

Report Summer 2024





Ignite3 Program Philosophy

Ignite3 is a summer learning program designed specifically for students in Kindergarten to Grade 6. It offers a wide range of educational opportunities that build upon and enhance what they've learned during the school year. By following its core principles of enhancing student learning and offering engaging, meaningful learning experiences, the program actively fosters equity and inclusivity.

Ignite3 is a summer learning experience that provides students with opportunities to complement and extend their learning and understanding. It gives students the opportunity to have exposure and access to numerous indoor and outdoor learning experiences and it offers possibilities, inspires confidence and celebrates diversity.

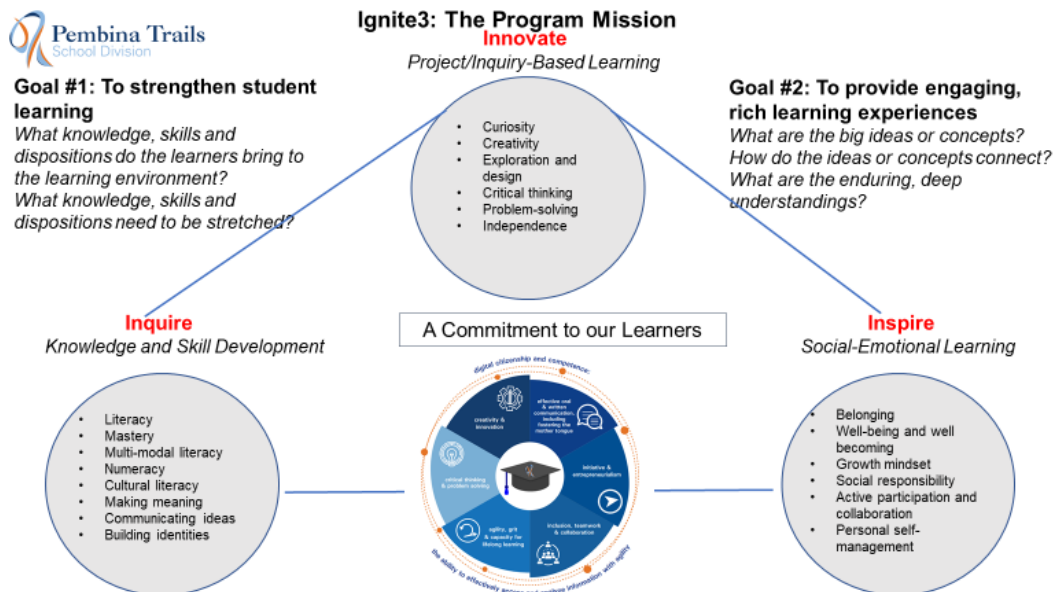
Data collected on literacy and numeracy skills during the program shows that the Ignite3 summer learning program has consistently maintained or enhanced student achievement in recent years. By providing intentional learning experiences, Ignite3 successfully strengthens student learning outcomes. Additionally, Ignite3 goes beyond academic learning outcomes, offering a range of opportunities that boost students' confidence and celebrate their unique talents and backgrounds.

PURPOSE OF THE IGNITE3 PROGRAM

- Engage Pre-Kindergarten to Grade 6 students in a summer learning experience that is both enriching and enjoyable.
- Enhance language acquisition for Multilingual Learners, providing them with additional support and resources to improve their language skills.
- Improve educational outcomes for students, ensuring that they have equal access to high-quality learning opportunities.
- Build community connections and partnerships by encouraging shared goals and interactions that enhance learning for everyone involved.
- Help local youth access volunteer opportunities to support K to 6 students in the program, providing mentorship and inspiration.



MISSION OF THE IGNITE3 PROGRAM



OUR VISION

Inspire, Inquire, and Innovate

Program participants are engaged, curious and confident as they solve problems, seek solutions, and become successful learners.

PROGRAM OVERVIEW

Pembina Trails’ Ignite3 summer programming gives program coordinators and learning facilitators the opportunity to engage appropriate teaching methods and delivery approaches, while ensuring their decisions are in line with the Division’s overall mission and values, and the School Board’s *Three Expectations for Student Learning*.

The program is designed to boost behavioural, cognitive, and emotional engagement by providing a wide range of educational and hands-on learning experiences that go beyond the usual school curriculum. It focuses on developing the six global competencies (Critical Thinking, Creativity, Citizenship, Connection to Self, Communication, and Collaboration ~ Manitoba Education and Early Childhood Learning, 2023) through an inquiry-based approach.

By participating in this program, students can enhance their academic knowledge, stay actively involved, and feel secure, which ultimately boosts their confidence and connection to the school and community. The aim is to boost student engagement and resilience, which will enhance future success.

The Ignite3 program instruction was tailored for each school according to overall divisional data. By analyzing trends and patterns, areas for improvement were identified and summer program priorities were established. This information helped to guide intentional planning and professional learning for the training sessions with Program coordinators and Learning facilitators.

In 2024, we continued to engage Pre-Kindergarten and Kindergarten students in the summer programming opportunity. The Ignite3 planning team continued to use the divisionally created formative assessment entitled *Getting to Know Me as a Learner* with all Pre-K and Kindergarten students in the program. The information gathered from the assessment helped to identify Pre-Kindergarten students who might benefit from participation in the summer program. The assessment was used formatively, working with students who attended Welcome to Kindergarten™ (WTK) evenings, as well as those currently enrolled in Kindergarten.

Additional factors that influence Ignite3's programming effectiveness and quality include:

- **Nutrition:** Students were provided with healthy daytime snacks.
- **Community-based involvement and partnerships:** Local youth volunteers, businesses, speakers, and organizations were intentionally included in the programming.
- **Implementation of research-based strategies:** Proactive strategies to support engagement, land-based learning, number talks, shared reading and writing experiences, and STEM projects.
- **Ignite3 assessment data:** Systematic collection of Literacy, Numeracy, Learning Behaviours and Attendance data.
- **Direct instruction in Literacy, Numeracy, Indigenous Education, and STEM:** Problem solving, mental math critical thinking, reading, writing, creativity, collaboration, communication, and citizenship were incorporated into all activities. Students engaged in authentic learning experiences.

PROGRAM HOST SCHOOL SITES AND STUDENT PARTICIPANTS

Pembina Trails School Division's Ignite3 offers summer programming at four host school sites: Chancellor, General Byng, Prairie Sunrise, and Westgrove Schools. In 2023/24, we were once again pleased to extend programming opportunities to neighboring schools, including Ralph Maybank and Beaumont, as well as to pre-Kindergarten and Kindergarten students.

