Report Summer 2023

Ignite3 Program Philosophy

Ignite3 is a fantastic 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. One of the most important aspects of Ignite3 is its commitment to ensuring educational opportunities for students. By following key principles, the program takes focused action to promote fairness and inclusivity. Through exciting and hands-on activities, Ignite3 summer programming gives students the chance to explore and participate in a variety of enriching experiences. It's all about providing them with exposure and access to a world of learning possibilities.

Based on the data collected on literacy and numeracy skills during the program, it is evident that the Ignite3 summer learning program has consistently maintained or even improved student achievement over the past few years. By providing targeted learning experiences, Ignite3 effectively narrows the achievement gaps among students. Moreover, Ignite3 goes beyond academics and offers a wide range of possibilities for students. It aims to inspire confidence in their abilities and celebrates the diversity of their talents and backgrounds.

PURPOSE OF THE IGNITE3 PROGRAM

- ➢ Engage Kindergarten to Grade 6 students who have been identified as participants in a summer learning experience that is both enriching and enjoyable.

- ➢ Enhance language acquisition for English Language 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.

- ➢ Strengthen community connections and partnerships by fostering shared commitments and interactions that support enriching learning experiences for all participants.

- ➢ Enhance the skills and volunteer opportunities of local youth by providing them with valuable experiences and training that can contribute to their future success.

MISSION OF THE IGNITE3 PROGRAM

Pembina Trails School Division

Ignite3: The Program Mission
Innovate
Project/Inquiry-Based Learning

Goal #1: To strengthen student learning
What knowledge, skills and dispositions do the learners bring to the learning environment?
What knowledge, skills and dispositions need to be stretched?

- Curiosity
- Creativity
- Exploration and design
- Critical thinking
- Problem-solving
- Independence

Goal #2: To provide engaging, rich learning experiences
What are the big ideas or concepts?
How do the ideas or concepts connect?
What are the enduring, deep understandings?

Inquire
Knowledge and Skill Development

A Commitment to our Learners

Inspire
Social-Emotional Learning

- Literacy
- Mastery
- Multi-modal literacy
- Numeracy
- Cultural literacy
- Making meaning
- Communicating ideas
- Building identities

- Belonging
- Well-being and well becoming
- Growth mindset
- Social responsibility
- Active participation and collaboration
- Personal self-management

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, provides the local autonomy to ensure pedagogy and delivery align with divisional priorities, divisional practices, and the School Board's *Three Expectations for Student Learning.*

The program is designed to boost attendance by providing a wide range of educational and engaging 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. The goal is to increase their engagement and resilience, leading to a higher chance of success in the future.

The program instruction was tailored at all school sites based on their individual data. By analyzing trends and patterns, we were able to identify areas that needed improvement and set priorities accordingly. The feedback from the program sites highlighted the importance of focused reading instruction, with an emphasis on prior knowledge, prediction, and reading comprehension. Additionally, we recognized the need for intensive instruction in number sense, as it emerged as a significant trend.

In 2023, we had the wonderful opportunity to again include Pre-Kindergarten and Kindergarten students in our summer programming. With the assistance of Curriculum Consultants and valuable input from the Early Years Council, the Ignite3 planning team collaborated to develop a formative assessment entitled *Getting to Know Me as a Learner*. This assessment aimed to identify Pre-Kindergarten students who could potentially benefit from the summer program. We used the assessment formatively, working with students who attended Welcome to Kindergarten™ evenings, as well as those currently enrolled in Kindergarten.

We were once again incredibly fortunate to have a dedicated Program Manager who devoted seven hours per week to the program. The Program Manager made it a priority to visit each site at least once a week and remained accessible to site coordinators via phone throughout the program. Their role involved overseeing all four sites, providing assistance in problem-solving and addressing any inquiries. Additionally, the Program Manager served as a valuable link between the Program Coordinator, School Administration, and the Divisional Senior Administration team.

See **Appendix A** for a copy of the student schedule.

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

- **Nutrition -** students were provided with healthy prepared snacks
- **Community-based involvement and partnerships** - local volunteer youth, businesses, speakers, and organizations were intentionally incorporated into programming
- **Implementation of research-based strategies –** proactive strategies to support engagement, land-based/experiential learning, number talks, shared reading and writing, and critical inquiry STEM based projects.

- **Ignite3 assessment data -** Literacy, Numeracy, Learning Behaviours and Attendance data drove instructional practices and program curricula.
- **Direct instruction in Literacy, Numeracy, 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 2022/23, we were once again pleased to extend programming opportunities to neighboring schools as well as to pre-Kindergarten and Kindergarten students.

