

# PLAY & LEARN SUMMMER CAMP 2021



*Edward Milne Community School Society | July 2021*



## TABLE OF CONTENTS

|                                                  |       |
|--------------------------------------------------|-------|
| INTRODUCTION                                     | 2     |
| GOALS                                            | 2     |
| OBJECTIVES                                       | 3     |
| DEMOGRAPHICS                                     | 3     |
| STAFF                                            | 4     |
| THE NUMERACY PROGRAM                             | 5     |
| SMALL GROUP INTERVENTION                         | 5-6   |
| THE LITERACY PROGRAM                             | 6     |
| SMALL GROUP INTERVENTION                         | 6     |
| LARGE GROUP ACTIVITIES                           | 7     |
| "FREE-TIME" AND OUTDOOR ACTIVITIES               | 7     |
| THE PHYSICAL LITERACY PROGRAM                    | 8     |
| INDIGENOUS CONTENT                               | 9     |
| <b>EDUCATION OUTSIDE THE CLASSROOM (EOTC)</b>    | 9     |
| SEAPARC, GOLF & FOREST FRIDAYS                   | 9     |
| WITTY'S LAGOON                                   | 10    |
| GOLDSTREAM & CITY CENTRE PARK                    | 10    |
| ROYAL BC MUSEUM AND BEACON HILL CHILDREN'S FARM  | 10    |
| FLYING SQUIRREL AND ESQUIMALT SPLASH PARK        | 11    |
| STEM CONNECTIONS / SCIENCE STATIONS / MAKERSPACE | 11    |
| FOOD                                             | 12    |
| <b>INITIAL ASSESSMENT RESULTS</b>                | 12    |
| THE NUMERACY ASSESSMENT AND LITERACY ASSESSMENT  | 12    |
| PHYSICAL LITERACY ASSESSMENT                     | 13    |
| <b>FINAL ASSESSMENTS</b>                         | 13    |
| NUMERACY ASSESSMENT AND LITERACY ASSESSMENT      | 13    |
| PHYSICAL LITERACY ASSESSMENT                     | 14    |
| RECOMMENDATIONS AND SUGGESTIONS                  | 14    |
| APPENDIX A: NUMERACY ASSESSMENT                  | 15    |
| APPENDIX B: LITERACY ASSESSMENT                  | 16    |
| APPENDIX C: PHYSICAL LITERACY ASSESSMENT         | 17-18 |
| TESTIMONIALS                                     | 19    |
| DONORS                                           | 20    |

## INTRODUCTION

Now in its eleventh 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. The COVID-19 pandemic created unique challenges for the Play and Learn Camp, but we were able to go back to full days and we registered 24 children. We were able to maintain COVID-19 protocols ensuring safety, while targeting interventions and creating a fun and engaging environment for our campers.

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 Edith Lando Charitable Foundation, 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 ancestry, 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-four children who attended the camp.

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

The 2021 camp took place at Sooke Elementary School, which was situated with classrooms that allowed flexibility for learning. Everything at the school is properly sized for this age group, and we have been at this location for seven years. Children enjoyed the two playgrounds, and the fields. Unfortunately, the gym floor refinishing was not completed on time, and was completely unavailable. Sooke Elementary is also centrally located for parents, providing a more physically and financially accessible location than previous years. The playgrounds and close proximity to other outdoor learning spaces was also invaluable in our efforts to adhere to the COVID-19 protocols.

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 sport 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 Aboriginal content and ways of knowing into all the components of the program.
2. Minimizing barriers to participation by ensuring the camp be at no cost 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 high adult to children ratios.

**DEMOGRAPHICS**

There was a total of 24 children registered, and 23 children attended the camp. The grade listed below indicates the level the child was in this past school year. There were 6 children who were of Aboriginal descent and 12 children who were from low income families.

| Female | Male | Aboriginal | Low Income | Grade One | Grade Two | Grade Three |
|--------|------|------------|------------|-----------|-----------|-------------|
| 8      | 16   | 6          | 12         | 9         | 10        | 4           |

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 child to attend regular school, that their children 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, one Literacy 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. This is Alison's third 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 three 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 fifth 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' fifth year with the Play and Learn Camp.

## CAMP ASSISTANTS - YOUTH MENTORS

Summer Camp Leader: Kyla is entering her fourth 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 year teaching grade 2 and enjoys being a part of the hands-on learning that takes place at this level. This is Kyla's second year at the Play and Learn Camp.

Summer Camp Assistant: Lindsay just completed her final year of high school. She has previously volunteered as a Junior Leader with the 2nd Sooke Sparks. This is Lindsay's first year at the Play and Learn Camp.