In 2023/24, staffing to support the summer programming included twenty positions:

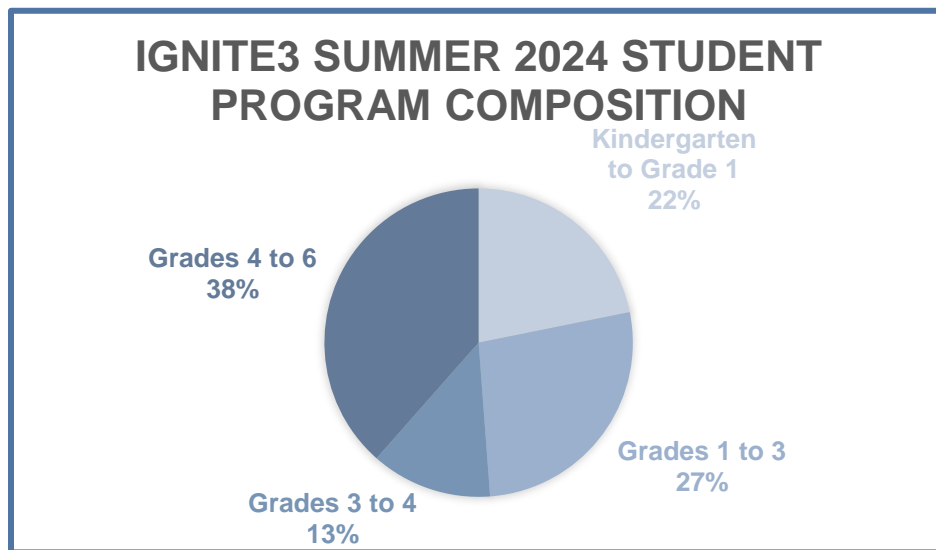
- 1 Program Manager
- 4 Program coordinators
- 15 Learning facilitators

The Ignite3 Program Manager dedicated seven hours a week for six weeks to oversee all aspects of the summer program. They made it a point to visit each school location at least once

a week and were always available to the site based Ignite3 coordinators by phone or email. Their responsibilities included managing all four sites, assisting with problem-solving, and addressing questions from coordinators and learning facilitators. The Program Manager also acted as an important connection between the Program Coordinator, school administration, and the Divisional Senior Administration team.

In 2023/24 programming was provided for a total of 252 students from Kindergarten to Grade 6. Approximately 49% of the total students included in the summer program were from Kindergarten to Grade 3, while the remaining 41% were in Grades 4 to 6. School enrollment numbers, by grade level, were used to determine the combined classroom assignments at each school site. At each of our school locations, students aged 5 to 12 were welcomed from various catchment areas. In Pembina Trails School Division the student body is diverse, encompassing a wide range of academic skills and varying access to summer learning opportunities.

The chart below highlights the breakdown of student participants.



Research highlights the strong connection between increased self-confidence, hope, and positive outcomes such as enhanced social skills, creativity, problem-solving abilities, and academic success. Our program consistently showcases the power of summer learning to boost confidence, inspire possibilities, and celebrate diversity. We are committed to not only bridging learning gaps but also fostering understanding and connection within our community.



2024 PROGRAM HIGHLIGHTS

Program Coordinator and Learning Facilitator Training

Training included a mix of divisional and school-based opportunities. Collectively, staff came together to participate in professional development facilitated by division curriculum consultants. Three evenings of professional development training topics for both program coordinators and facilitators included:

- Literacy and Indigenous Education
- Numeracy and STEM Education
- Equity and Inclusion
- School Safety Training

The training for the program coordinators and learning facilitators was rooted in research that identified effective teaching practices for promoting positive social and educational outcomes. This research-based framework guided the program's design. All professional learning sessions were held at the division's board office. The professional learning sessions facilitated meaningful discussions on a range of topics, including general teaching strategies, Indigenous ways of knowing and being, high-impact literacy strategies, experiential land-based learning, and STEM.

TECHNOLOGY AND INNOVATION

To keep families and the school community informed about the program, Ignite3 utilized the school's social media accounts as communication channels. Furthermore, all program sites made efforts to enhance student access to technology devices. Laptops, iPads, tablets, and laptops were provided to support learning through engaging inquiry projects and exciting STEM Challenges.

EXPERIENTIAL LEARNING AND AUTHENTIC EXPERIENCES

Students were able to explore literacy and numeracy in a variety of creative ways, such as through drama, dance, science, sports, nature activities, land-based experiences, and critical inquiry. These diverse activities not only boosted engagement but also promoted a deeper understanding of the concepts. To further enhance the learning experience, weekly themes were incorporated, and whenever possible, learning took place outdoors.

In 2024 the weekly themes included:

- Week 1: All About Me
- Week 2: Community Culture//Mindfulness/Mental Health
- Week 3: Animals, Nature and Outdoor Learning
- Week 4: Art, Music and Movement
- Week 5: Sports and Recreation
- Week 6: Celebrations

A combination of hands-on experiences and collaborative opportunities among students fostered a well-rounded and immersive learning environment throughout the six-week program.

COMMUNITY CONNECTIONS AND FIELD EXPERIENCES

Central to the program were the relationships established with each school and community group. Guests were invited to support students in both academic and experiential activities. All four host schools connected with their communities to organize presentations and field trips, which featured special guests to enhance the experience.

Incorporating class field trips into Ignite3 programming is always a highlight for students in the program. The primary objective of these field trips is to expose students to experiences beyond their regular activities and enhance their learning beyond the confines of the classroom. We believe that including field trips during Ignite3 summer programming provides students with exceptional opportunities to establish connections and actively participate in hands-on learning.

- ✓ Yoga instructor (mindfulness and meditation)
- ✓ Elder and Knowledge Keepers
- ✓ Coffie Man (dance, drumming and singing)
- ✓ Valour FC Manitoba Soccer Training
- ✓ MTYP (Drama and acting)
- ✓ Nature's Playground and Journaling
- ✓ Prairie Exotics
- ✓ Winnipeg Blue Bombers Football
- ✓ Winnipeg Sea Bears Basketball
- ✓ Bill and Helen Norrie Library
- ✓ Natures playground at Assiniboine Park. (Community, exploration, and play).
- ✓ Science Gallery (Science exploration guided tour).
- ✓ Children's Museum
- ✓ Waverly Heights Spray Pad
- ✓ Final jamboree at General Byng (Bouncy Castles, communication, and snacks).