In 2022/23, staffing to support the summer programming included twenty positions:
- 1 Program Manager
- 4 Program Coordinators
- 15 Program Facilitators

In 2022/23 programming was provided for a total of **270** students from Kindergarten to Grade 6. The chart below highlights the breakdown of student participants.

IGNITE3 SUMMER 2023 STUDENT PROGRAM COMPOSITION

- Grade 5/6 16%
- PreK-K 28%
- Grade 1/2 32%
- Grade 3/4 24%
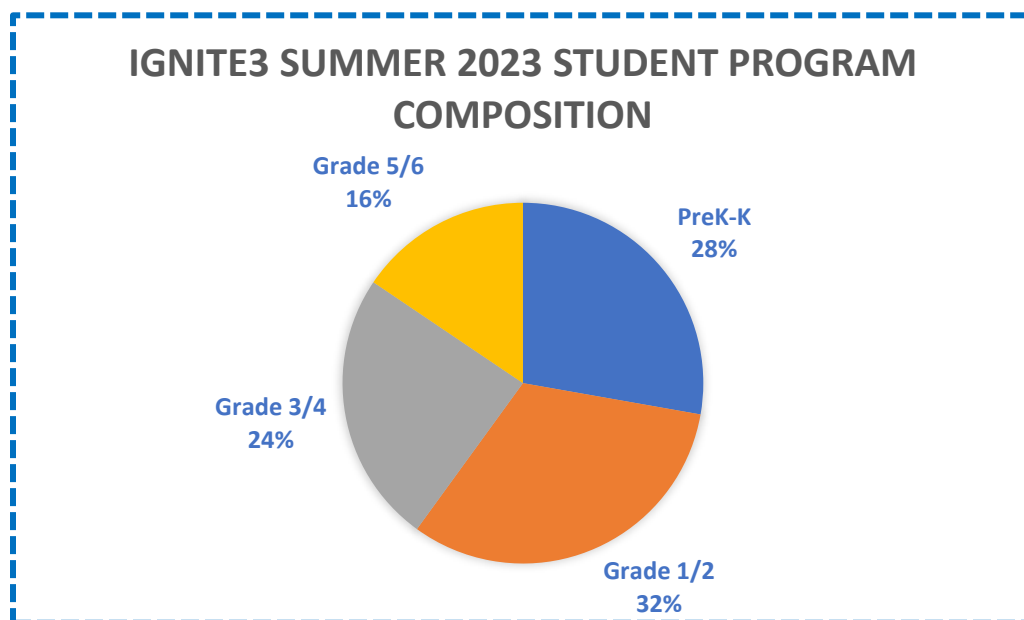
At each of our program locations, we welcome students between the ages of 5 and 12 from various catchment areas. Our participants represent a diverse population with a wide range of academic skills and limited access to summer opportunities. The students who are nominated to join our program are those who may face additional challenges in meeting provincial standards and/or experience socioeconomic difficulties compared to their peers.

According to research, there is a strong correlation between enhanced self-efficacy, increased hope, and positive outcomes such as improved social competency, heightened creativity, enhanced problem-solving skills, and higher academic achievement. Our program sites have consistently shown the effectiveness of a summer learning program that fosters a sense of possibility, boosts confidence, and celebrates diversity. We believe that our results not only contribute to closing the learning gaps among students but also serve as a bridge to foster understanding and find common ground amidst our diverse community.

2023 PROGRAM HIGHLIGHTS

Instructor Training

Instructor training included a mix of divisional and school-based opportunities. Collectively, staff came together to participate in professional development training facilitated by division consultants.

Five evenings of professional development training topics for both program coordinators and facilitators included:

- Proactive Strategies to Support Student Engagement
- S.T.E.M. and Indigenous Ways of Knowing, Being and Doing
- Assessment and Data Collection
- Literacy - High-yield strategies to support literacy skill development
- Numeracy - High-yield strategies to support numeracy skill development
- School Safety Training

The instructor training for our program was grounded in research that identified effective pedagogy for achieving positive social and educational outcomes. This research-based approach was recommended as the framework for our program. All learning activities took place at a central school location, which facilitated meaningful professional conversations. These conversations covered a wide range of topics, including teaching strategies, Indigenous

ways of knowing, high-impact literacy learning approaches, writing strategies, experiential land-based learning, and effective instructional techniques

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. Smartboards, iPads, tablets, and laptops were provided to support learning through engaging inquiry projects and exciting STEM Challenges.