Summer Camp Assistant: Nadia will be entering her final year of high school next year. She has gained experience working with kids through her ongoing time volunteering with Sooke Skating Club. This is Nadia's first year at the 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:

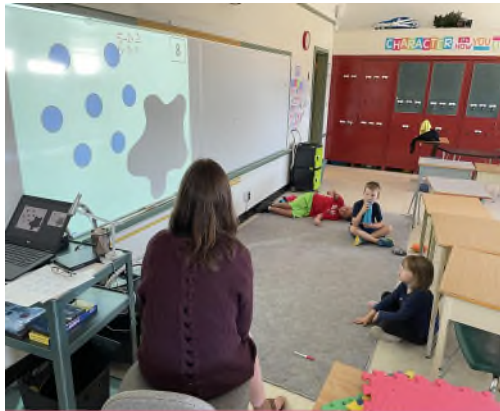
**The Flash:** The students were quickly shown dot cards and asked to identify how many. This challenge reinforced subitizing, partitioning, skip counting and basic addition facts.

**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.

**Number Bonds:** Using number bond mats and individual sets of manipulatives and dice 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.

Number Stories: Using concrete objects such as toy animals, students created and acted out number stories to visualize and conceptualize the quantities or operations they were working on mastering while making real world connections.



Making and Using Rekenreks: Students created their own rekenrek (an abacus like tool) using pipe cleaners and coloured beads grouped by 5. These helped students subitize and visualize their basic facts as they worked through several strategies.

SPLAT!: In this routine 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, 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 and addition Bingo. 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 three times per week during the second and third weeks of camp. Within the groups, the children read out loud 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 week 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 with a focus on specific strategies such as decoding, punctuation, summarizing, fluency and expression.

Phonemic/Phonological Awareness – Children played games that 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 - Story time occurred almost every day (exceptions were field trip days). The time devoted to story time was about 15 minutes after Camper of the Day and a movement break were complete. 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).



Writing Time – Children participated in a 30-minute writing activity once a week. One of the coordinators took pictures of the children during beach day field trips, thus allowing children to write about something meaningful. The children watched a slideshow of their field trip as a group, brainstormed sentence starters and words of interest. They then used these to reflect on their favourite/memorable parts of field trips. These pages were then compiled and bound into a scrapbook/memory album for children to take home and share with their families at the conclusion of 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. Primarily the children engaged in physical and imaginative play on the school play structures. Furthermore, the children participated in outdoor activities such as nature sketching, learning about local plants, forest clue 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, and a whole group recreation period and academic period in the afternoon.

During the camp, the children were involved in fun recreational activities that emphasized all the components of fitness. It was the Physical Literacy Coordinator's aim 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 with the intention 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 various tag games were a favourite. These focussed 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 prior to a 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 culture reflected in the resources that were available.

T'Sou-ke Nation Elder Shirley Alphonse attended and lead several workshops over the duration of camp, including storytelling, SENĆOŦEN 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 Park, the Royal BC Museum, Beacon Hill Park, the Beacon Hill Children's Farm, 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 working together to create a wooden bridge out of fallen branches.

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.

Ideally the group 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 (MINI GOLF & SPLASH ZONE)

The trip to Goldstream Park began with a guided walk through the coastal rainforest. This was a very worthwhile activity as the children explored areas of the park. A highlight for many campers was seeing the Niagara Creek waterfall. From there it was a short bus trip to City Centre Park where we played a round of mini golf, had fun in the spray park and enjoyed a snack on the patio.



## ROYAL BC MUSEUM AND BEACON HILL CHILDREN'S FARM



Our trip to downtown Victoria was a very successful day and the children enjoyed themselves immensely. The group began the day at the Royal BC Museum and toured the "Orcas" exhibit before walking to the playground at Beacon Hill Park. Children ate lunch and played, and then it was off to the petting zoo where the children took their time looking around at the animals. A donation of \$50 was paid for entry. It was a full day of fun!

## FLYING SQUIRREL AND ESQUIMALT SPLASH PARK



For our final field trip of 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. All the jumping worked up an appetite and many students purchased lunch from the concession stand. From the Flying Squirrel, the group walked to the Esquimalt Adventure Water Park where the campers played until it was time to return.

## STEM CONNECTIONS

New to camp this year, to supplement the art projects, we introduced a few 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 through a variety of science experiments, projects and learning activities related to the week's theme. Students enjoyed engaging in experiments such as bubble sand, 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 their own fossils of animal tracks, parachutes, treasure maps 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.

## MAKER SPACE

Maker Space 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 much looked forward to addition to camp.