ASSESSMENTS AND DATA COLLECTION

To assess the effectiveness of the program, multiple sources of data were utilized. These included testimonials from student participants and parents, literacy and numeracy data, learning behavior data, attendance records, and feedback from staff members. By collecting data from various sources, the Ignite3 planning committee gained valuable insights and information to evaluate the program's impact. This data-informed approach also provides ongoing guidance for future programming considerations, ensuring continuous improvement and success.

LITERACY DATA COLLECTION

Assessments for literacy were based on three sources of evidence focused on reading and writing:

- **Fountas and Pinnell** Text Level Gradient data, which compared June 2023 reading levels to September 2023 “Strong Beginnings”.
- **Quick Write Common Writing Prompts** using the F&P “A Processing System for Writing Indicators”.
- **Words their Way** – a developmentally-driven approach to word study that illustrates how to integrate and teach children phonics, vocabulary, and spelling skills.

NUMERACY DATA COLLECTION

Assessments for numeracy were based on two main sources of evidence with a focus on number sense and patterns:

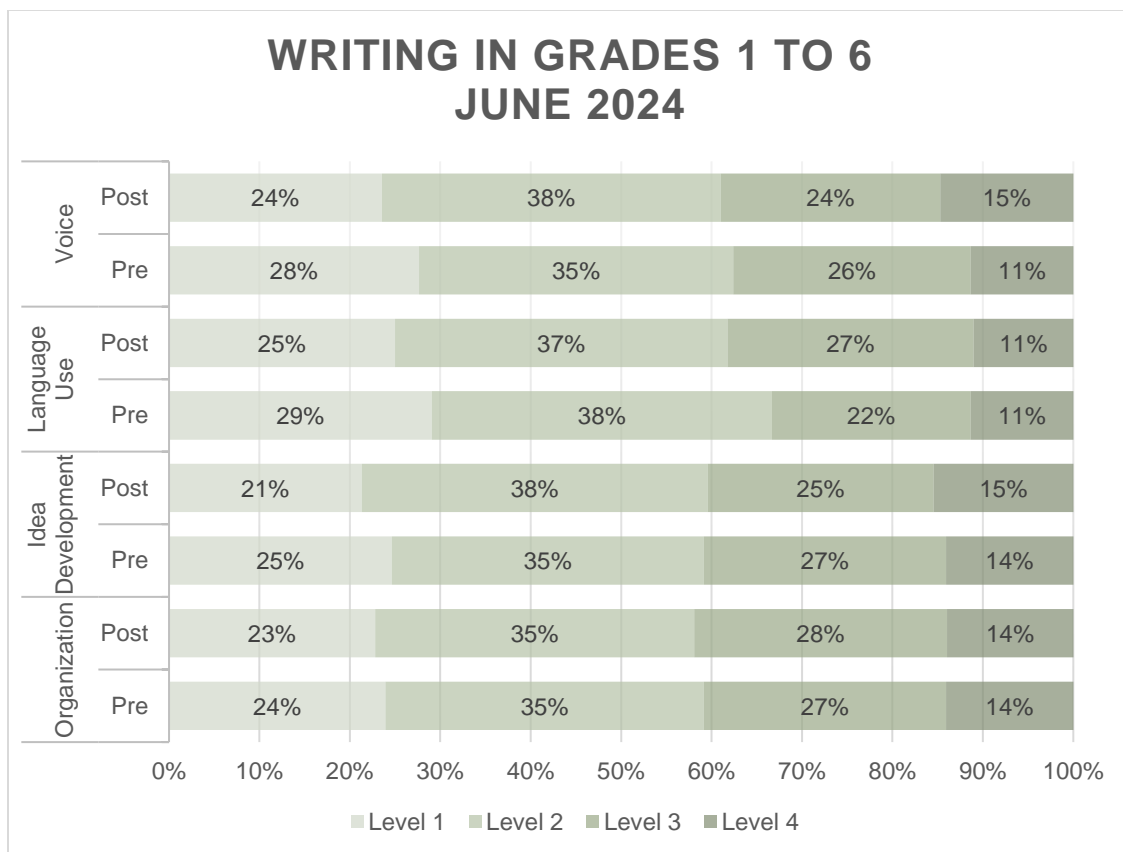
- **Mathematical Mindsets** – Grades K to 6 surveys for understanding student mathematical disposition.
- **Numeracy ‘I Can’ Statements** – are mapped against curriculum indicators. They are designed to help students reflect upon their work and to have a better understanding of where they are at in their learning.

Attendance and engagement data were collected through morning and afternoon attendance with a focus on two of the report card learning behaviours; **Active Participation in Learning** and **Social Responsibility**.

ACADEMIC OUTCOME RESULTS

QUICK WRITE WRITING PROMPTS

Based on the analysis of student assessment data before and after the program, it has been observed that there is a clear connection between participating in the program and experiencing learning gains. The data indicates that a significant number of students at each site demonstrated improvement in their literacy skills, as depicted in the accompanying data charts. The data charts below identify the areas assessed on the Quick Writes (Organization, Idea Development, Language Use and Voice) as well as overall performance on word study through the use of Words their Way. The data gathered represents a comparison from the first week of the program (Pre) to the final week of the program (Post).



Data gathered from the Quick Writes indicate that after participating in Ignite3 summer programming, 2024:

Level 4 (Very Good to Excellent understanding):

- **Idea Development:** Remained constant at 14% for both Pre and Post assessments.
- **Language Use:** Increased slightly from 14% (Pre) to 15% (Post).
- **Voice:** Significant increase from 11% (Pre) to 15% (Post).

Level 3 (Good understanding):

- **Idea Development:** Increased from 27% (Pre) to 28% (Post).
- **Language Use:** Decreased from 27% (Pre) to 25% (Post).
- **Voice:** Increased from 22% (Pre) to 24% (Post).

Level 2 (Basic understanding):

- **Idea Development:** Remained steady at 35% for both Pre and Post assessments.
- **Language Use:** Increased slightly from 35% (Pre) to 38% (Post).
- **Voice:** Decreased slightly from 38% (Pre) to 37% (Post).