EXPERIENTIAL LEARNING AND AUTHENTIC EXPERIENCES

Program participants had the opportunity to engage with literacy and numeracy learning in a variety of creative ways, including drama, dance, science, sports, nature activities, land-based experiences, and critical inquiry. These diverse activities not only increased participant engagement but also fostered a deeper conceptual understanding. To further enhance the learning experience, weekly themes were incorporated, and whenever possible, learning took place outdoors. This integration of learning with hands-on experiences and collaborative opportunities among students helped to create a well-rounded and immersive learning environment.

COMMUNITY CONNECTIONS

Key to programming were the relationships with each school and community groups. Guests were invited to provide support to the students in both academic and recreational activities. All sites reached out to their communities and organized presentations, both in-person and virtually. These included special guests to support:

- ✓ Yoga instructor (mindfulness and meditation)
- ✓ Coffie Man (dance, drumming and singing)
- ✓ Videographer (Editing and video making)
- ✓ FC Manitoba Soccer Training
- ✓ MTYP (Drama and acting)
- ✓ Nature Journaling
- ✓ Winnipeg Police Service
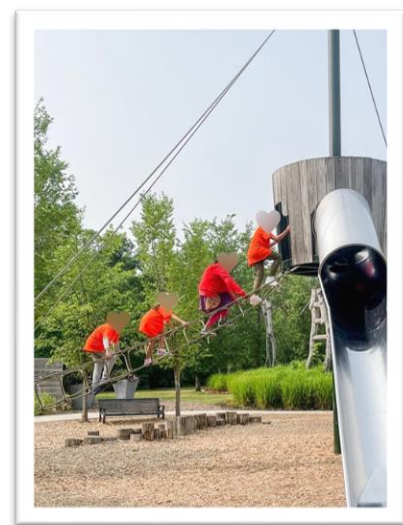
FIELD TRIPS

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 firmly believe that including field trips during Ignite3 summer programming provides students with exceptional opportunities to establish connections and actively participate in hands-on learning, ultimately fostering their comprehension and cultivating a genuine love for learning.

Field trips included:

- ✓ Natures playground at Assiniboine Park. (Community, exploration, and play).
- ✓ Final jamboree at General Byng (Bouncy Castles, communication, and snacks).
- ✓ 7/11 Slurpee walk (community walk for a nice treat).
- ✓ Science Gallery (Science exploration guided tour).
- ✓ Children's Museum
- ✓ Waverly Heights Spray Pad
- ✓ Fort Whyte Alive

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-driven approach also provided ongoing guidance for future programming considerations, ensuring continuous improvement and success.

See **Appendix B** for a copy of the Assessment Schedule.

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 four sources of evidence with a focus on number sense and patterns:

- **Mathematical Mindsets** – Grades K to 6 survey 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.
- **Mathology** - Assess and track students with a simple-to-use, practical, and powerful assessment tool.
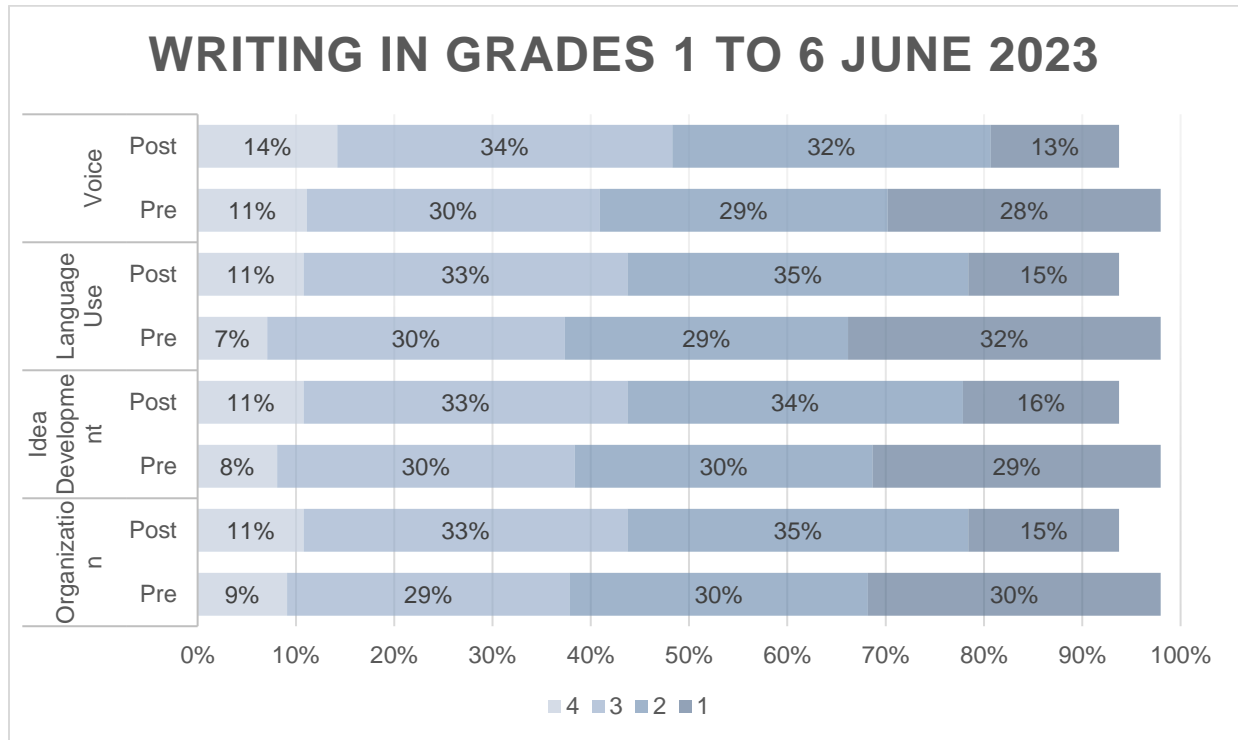
Attendance and engagement data were collected through morning and afternoon attendance with a focus on two of the report card learning behaviours; *Active Participation* in **Learning** and *Social Responsibility.*