## 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 an assessment on 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, the creation of small learning groups, and allowed us to provide targeted intervention. The intent behind the assessments for each coordinator was to build relationships, ascertain where the child was at academically, and to 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 65% competency in numeracy on their initial assessment, with the lowest at 19.8% and the highest at 92.4%.

## 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 used two assessments that align with ELF and test for similar skills of literacy. Writing and Reading Assessment Profile (WRAP) assessment was used to test letter name and sound correspondence, phonemic awareness, rhyming, and sight word mastery. The PM Benchmark leveled readers we used to assess instructional reading levels. These are evaluations that the children attending camp find familiar, as they are used by many schools in our district.

The children's average initial WRAP testing showed a skill level of 67.3% for 23 participating students. The scores ranged from 11.5%-99.3%. The PM Benchmark leveled readers assessment ranged from level 1-30 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 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 (31%) and walking backwards (30%) were, on average, the group's lowest tested skills. The highest tested skills were running there and back (39%), hopping (34%), and overhand throwing (34%).

## 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 7 students in literacy and numeracy. It is important to note that our final assessments are influenced by the loss of two instructional days due to facility projects being completed at the school. We would like to thank the school custodians for being so flexible and accommodating throughout the entirety of the camp.

## NUMERACY ASSESSMENT

All students demonstrated improved confidence and growth in their numeracy development. The final numeracy assessments show an average score of 81%, an increase of 16% from the initial assessment with a final range of 29.4-100%. The greatest areas of improvement being in the areas of basic addition and subtraction facts to 20, counting and place value/number patterns to 20 (gr. 1), to 100 (gr. 2) and over 100 (gr. 3).

## LITERACY ASSESSMENT

During the course of the Play and Learn Camp, all children tested improved their reading abilities. 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. There were 7 students who did not participate in the final assessment, and this is reflected in the results. After the final assessment, the average score on the WRAP assessment rose to 81.2%, with a range of 21.8-100% for 17 students. This is an increase of 13.9%. 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 1-30. 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 23% in levels of physical literacy. The lowest growth area was running there and back (+12%). Walking backwards (+21%), hopping (+22%), and overhand throwing (+24%) scored mid-range for growth. The largest area of skill development occurred with kicking a ball (+28%).

## 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. The site 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 older age groups.
- 2) The coordinators would like to recommend that classroom teachers or school-based teams complete a nomination form that could be shared with the coordinators upon registration. 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 (with parental permission) would allow earlier interventions and better understand how the students learn. In conversations with several parents of campers 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 3<sup>rd</sup> 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 that the age of the campers should remain ages 6-9, within grades 1, 2, and 3. It is recommended that the children vetted for the program should continue to not include children with designations, as well as school-phobic or children with bolting tendencies, for safety and management purposes.
- 5) Continue the weekly emails that were sent to the parents and included 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 the chosen assessment.

APPENDIX A: NUMERACY ASSESSMENT

| Child | Grade | First Steps in Math Pre-test (%) | First Steps in Math Post-test (%) | +/-    |
|-------|-------|----------------------------------|-----------------------------------|--------|
| A     | 1     | 50                               | N/A                               | N/A    |
| B     | 2     | 77.7                             | 100                               | +22.3  |
| C     | 2     | 84.2                             | 95.2                              | +11    |
| D     | 2     | 72.2                             | 93.4                              | +21.2  |
| E     | 1     | 43.7                             | 53.5                              | +9.8   |
| F     | 1     | 47.3                             | N/A                               | N/A    |
| G     | 3     | 84.2                             | N/A                               | N/A    |
| H     | 2     | 87.6                             | 93.1                              | +5.5   |
| I     | 3     | 83.6                             | 98.8                              | +15.2  |
| J     | 2     | 64.3                             | 78.7                              | +14.4  |
| K     | 1     | 25.8                             | 29.4                              | +3.6   |
| L     | 2     | N/A                              | N/A                               | N/A    |
| M     | 2     | 72.2                             | 88.3                              | +16.1  |
| N     | 2     | 19.8                             | N/A                               | N/A    |
| O     | 2     | 77.3                             | 82.1                              | +4.8   |
| P     | 2     | 59.2                             | 80.8                              | +21.6  |
| Q     | 1     | 80.3                             | 87.5                              | +7.2   |
| R     | 1     | 59.8                             | 83.9                              | +24.1  |
| S     | 1     | 47.3                             | 70.5                              | +23.2  |
| T     | 2     | 92.4                             | 94.1                              | +1.7   |
| U     | 1     | 32.12                            | 50                                | +17.88 |
| V     | 2     | 61.9                             | N/A                               | N/A    |
| W     | 3     | 82.4                             | N/A                               | N/A    |
| X     | 3     | 91.8                             | 100                               | 8.2    |



