their initial assessment, with the lowest at 48.6% and the highest at 94.2%.

LITERACY ASSESSMENT

Two assessments were required to ascertain literacy levels. We continue to use the principles and pedagogy from the Excellence in Literacy Assessment (ELF) program to influence our program delivery, it is so valued. As the assessment provided by ELF is designed for a longer program, due to time constraints, we altered the ELF assessment to target specific skills and knowledge that we could address during the camp. The PM Benchmark leveled readers were used to assess instructional reading levels. This program is used widely across our district, thus allowing the results to be easily understood by, and transferable to, families and schools in SD62.

The children's average initial ELF testing showed an average skill level of 77.4% for 25 participating students. The scores ranged from 52.4%-93.7%. The PM Benchmark leveled readers assessment ranged from level 3-19 readers. It would be fair to approximate these levels to the Promise and Achievement in ELF terms. We had largely diverse learning groups, but through building community and creating a hands-on learning experience that was targeted to their abilities and sensibilities, we were hoping to be able to help each child make gains.

PHYSICAL LITERACY ASSESSMENT

Children ages 6 to 9 years are in the fundamental movement development stage of their lives. The Sport for Life Society's PLAYbasic assessment tool was used as a basis to measure each child's physical literacy competencies at the beginning and end of camp. The assessment is built to test four basic skills: run there and back; hop; overhand throw; kick a ball, and balance walk (toe-to-heel) backward.

Initial test results indicated below-average levels of physical literacy. Kicking a ball (30%) and balance walking (28%) were, on average, the group's lowest tested skills. The highest tested skills were running there and back (36%), hopping (31%), and overhand throwing (32%).

FINAL ASSESSMENTS

Children were assessed during the last week of the camp utilizing the same assessment tools as the initial assessment. Due to absences, several of which were related to deaths/unexpected family circumstances, we were unable to assess 4 students in literacy and numeracy.

NUMERACY ASSESSMENT

All students demonstrated improved confidence and growth in their numeracy development. The final numeracy assessments show an average score of 85.5%, an increase of 8.7% from the initial assessment with a final range of 75.1-99.3%. The greatest areas of improvement were in the areas of basic addition and subtraction facts to 20, and understanding of place value.

LITERACY ASSESSMENT

All children tested improved their reading abilities throughout the Play and Learn Camp. With the initial assessment indicating several different levels, we developed several learning groups and focused the literacy program on phonemic awareness, confidence, decoding, and fluency. Seven students did not participate in the final assessment, and this is reflected in the results. After the final assessment, the average score on the ELF assessment rose to 88.8%, with a range of 63.5-96.8% for 21 students. This is an increase of 15.9%. Of those who were tested by the PM Benchmark, most increased their skills by one reading level or showed an increased ability at their current level. The levels ranged from 4-20. Anecdotally, each child approached the assessment with a tangible increase in tenacity and confidence. We also saw an increase in independence during our weekly field trip reflection writing activity.

PHYSICAL LITERACY ASSESSMENT

The results of the final assessment indicated an overall average growth of 38% in levels of physical literacy. The lowest growth area was running there and back (+29%). Kicking a ball (+37%), hopping (+44%), and overhand throwing (+34%) scored mid-range for growth. The largest area of skill development occurred with balance walking (+47%). Despite this high level of apparent growth, some of this increase can be attributed to familiarity with the physical literacy assessments that were used.

RECOMMENDATIONS AND SUGGESTIONS

The following recommendations were made at a post-camp debriefing meeting:

- 1) Sooke Elementary should continue to host the camp whenever possible. It was a perfect site as it is located in a central location, easily accessible by parents/caregivers to pick up and drop off the children. The facilities are also the right size for the children, compared to past locations like Edward Milne Community School where the facilities are sized for teenagers.
- 2) The Coordinators would like to recommend classroom teachers or school-based teams complete a registration form that could be shared with the coordinators. This may include their current level of performance in literacy/numeracy, any services they received that year (SLP, LA etc.) and any diagnoses they may have (ex. ADHD, LD). Having access to this information at the beginning of camp would allow us to more quickly target interventions and better understand how the students learn. In conversations with several parents, they referenced psych-ed reports and diagnoses their children had that we did not learn about until well into the camp. This information could allow us to provide an even higher quality camp.
- 3) The Coordinators continue to benefit from a 3rd youth helper with an interest in literacy. This provides additional support for reading groups, allows Coordinators to have prep time or short breaks, and enables the camp to have an extra set of hands-on field trip days.
- 4) Continued careful selection of children for the camp by principals and school-based teams is essential. They also noted the age of the campers should remain ages 6-9, within grades 1, 2, and 3. It is recommended that children vetted for the program should continue to prioritize children not currently receiving support for designations. Children selected should demonstrate consistent school attendance.
- 5) Continue the weekly emails that were sent to the parents and include photos, highlights of the week, and reminders for the following week. This proved to be an effective way of communicating with and involving the parents.
- 6) Assessments should continue to be conducted by one consistent person, to avoid any discrepancy in the subjective nature of some aspects of said assessments.

APPENDIX A: NUMERACY ASSESSMENT

Child	Grade	First Steps in Math Pre-test (%)	First Steps in Math Post-test (%)	+/-
A	1	70.1	92.9	+22.9
B	2	71	82.6	+11.6
C	2	82.3	88.7	+6.4
D	2	94.2	N/A	N/A
E	1	84.2	91.1	+7.1
F	1	62.2	85.9	+23.7
G	2	48.6	81.6	+33
H	2	77.8	78.9	+1.1
I	3	89.5	90.9	+1.4
J	1	57.0	80.7	+23.7
K	2	76.8	90.1	+13.3
L	2	82.3	89.7	+7.4
M	1	66.6	82.4	+15.8
N	2	76.1	N/A	N/A
O	3	88.7	N/A	N/A
P	3	71.4	75.1	+3.7
Q	1	57.8	81.5	+23.7
R	3	70.9	76.8	+5.9
S	1	59.6	85.9	+26.3
T	2	92.5	99.3	+6.8
U	2	82.9	88.4	+5.5
V	1	81.5	98.2	+16.7
W	2	67.3	77.2	+9.9
X	2	72.7	78.9	+6.2
Y	2	72.7	86.3	+14.4

APPENDIX B: LITERACY ASSESSMENT

	Grade	ELF Pre-test (%)	ELF Post-test (%)	Change (+%)	PM Benchmark Pre-test Reading level	PM Benchmark Post-test Reading level
A	1	68.3	88.9	20.6	7	8
B	2	81	93.7	15.7	19	20
C	2	79.4	85.7	7.9	4	5
D	2	88.4	N/A	N/A	11	N/A
E	1	76.2	92.5	21.4	10	11
F	1	66.7	88.9	33.3	13	15
G	2	76.2	84.1	10.4	6	7
H	2	84	92.1	9.6	19	20
I	3	79.4	92.1	16	6	7
J	1	81	85.7	5.8	6	8
K	2	85.7	92.1	7.5	13	14
L	2	88.9	90.5	1.8	13	14
M	1	74.6	81	8.6	8 (91.9%)	8 (92.9%)
N	2	85.7	N/A	N/A	9	N/A
O	3	68.3	N/A	N/A	12	N/A
P	3	84.9	93.7	10.4	16 (91.9%)	16 (93.4%)
Q	1	81.7	95.2	16.5	6	7
R	3	68.3	87.3	27.8	12	13

S	1	71.4	85.7	20	16	17
T	2	93.7	95.2	1.6	11 (92.6%)	11 (97.5%)
U	2	71.4	88.9	24.5	16	17
V	1	82.5	92	11.5	12	13
W	2	52.4	63.5	21.2	3	4
X	2	68.3	88.9	30.2	12 (91.8%)	12 (95.1%)
Y	2	77.8	96.8	24.4	9	10

*0 SCORE FOR READING LEVEL REFLECTS STUDENTS NOT YET ABLE TO READ INSTRUCTIONAL SKILLS AT LEVEL ONE.