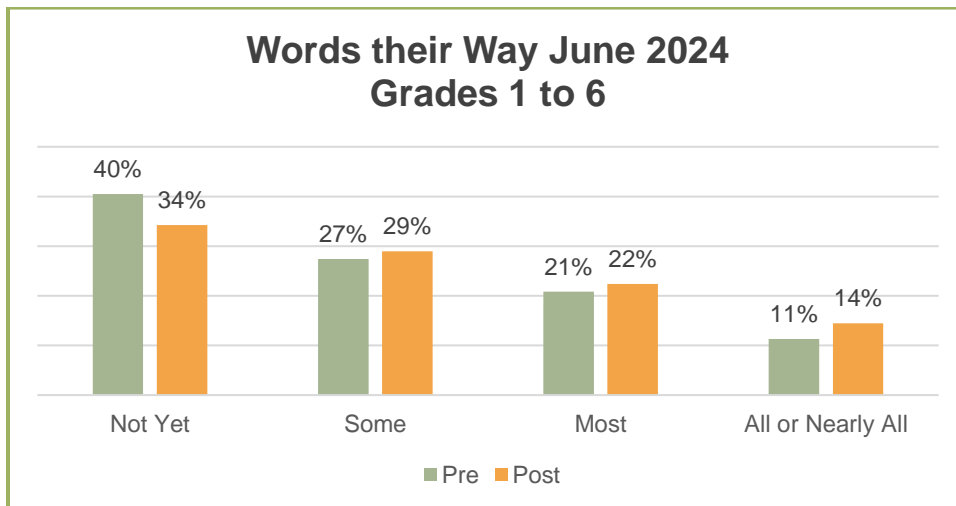
Level 1 (Limited understanding and application):

- **Idea Development:** Decreased from 24% (Pre) to 23% (Post).
- **Language Use:** Decreased from 25% (Pre) to 21% (Post).
- **Voice:** Decreased from 29% (Pre) to 25% (Post).

The overall decrease in students performing at Level 1 suggests improved outcomes for students in their writing skills.

WORDS THEIR WAY

For grades 1 to 4, the primary spelling inventory (PSI) was utilized, while grades 5 and 6 used the elementary spelling inventory (ESI). In the PSI, the 26 words are ordered by difficulty to sample features of the letter name–alphabetic to within word pattern stages. On the other hand, the ESI covers a broader range of stages compared to the PSI.



Assessment Scale

4 = All or Nearly All

3 = Most

2 = Some

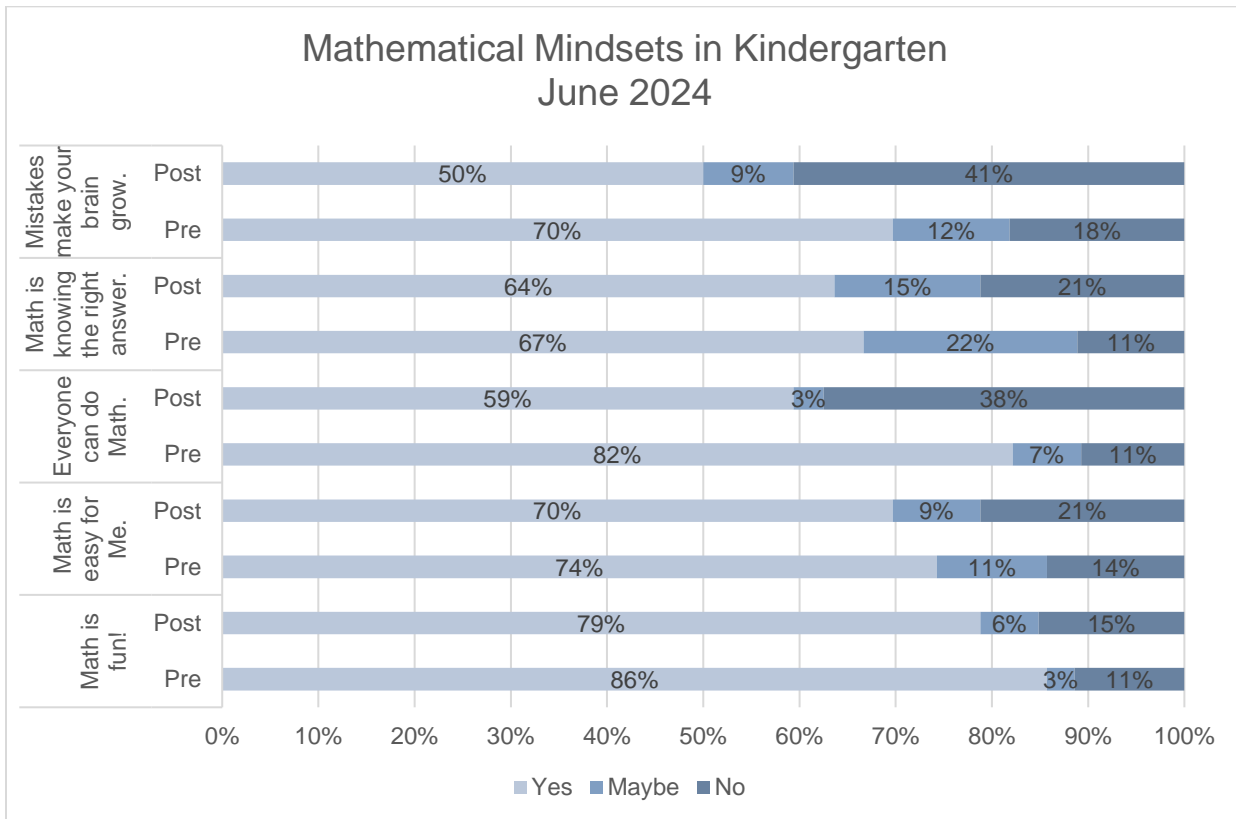
1 = Not Yet

The Words Their Way data from Week 1 to Week 6 reveals a slight overall improvement in student performance. The percentage of students classified as "Not Yet" decreased from 40% to 34%, indicating that fewer learners are struggling with the material. Conversely, the percentage of students reaching the "All or Nearly All" level increased from 11% to 14%, suggesting a growth in mastery among some learners. Overall, this data reflects a positive trend upward.