## APPENDIX B: LITERACY ASSESSMENT

|   | Grade | WRAP<br>Pre-test (%) | WRAP<br>Post-test (%) | Change | PM Benchmark<br>Pre-test<br>Reading level | PM Benchmark<br>Post-test<br>Reading level |
|---|-------|----------------------|-----------------------|--------|-------------------------------------------|--------------------------------------------|
| A | 1     | 19.7                 | N/A                   | N/A    | 2                                         | N/A                                        |
| B | 2     | 87.1                 | 97.3                  | +10.2  | 12                                        | 13                                         |
| C | 2     | 87.8                 | 96.6                  | +8.8   | 30 (97%)                                  | 30 (99%)                                   |
| D | 2     | 88.4                 | 98.6                  | +10.2  | 17                                        | 18                                         |
| E | 1     | 85.7                 | 94.6                  | +8.9   | 11                                        | 12                                         |
| F | 1     | 49                   | N/A                   | N/A    | 3                                         | N/A                                        |
| G | 3     | 69.4                 | N/A                   | N/A    | 6                                         | N/A                                        |
| H | 2     | 56.5                 | 68                    | +11.5  | 5                                         | 6                                          |
| I | 3     | 57.1                 | 86.4                  | +29.3  | 4                                         | 6                                          |
| J | 2     | 40.1                 | 51.7                  | +11.6  | 4                                         | 5                                          |
| K | 1     | 34.7                 | 49.7                  | +15    | 0*                                        | 1                                          |
| L | 2     | N/A                  | N/A                   | N/A    | N/A                                       | N/A                                        |
| M | 2     | 98                   | 99.3                  | +1.3   | 13                                        | 14                                         |
| N | 2     | 59.9                 | N/A                   | N/A    | 1                                         | N/A                                        |
| O | 2     | 78.9                 | 93.2                  | +14.3  | 4                                         | 6                                          |
| P | 2     | 71.4                 | 91.2                  | +19.8  | 4                                         | 6                                          |
| Q | 1     | 65.3                 | 81                    | +15.7  | 4 (92.9)                                  | 4 (95.3)                                   |
| R | 1     | 87.8                 | 94.6                  | +15.3  | 12 (90.2)                                 | 12 (93.4)                                  |
| S | 1     | 46.3                 | 57.8                  | +11.5  | 1                                         | 2                                          |
| T | 2     | 93.2                 | 96.6                  | +3.4   | 29                                        | 30                                         |
| U | 1     | 11.5                 | 21.8                  | +10.3  | 0*                                        | 1                                          |
| V | 2     | 67.3                 | N/A                   | N/A    | 3                                         | N/A                                        |
| W | 3     | 93.9                 | N/A                   | N/A    | 30                                        | N/A                                        |
| X | 3     | 99.3                 | 100                   | +0.7   | 23                                        | 24                                         |

\*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<br><br>(TOE-TO-HEEL)<br>BACKWARD | CHANGE |
|---|-----------|-----------------------|--------|-------------------|--------------|--------------------------------------------------|--------|
| A | PRE TEST  | 38                    | 41     | 33                | 31           | 29                                               | 12%    |
|   | POST TEST | 46                    | 40     | 39                | 33           | 35                                               |        |
| B | ABSENT    |                       |        |                   |              |                                                  |        |
| C | ABSENT    |                       |        |                   |              |                                                  |        |
| D | PRE TEST  | 57                    | 39     | 55                | 46           | 49                                               | 11%    |
|   | POST TEST | 58                    | 58     | 55                | 48           | 54                                               |        |
| E | PRE TEST  | 30                    | 35     | 34                | 29           | 26                                               | 53%    |
|   | POST TEST | 55                    | 42     | 48                | 52           | 38                                               |        |
| F | PRE TEST  | 35                    | 34     | 32                | 31           | 36                                               | 14%    |
|   | POST TEST | 42                    | 41     | 33                | 39           | 36                                               |        |
| G | ABSENT    |                       |        |                   |              |                                                  |        |
| H | ABSENT    |                       |        |                   |              |                                                  |        |
| I | PRE-TEST  | 39                    | 42     | 40                | 31           | 34                                               | 18%    |
|   | POST TEST | 45                    | 48     | 40                | 45           | 42                                               |        |
| J | PRE TEST  | 42                    | 47     | 56                | 39           | 39                                               | 3%     |
|   | POST TEST | 49                    | 49     | 56                | 42           | 33                                               |        |
| K | PRE TEST  | 34                    | 31     | 25                | 33           | 31                                               | 36%    |
|   | POST TEST | 44                    | 43     | 40                | 39           | 48                                               |        |
| L | PRE TEST  | 41                    | 36     | 16                | 14           | 14                                               | 31%    |