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).

WRITING IN GRADES 1 TO 6 JUNE 2023

|		4	3	2	1
Voice	Post	14%	34%	32%	13%
Voice	Pre	11%	30%	29%	28%
Language Use	Post	11%	33%	35%	15%
Language Use	Pre	7%	30%	29%	32%
Idea Development	Post	11%	33%	34%	16%
Idea Development	Pre	8%	30%	30%	29%
Organization	Post	11%	33%	35%	15%
Organization	Pre	9%	29%	30%	30%

Data gathered from the Quick Writes indicate that after participating in Ignite3 summer programming, 2023:

- 6% more students achieved a Level 3 or 4 in Organization
- 6% more students achieved a Level 3 or 4 in Idea Development
- 7% more students achieved a Level 3 or 4 in Language Use
- 7% more students achieved a Level 3 or 4 in Voice

Words their Way June 2023
Grades 1 to 6
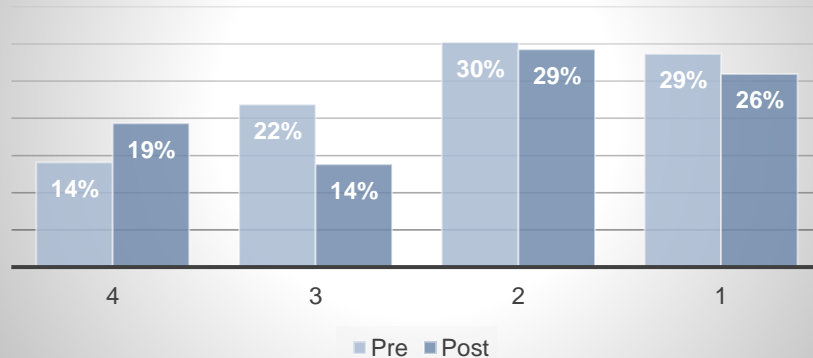
For grades 1 to 4, the primary spelling inventory (PSI) was utilized, while grades 5 and 6 used the elementary spelling inventory (ESI). The PSI is designed for students from kindergarten to third grade and consists of 26 words arranged in order of difficulty to assess letter name–alphabetic to within word pattern stages. On the other hand, the ESI covers a broader range of stages compared to the PSI. During the Ignite3 program, students were given a scale that was determined based on the criteria outlined below:

Assessment Scale			
4 = all or nearly all	3 = most	2 = some	1 = not yet

Words Their Way is a program that offers a developmental curriculum for phonics/spelling instruction, reading fluency and vocabulary development. Developmental stages reflect students' spelling behavior as they move from one level of word knowledge to the next.

Data gathered from Words their Way indicate that after participating in Ignite3 summer programming, 2023:

- 5% more students were successful with all/nearly all of their assessments.
- 3% less students were not yet successful with their word lists.