MATHEMATICAL MINDSETS

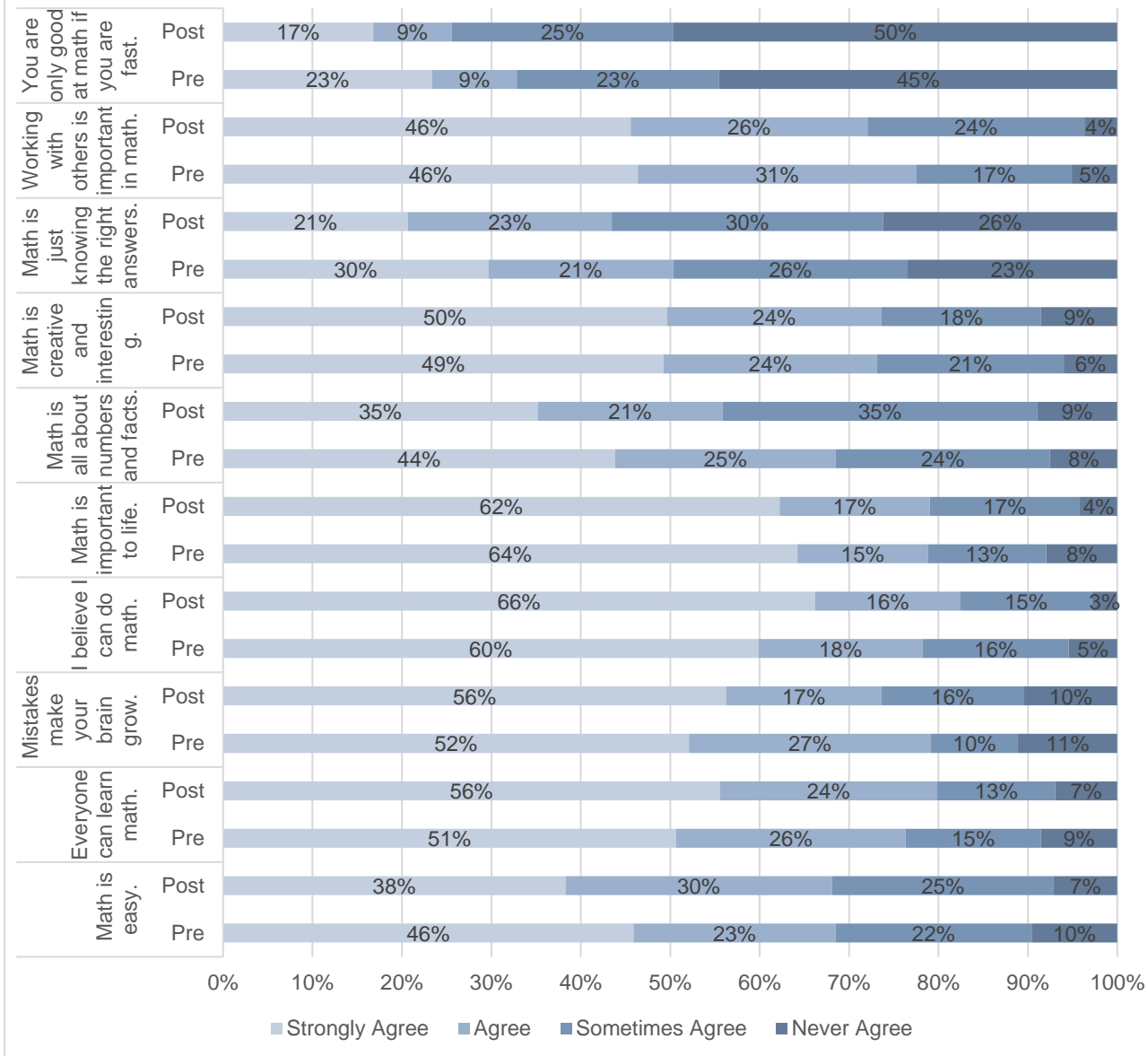
The concept of "growth mindset" was coined by Carol Dweck, who discovered that individuals have different beliefs about their own potential. Some people hold the belief that their intelligence is fixed, especially when it comes to subjects like math - either you can do it, or you can't. Students with a fixed mindset tend to give up easily, while those with a growth mindset persevere even when faced with challenging tasks.

The data charts presented below show the survey questions that were asked, and the responses collected from Ignite3 student participants. These responses were gathered during the initial week of the program (**Pre**) followed by the concluding week of the program (**Post**). This assessment aimed to assist students in comprehending the significance of cultivating a growth mindset when it comes to mathematics.



The data reflects several trends in kindergarten students' mathematical mindsets from pre- to post-assessment. While a significant majority still view math as fun, there are declines in confidence regarding ease, ability, and the value of mistakes. The shift in perceptions may suggest increased challenges in math learning, possibly influenced by instructional methods or more challenging curriculum. Addressing these mindset shifts through positive reinforcement, emphasizing the value of mistakes, and fostering a growth mindset will be essential to maintain and enhance students' enthusiasm and confidence in math.

Mathematical Mindsets in Grades 1 to 6 June 2024



At the end of the Ignite3 summer program, and for Grade 1 to 6 students, the overall data above illustrates a positive shift in student attitudes toward math, with an increase in confidence and an understanding that math involves more than just speed and right answers. Students are increasingly recognizing the importance of effort, collaboration, and the growth mindset, as evidenced by their responses. Continued efforts to cultivate these positive perceptions can further enhance student engagement and success in mathematics.

Key Observations and Trends

Positive Attitude Increases: Statements indicating a positive attitude toward math, such as "Everyone can learn math," "Mistakes make your brain grow," and "I believe I can do math,"

show an increase in "Strongly Agree" responses. This suggests a growing confidence among students in their mathematical abilities.

Decrease in Negative Perceptions: For the statement "You are only good at math if you are fast," there is a notable decrease in "Strongly Agree" responses from 23% to 17%. This indicates a shift away from a narrow view of mathematical ability based solely on speed.

Stability in Beliefs about Collaboration: The response to "Working with others is important in math" remained stable, with 46% of students "Strongly Agreeing", indicating a consistent recognition of the value of collaboration in learning math.

Increased Complexity in Understanding: The statement "Math is all about numbers and facts" shows a decrease in "Strongly Agree" responses (from 44% to 35%), suggesting students may be developing a more nuanced understanding of math as more than just numbers and facts.

Mixed Responses: The statement "Math is creative and interesting" remained relatively unchanged, with a slight increase in "Strongly Agree" responses, reflecting an ongoing appreciation for the creative aspects of math.

Perception of Mistakes: The increase in agreement with the idea that "Mistakes make your brain grow" reflects a positive shift in how students view challenges and errors as part of the learning process.

NUMERACY I CAN STATEMENTS

The grading scale that was used for the Numeracy 'I Can' Statements was purposefully aligned with the achievement expectations of the Manitoba Provincial Report Card.

In Grades 1 through 6, students achieved:

Level 4 ~ when indicating they 'got it!' either 5 or 6 times out of 6 possible.