|   |               |    |    |    |    |    |     |
|---|---------------|----|----|----|----|----|-----|
|   | POST TEST     | 37 | 33 | 29 | 30 | 30 |     |
| M | PRE TEST      | 38 | 23 | 24 | 15 | 15 | 55% |
|   | POST TEST     | 40 | 39 | 41 | 32 | 27 |     |
| N | ABSENT        |    |    |    |    |    |     |
| O | PRE TEST      | 29 | 30 | 32 | 31 | 27 | 28% |
|   | POST TEST     | 40 | 40 | 40 | 30 | 40 |     |
| P | PRE TEST      | 31 | 29 | 37 | 27 | 32 | 17% |
|   | POST TEST     | 39 | 37 | 47 | 31 | 28 |     |
| Q | PRE TEST      | 57 | 42 | 40 | 37 | 32 | 12% |
|   | POST TEST     | 56 | 50 | 53 | 39 | 35 |     |
| R | POST TEST     | 44 | 35 | 32 | 25 | 34 | 18% |
|   | POST TEST     | 43 | 42 | 42 | 35 | 39 |     |
| S | PRE TEST      | 40 | 6  | 21 | 38 | 17 | 29% |
|   | POST TEST     | 29 | 24 | 38 | 36 | 30 |     |
| T | ABSENT        |    |    |    |    |    |     |
| U | PRE TEST      | 28 | 20 | 28 | 23 | 19 | 49% |
|   | POST TEST     | 36 | 35 | 33 | 39 | 33 |     |
| V | PRE TEST      | 36 | 30 | 42 | 35 | 34 | 15% |
|   | POST TEST     | 41 | 31 | 43 | 54 | 35 |     |
| W | PRE TEST      | 48 | 56 | 32 | 37 | 37 | 1%  |
|   | POST TEST     | 48 | 48 | 39 | 39 | 39 |     |
| X | NOT AVAILABLE |    |    |    |    |    |     |

## TSTIMONIALS FROM FAMILIES

- *"I SOLEMNLY BELIEVE THAT PROGRAMS LIKE THIS ARE CRITICALLY IMPORTANT TO EVERY CHILD'S SUCCESS AS THEY HELP BUILD THEIR CONFIDENCE AT A YOUNG AGE, HELPING THEM TO FURTHER SUCCEED IN THEIR LATER SCHOOL YEARS AND BEYOND. WE FEEL LIKE WE HIT THE JACKPOT THAT \_\_\_ GOT TO BE A PART OF SUCH AN INCREDIBLE PROGRAM."*
- *"FROM THE BEGINNING OF THIS PROGRAM, I SAW THE POSITIVE IMPACT THE CAMP HAD ON \_\_\_. \_\_\_ HAS ALWAYS HATED WRITING TO THE POINT WHERE WOULD GET EXTREMELY FRUSTRATED WHEN \_\_\_ HAD TO. AFTER THE FIRST WEEK, \_\_\_ CAME HOME TELLING ME OF \_\_\_ WEEK AND ASKING TO WRITE."*
- *MY \_\_\_ HAS A LEARNING DISABILITY AND IS CURRENTLY IN TUTORING AS WELL. THE CAMP WAS A MAJOR SUCCESS FOR \_\_\_ AND \_\_\_ ENJOYED GOING EACH AND EVERY DAY. \_\_\_ WAS ABLE TO IMPROVE \_\_\_ LITERACY LEVEL, COUPLED WITH TUTORING, AND THOROUGHLY ENJOYED WORKING WITH THE STAFF AT THE CAMP."*
- *"THANK YOU SO MUCH FOR HAVING \_\_\_, \_\_\_ LOVED EVERY SINGLE MINUTE OF IT. AND READING THE REPORT SHOWS AMAZING IMPROVEMENT. YOU ALL DO AN AMAZING JOB AT THE CAMP. I FEEL VERY LUCKY \_\_\_ WAS ABLE TO BE A PART OF IT THIS YEAR. THANK YOU TO EVERYONE INVOLVED."*



WITH THANKS - OUR DONORS AND PARTNERS



**THE EXCELLENCE IN  
LITERACY FOUNDATION**



*Sooke Harbourside Lions*

**Decoda** LITERACY SOLUTIONS



*Sooke 2 for 1 Pizza*



Pacific Institute *for the*  
Mathematical Sciences

**The Edith Lando Charitable Foundation**