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.
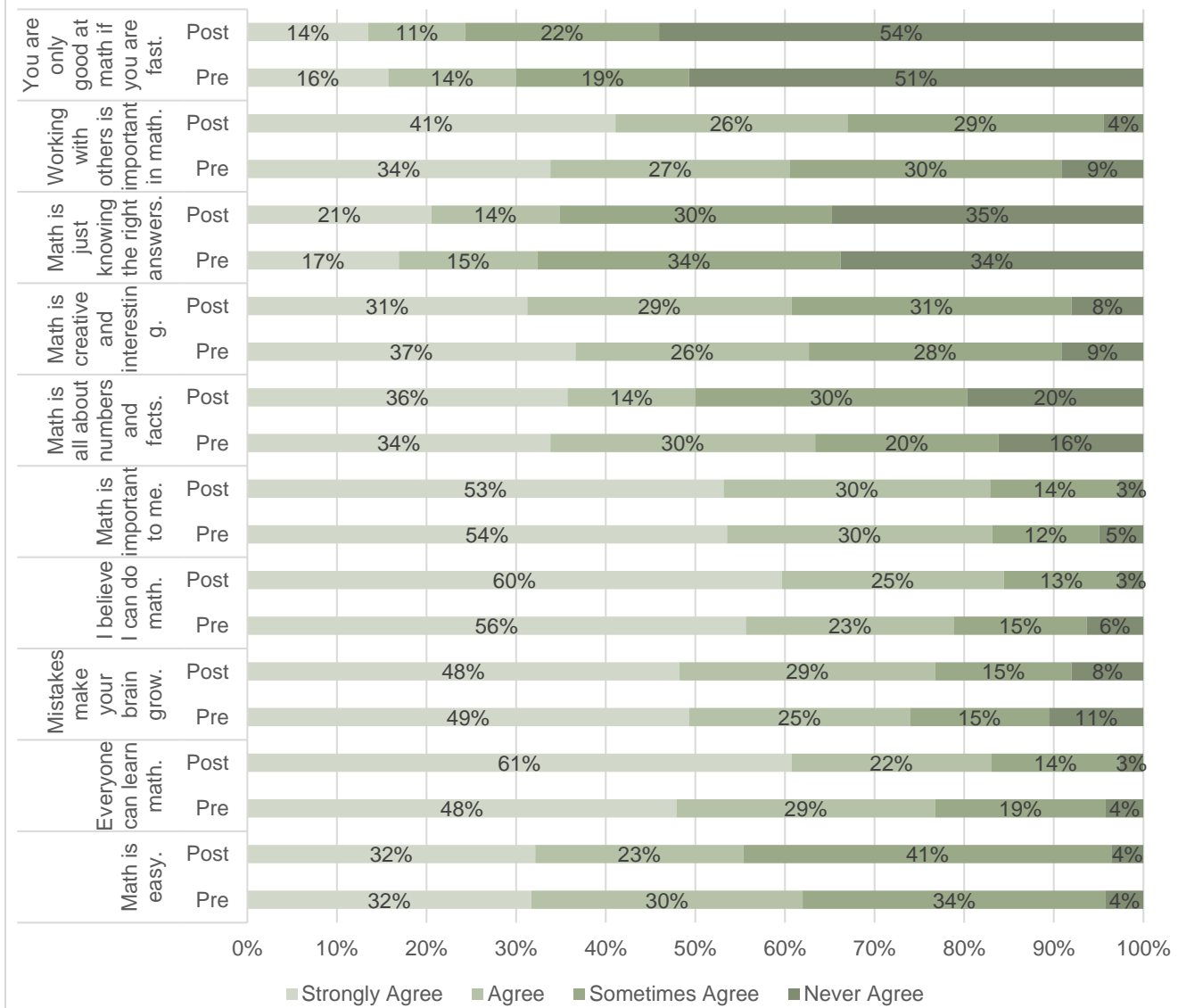
The data charts presented below depict the questions that were created, and the responses collected from Ignite3 student participants. These responses were gathered during the initial week of the program **(Pre)** and the concluding week of the program **(Post).** This assessment aimed to assist students in comprehending the significance of cultivating a growth mindset when it comes to mathematics.
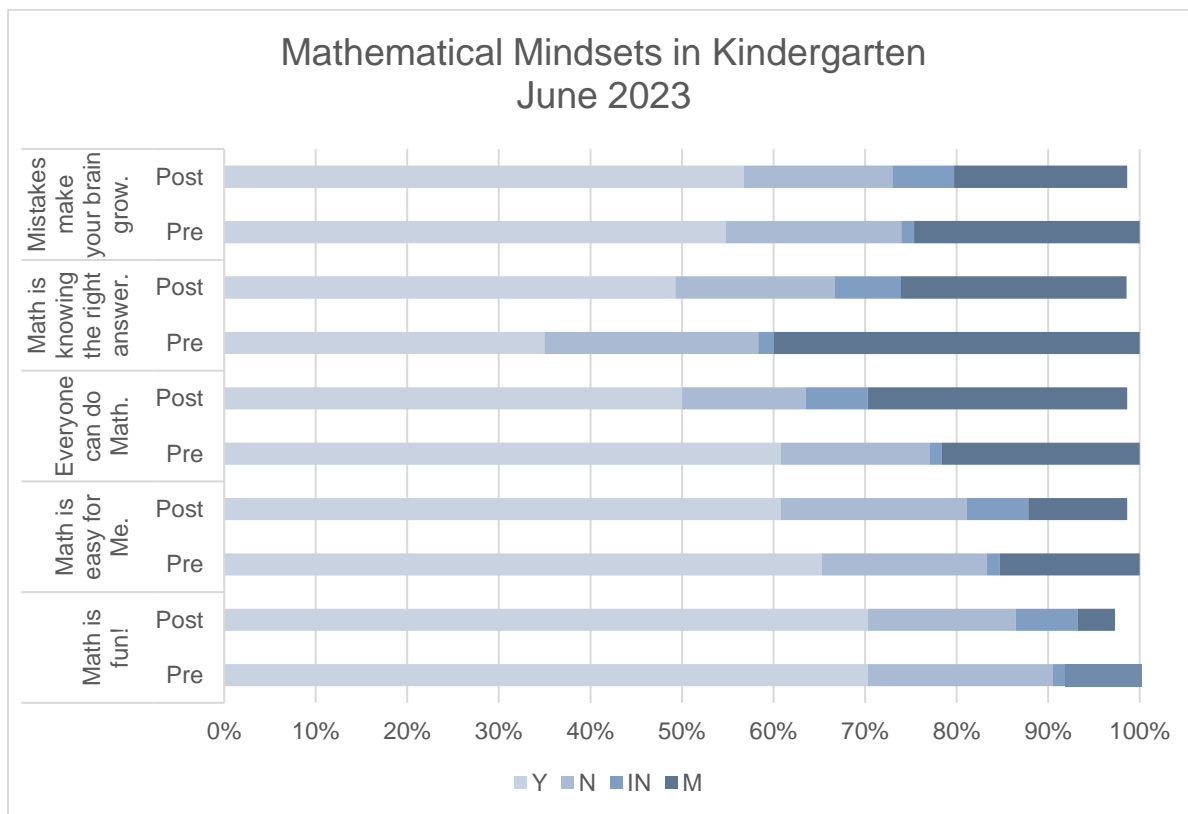
A few data points of note from the above chart indicate that after participating in the Ignite3 summer program:

- o 70% of Kindergarten students agreed that "math is fun" at both the beginning and end of the Ignite3 summer program.
- o 2% more Kindergarten students agreed that "mistakes make your brain grow".
- o 14% more Kindergarten students agreed that "math is knowing the right answer".

Mathematical Mindsets in Grades 1 to 6
June 2023

Statement		Strongly Agree	Agree	Sometimes Agree	Never Agree
You are only good at math if you are fast.	Post	14%	11%	22%	54%
	Pre	16%	14%	19%	51%
Working with others is important in math.	Post	41%	26%	29%	4%
	Pre	34%	27%	30%	9%
Math is just knowing the right answers.	Post	21%	14%	30%	35%
	Pre	17%	15%	34%	34%
Math is creative and interesting.	Post	31%	29%	31%	8%
	Pre	37%	26%	28%	9%
Math is all about numbers and facts.	Post	36%	14%	30%	20%
	Pre	34%	30%	20%	16%
Math is important to me.	Post	53%	30%	14%	3%
	Pre	54%	30%	12%	5%
I believe I can do math.	Post	60%	25%	13%	3%
	Pre	56%	23%	15%	6%
Mistakes make your brain grow.	Post	48%	29%	15%	8%
	Pre	49%	25%	15%	11%
Everyone can learn math.	Post	61%	22%	14%	3%
	Pre	48%	29%	19%	4%
Math is easy.	Post	32%	23%	41%	4%
	Pre	32%	30%	34%	4%

Legend: ■ Strongly Agree ■ Agree ■ Sometimes Agree ■ Never Agree

At the end of the Ignite3 summer program:

- 67% of students in Grades 1 through 6 strongly agree or agree that "working with others is important in math."
- 5% less students in Grades 1 through 6 agreed that "you are only good at math if you are fast."
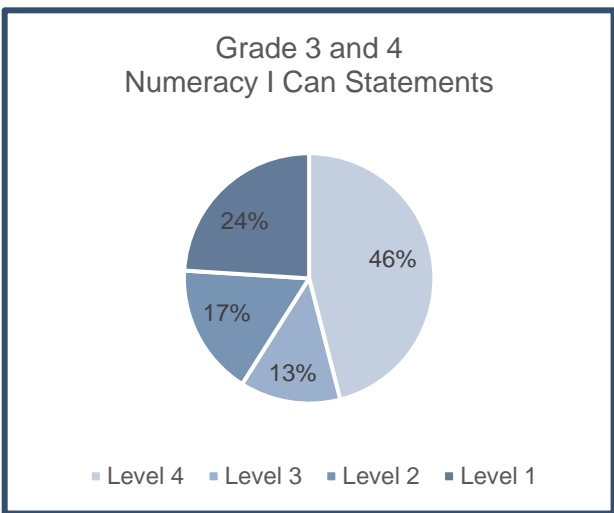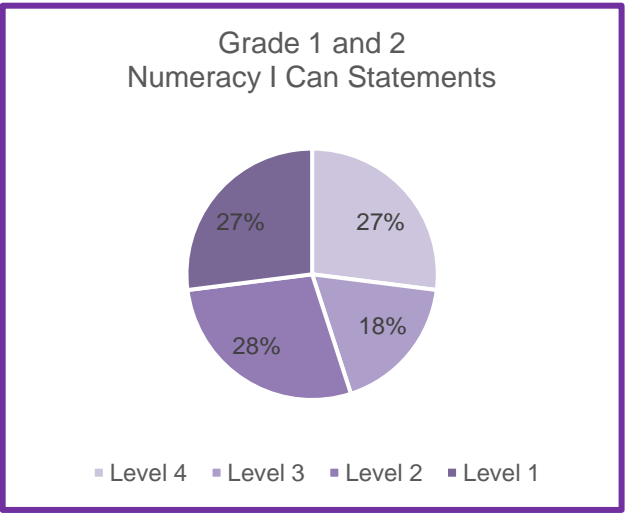- 6% more students in Grades 1 through 6 believe that "they can do math."

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 4, 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
✓ 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. ✓ 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 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 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.

The data charts below show the results and the post-assessment (in the final week of summer programming).

Grade 1 and 2
Numeracy I Can Statements

27% 27% 18% 28%

Level 4   Level 3   Level 2   Level 1

Grade 3 and 4
Numeracy I Can Statements

24% 46% 17% 13%

Level 4   Level 3   Level 2   Level 1

After analyzing the data collected and presented in the charts above, it was discovered that at the conclusion of the summer program, 45% of students in Grades 1 and 2 showcased a strong grasp of the anticipated mathematical concepts and skills. Likewise, among students in Grades 3 and 4, 59% demonstrated a solid understanding of the necessary concepts and skills.