Level 3 ~ when indicating they 'got it!' 4 out of 6 times.

Level 2 ~ when indicating they 'got it'" 3 out of 6 times.

Level 1 ~ when indicating they 'got it!' 2 or less out of 6 times.

Grades 1 and 2 'I Can' Statements	Grades 3 and 4 'I Can' Statements
<ul style="list-style-type: none"> ✓ I can count to and from 100 by 1s. ✓ I can skip count to and from 30 or 100 by 2s, 5s, and 10s. ✓ I can show numbers to 20 or 100 using pictures, math tools, and numbers. 	<ul style="list-style-type: none"> ✓ I can show, explain, compare, and order numbers to 1000 or 10 000 using pictures, math tools, and numbers. ✓ I can add and subtract numbers to and from 1000 or 10 000 using a variety of strategies.

- ✓ I can add and subtract some numbers to and from 18 using mental math.
- ✓ I can find, make, explain, and continue a repeating pattern.
- ✓ I can show what equality means using pictures, math tools, and numbers.

- ✓ I can add and subtract numbers to and from 18 using mental math.
- ✓ I can multiply and divide numbers to and from 25 or 81 using various strategies.
- ✓ I can make, explain, and extend an increasing pattern.
- ✓ I can make, explain, and extend a decreasing pattern.

Grades 5 and 6 'I Can' Statements Number Sense

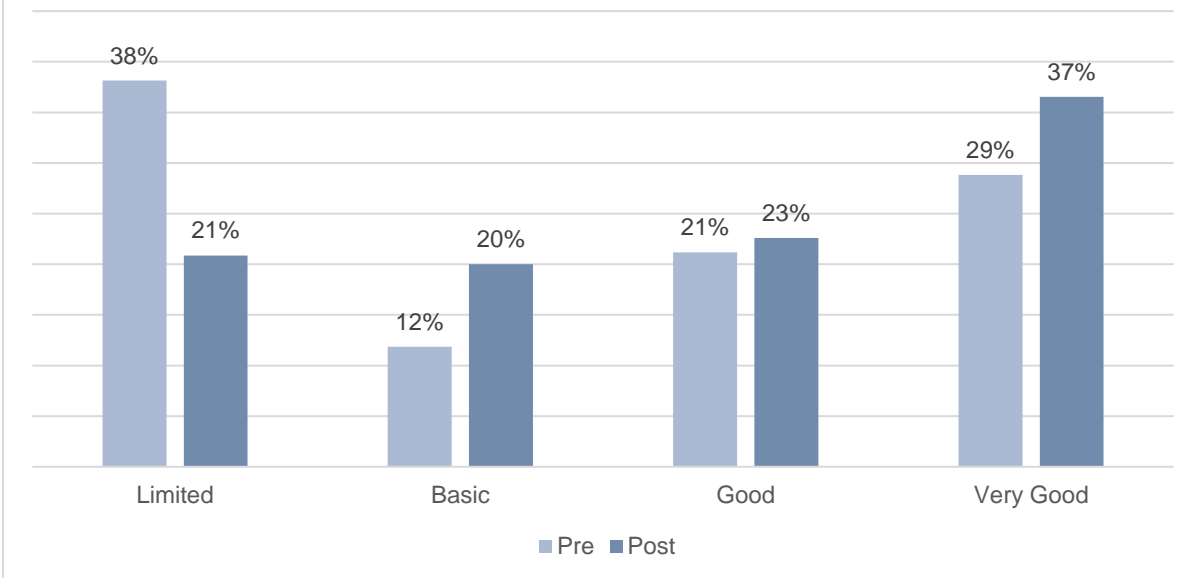
- ✓ I can use Mental mathematics and estimation strategies to help solve problems.
- ✓ I can identify which operation is necessary to solve a problem.
- ✓ I can estimate and determine if an answer is reasonable.
- ✓ I can identify equivalent fractions in a diagram.
- ✓ I can distinguish between equivalent and non-equivalent fractions.
- ✓ I can create equivalent fractions with concrete materials.
- ✓ I can describe and represent decimal numbers using a diagram.
- ✓ I can write a decimal in fractional form.
- ✓ I can compare and order decimals.
- ✓ I can relate improper fractions to mixed numbers.
- ✓ I can place a set of fractions, including mixed numbers and improper fractions, on a number line, and explain strategies used to determine position.
- ✓ I can represent and describe whole numbers to 1 000 000.
- ✓ I can demonstrate an understanding of place value and explain how place value works.
- ✓ I can explain where large numbers and small numbers are used

Grades 5 and 6 'I Can' Statements Patterns

- ✓ I can determine the pattern rule to make predictions.
- ✓ I can demonstrate an understanding of the relationships within tables of values to solve problems.
- ✓ I can represent and describe patterns and relationships using graphs and tables.
- ✓ I can demonstrate and explain the meaning of preservation of equality, concretely, pictorially, and symbolically.
- ✓ I can solve problems involving a single unknown variable.
- ✓ I can explain how number relationships can be expressed using equations with letter variables.



Numeracy I Can Statements Overall in Grades 1 to 6 June 2024



Key Observations and Trends

Decrease in Limited Level (1) Performance:

The percentage of students in this performance level decreased significantly from 38% to 21%. This decline indicates that fewer students are struggling with foundational numeracy skills, reflecting a positive trend in overall proficiency.

Increase in Basic Level (2) Performance:

The Basic level saw an increase from 12% to 20%. This growth suggests that more students are moving beyond limited understanding and starting to grasp fundamental concepts in numeracy.

Stable Good Level (3) Performance:

The "Good" category experienced a slight increase from 21% to 23%. While this reflects a positive trend, the change is modest, indicating that further support may be needed to help students solidify their skills and transition to higher levels of proficiency.