APPENDIX C: PHYSICAL LITERACY ASSESSMENT

	TEST	1. RUN THERE AND BACK	2. HOP	3. OVERHAND THROW	4. KICK BALL	5. BALANCE WALK	CHANGE
						(TOE-TO-HEEL) BACKWARD	
A	PRE TEST	35	37	15	32	22	48%
	POST TEST	49	53	29	38	39	
B	ABSENT						
C	ABSENT						
D	PRE TEST	29	19	34	13	25	53%
	POST TEST	36	35	35	40	37	
E	PRE TEST	43	33	34	35	26	45%
	POST TEST	53	52	50	40	53	
F	PRE TEST	36	29	37	22	36	53%
	POST TEST	52	42	56	45	49	
G	ABSENT						
H	PRE-TEST	39	37	26	25	23	51%
	POST TEST	53	52	38	38	45	
I	PRE TEST	40	33	37	38	28	47%
	POST TEST	52	50	52	53	51	
J	PRE TEST	29	27	30	30	28	42%
	POST TEST	46	43	38	37	40	
K	PRE TEST	38	34	33	27	29	35%
	POST TEST	49	48	43	39	38	
L	PRE TEST	34	32	35	36	28	59%

	POST TEST	58	51	54	46	53	
M	PRE TEST	38	36	38	40	29	26%
	POST TEST	48	45	42	47	46	
N	PRE TEST	19	16	33	27	29	48%
	POST TEST	37	36	36	36	38	
O	PRE TEST	32	39	39	31	21	8%
	POST TEST	39	38	34	43	28	
P	POST TEST	35	34	21	19	28	50%
	POST TEST	42	42	41	38	43	
Q	PRE TEST	48	39	45	31	37	30%
	POST TEST	55	56	58	46	45	
R	ABSENT						
S	ABSENT						
T	PRE TEST	35	29	27	31	22	59%
	POST TEST	52	48	38	52	39	
U	PRE TEST	46	36	38	28	28	42%
	POST TEST	54	47	58	46	45	
V	PRE TEST	45	40	30	28	38	20%
	POST TEST	48	48	45	33	43	
W	PRE TEST	35	25	44	36	28	57%
	POST TEST	60	58	63	43	40	
X	PRE TEST	34	24	30	25	20	43%
	POST TEST	43	38	37	37	35	
	PRE TEST	40	23	28	33	24	59%

Y	POST TEST	48	47	49	48	43	
Z	PRE TEST	37	37	27	22	23	23%
	POST TEST	35	36	35	37	36	

TESTIMONIALS FROM FAMILIES

- THANK YOU ALL, SO MUCH, FOR THE WONDERFUL OPPORTUNITY FOR THEM. MY CHILD LOVED IT SOOOO MUCH AND I WAS GRATEFUL THEY HAD THE CHANCE TO PARTICIPATE! WHEN IT WAS OVER, THEY CAME HOME SAD, AND STARTED CRYING SAYING THEY ARE GOING TO MISS EVERYONE! MY CHILD WAS VERY PROUD SHOWING ME THE PORTFOLIO OF ALL THE STUFF THEY DID DURING THEIR TIME THERE!!
- MY CHILD HAD SOOOO MUCH FUN - THEY ABSOLUTELY LOVED IT. THANK YOU TO EVERYONE INVOLVED WHO MADE THIS CAMP HAPPEN! ONE SUGGESTION - 4 WEEKS ISN'T LONG ENOUGH!
- MY CHILD HAD A FANTASTIC TIME THIS SUMMER, AND IS VERY SAD IT ENDED, AND REALLY ENJOYED ALL THE FUN ACTIVITIES. I WANT TO THANK ALL THE PEOPLE FOR HELPING THEM WITH THEIR READING. THE SUMMER CAMP WAS A BIG HELP.
- I WANTED TO THANK YOU GUYS SO MUCH FOR LETTING THEM JOIN THE SUMMER CAMP. THE HELP WITH THEIR READING IS SO APPRECIATED. MOM AND I, BOTH WORK FULL TIME SO DON'T HAVE AS MUCH TIME TO HELP THEM AS WE SHOULD, AND THEY HAD AN AMAZING TIME PLAYING AND GOING ON ADVENTURES. EVERY DAY THEY ACTUALLY LOOKED FORWARD TO GOING TO SCHOOL TO LEARN AND PLAY. THANK YOU FOR THE GREAT SUMMER ON BEHALF OF ALL OF US.
- EVERYTHING ABOUT THE PLAY AND LEARN CAMP WAS A HIT!

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