Significant Growth in Very Good Level (4) Performance:

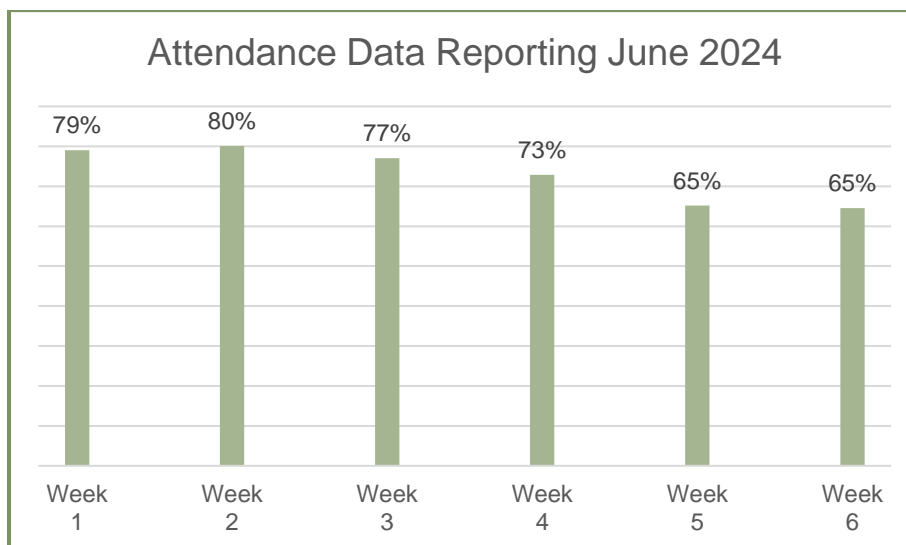
The "Very Good" category rose from 29% to 37%, demonstrating a substantial increase. This suggests that more students are achieving a high level of understanding and application of numeracy skills, which is an encouraging sign of effective teaching and learning.

Summary

Overall, the data indicates a positive shift in student numeracy proficiency from pre- to post-assessment. The significant decrease in the "Limited" category and the growth in both the "Basic" and "Very Good" levels are particularly noteworthy. This suggests that instructional strategies may be successfully supporting students in their numeracy development. Continuing to build on these gains will be crucial, particularly by providing targeted support for those in the "Good" category to help them advance further. Overall, the results reflect an encouraging trend towards improved numeracy skills among students.

ATTENDANCE OUTCOME OBSERVATIONS

Ignite3 summer programming focused on engagement, connection, and meaningful learning experiences for all students. On average, and across all cohorts, 73% of students were in attendance for their morning or afternoon summer program. Attendance declined noticeably in the last two weeks of the program, largely due to vacations, summer holidays, and family commitments.



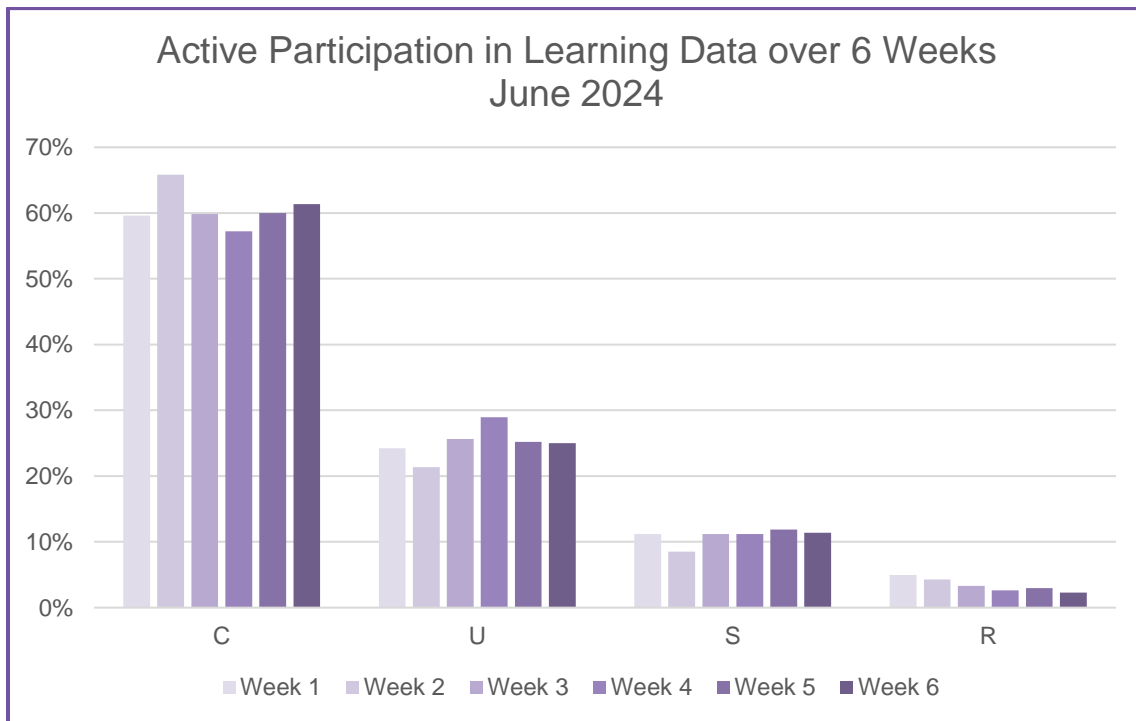
The Ignite3 program incorporated intentional structural elements to enhance participation and attendance. These included strategies like the walking school bus, providing nutritious snacks, providing learning materials/supplies and offering enrichment opportunities. These efforts seemed to support participation and attendance rates. General Byng School continued to invite students from Ralph Maybank School to join the program. This year, Westgrove School invited students from Beaumont School to join their programming. This was well received by each school community and was very successful.

LEARNING BEHAVIOURS AND OVERALL STUDENT ENGAGEMENT

Based on student feedback and parental comments, it was evident that the program's delivery, which included social, emotional, and service-learning components, played a crucial role in fostering positive behaviors and attitudes. Students actively engaged in daily classroom meetings that not only taught important skills like cooperation, conflict resolution, and responsibility but also served as positive role models. The Ignite3 summer program specifically emphasized learning behaviors such as *Active Participation in Learning* and *Social Responsibility*, as defined by the Manitoba Provincial Report Card.

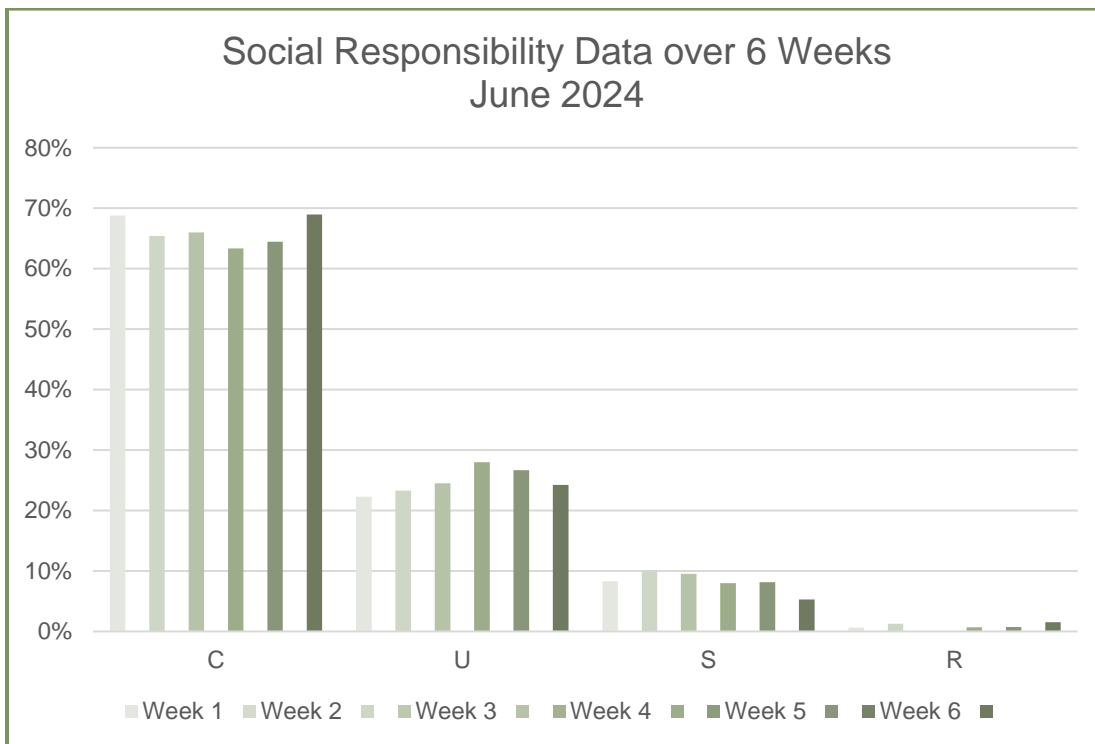
ACTIVE PARTICIPATION IN LEARNING: The student participates actively in learning, is curious, sets learning goals, self-assesses, provides feedback, and uses feedback for improvement.

SOCIAL RESPONSIBILITY: The student demonstrates citizenship and social skills that contribute to making the classroom, school, and larger community a positive, safe and caring environment.



Overall, the data reflects a positive trend in student active participation over the six-week period. The increase in consistent participation alongside the decrease in rarely participating students suggests that the teaching strategies and approaches aimed at enhancing engagement may be effective. The stable percentages in the "Usually" and "Sometimes" categories indicate that while a core group of students are consistently engaged, there remains

an opportunity to further support those who participate less frequently. Continuing to implement strategies that foster a sense of belonging and engagement will likely help to move some "Sometimes" participants to "Usually" or "Consistently" engaged students in the future.



Overall, the data indicates a strong sense of social responsibility among students over the six-week period. The high percentage of students exhibiting consistent behavior, coupled with the decrease in those participating sometimes or rarely, reflects positively on the program's efforts to cultivate responsible social behaviors. The slight fluctuations in the "Usually" category suggest areas for potential reinforcement or additional focus to maintain engagement. Continuous encouragement and structured activities promoting social responsibility can further enhance students' commitment and involvement, ensuring that all learners feel empowered to contribute positively to their community.



STUDENT FEEDBACK SUMMARY

This section of the report summarizes student feedback from the Ignite3 2024 summer program, focusing on enjoyment, preferred activities, learning experiences, and suggestions for improvement. The data was collected through a series of questions aimed at gauging student satisfaction and identifying areas for enhancement of future summer programming.

Key Findings

1. Enjoyment of the Summer Program

- The majority of students expressed a positive response to the summer program, with many stating they "Loved it!"
- A small number indicated their experience as "Okay" or "Liked it," but overall enthusiasm was high, particularly among younger students in the program.

2. Preferred Activities

- Students particularly enjoyed the **Literacy Block** and **Numeracy Block**, with activities such as reading, math games, and thematic learning receiving positive mentions.
- Outdoor activities and field trip experiences, such as visits to Fort Whyte and the splash pad, were highlighted as favorite parts of the day.
- Some students expressed a desire for more music, art, and sports-related activities, indicating a diverse range of interests.

3. Learning Experiences

- A significant number of students reported learning new things, particularly in math and science. Specific mentions included concepts like counting by multiples and the seven sacred teachings.
- Many students found their learning experiences to be engaging, with comments reflecting enthusiasm about practical and hands-on activities.

4. Overall Experience Rating

- Most students rated their overall experience as "Excellent," with only a few rating it as "Good" or "Okay."
- Positive feedback on the program's structures and implementation was common, with students expressing appreciation for the efforts of the staff.

5. Suggestions for Improvement

- Students suggested adding more field trips and extending program hours.
- Many expressed an interest in including more interactive activities such as rock climbing, music sessions, and sports games.
- A few students mentioned the desire for longer outdoor playtime and additional opportunities for creative activities like coloring and robotics.

Summary

Overall, the feedback from students indicates a highly successful summer program characterized by enjoyment and engagement. While most students had a positive experience, suggestions for improvement highlight opportunities for incorporating more diverse activities and extending program duration. Taking this feedback into account will help to guide the program's effectiveness and student satisfaction in future years. Continuous efforts to adapt and respond to student interests will help maintain high levels of engagement and learning outcomes during the summer Ignite3 program.

LOOKING TOWARDS NEXT YEAR:

FUTURE CONSIDERATIONS AND RECOMMENDATIONS

- Continue to have a Program Manager to oversee all four sites.
- Continue to include Pre-Kindergarten and Kindergarten students to the program.
- Maintain common student schedule and data collection sources across all school sites.
- Maintain Coordinator and Instructor training sessions with high yield strategies from highly skilled Divisional Consultants.
- Continue with healthy and culturally sensitive snacks.
- Consider Nutrition Program opportunities.
- Maintain learning focus on Literacy/Numeracy/Indigenous Education/STEM outcomes.
- Continue to Invite neighboring schools to available spots.
- Streamline with divisional registration form, Permission Click form, release form, and photo permissions.
- Begin the hiring process in early February in order to ensure hiring of the best applicants.
- Use data to inform program decisions and determine overall impact.



Troy Scott, Assistant Superintendent; Cindy Nachtigall, Chair of the Board of Trustees; Alicia Becker, Trustee



Gretchen Cantafio, Vice Principal Prairie Sunrise School; Shahd Alhamed, Learning Facilitator



Colleen Roberts, Assistant Superintendent; Shelley Amos, Chief Superintendent/CEO; Tracey Groening, Principal General Byng