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

Grade 5 and 6 Number Sense I Can Statements
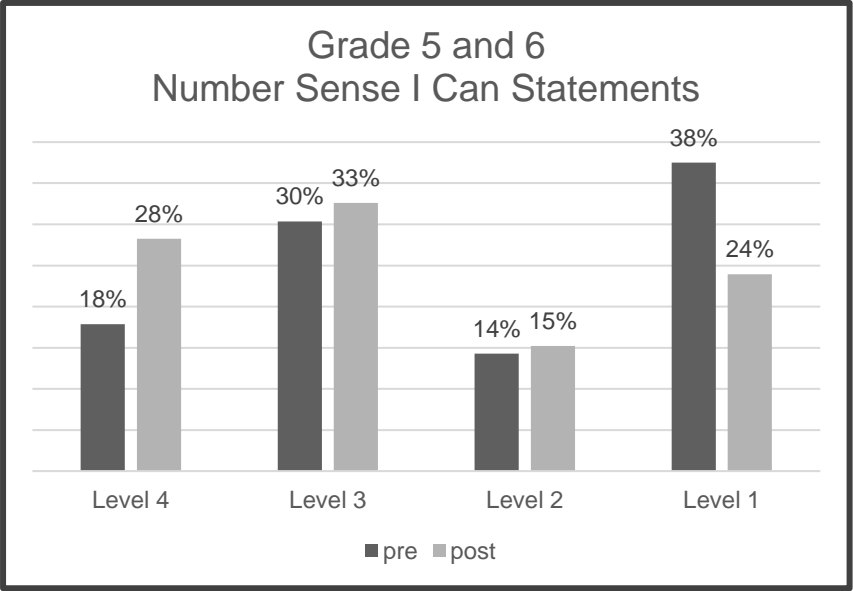
The number sense data gathered and displayed in the chart to the left indicates that after participating in the Ignite3 summer program:
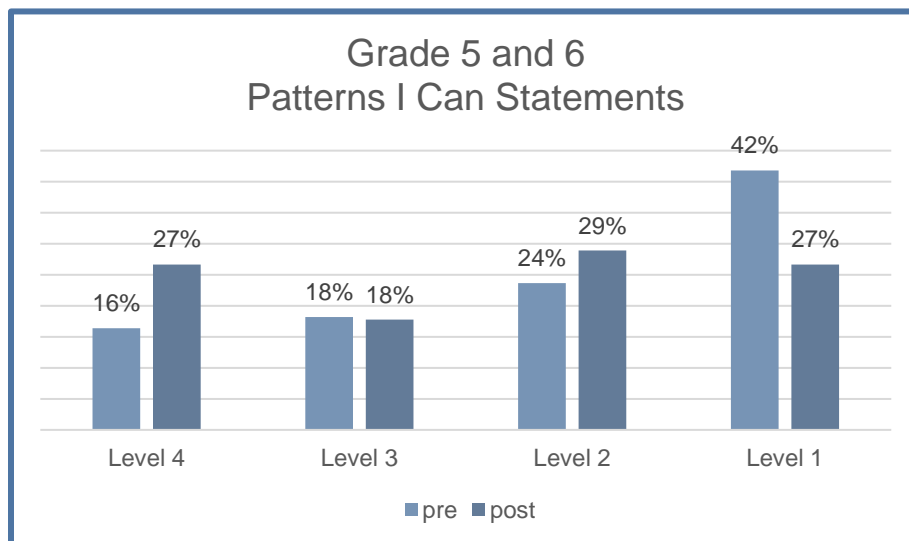
- 10% more students achieved a Level 4.
- 3% more students achieved a Level 3
- 14% fewer students achieved a Level 1.

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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.

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The patterns data gathered and displayed in the chart below indicates that after participating in the Ignite3 summer program:

- 11% more students achieved a Level 3 or 4.

- 15% fewer students achieved a Level 1.

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Grade 5 and 6 Patterns I Can Statements

	Level 4	Level 3	Level 2	Level 1
pre	16%	18%	24%	42%
post	27%	18%	29%	27%

ATTENDANCE OUTCOME OBSERVATIONS

Exploring absenteeism through research offers valuable insights into the impact of attendance on learning. Statistics indicate that students from low-income backgrounds are four times more likely to experience chronic absences compared to their peers. Furthermore, studies demonstrate that missing 10% of school has a negative effect on students' academic performance. Conversely, higher attendance rates can be seen as a sign of student

engagement and a supportive, secure school environment. Ignite3 summer programming focused on engagement, connection, and meaningful learning experiences for all students. On average, and across all cohorts, 75% of students were in attendance for their morning or afternoon Ignite3 summer program.

Ignite3 Attendance Data Reporting

Cohort	Attendance
PreK-K	81%
Grade 1/2	73%
Grade 3/4	74%
Grade 5/6	72%
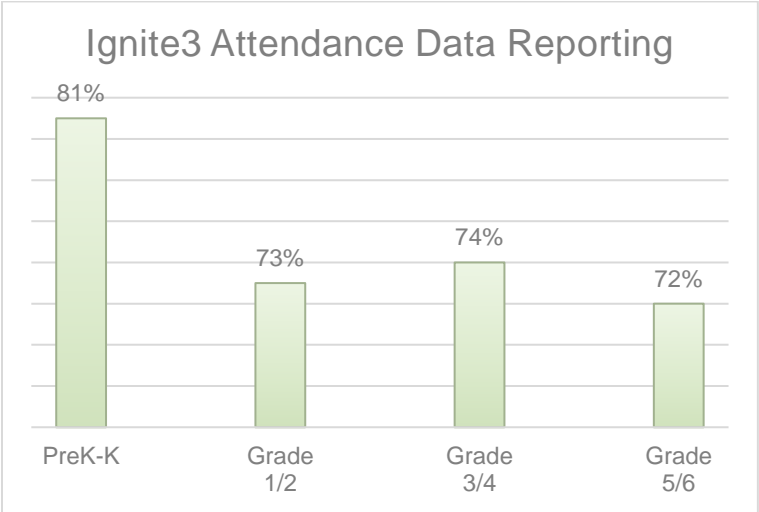
The graph to the left represents the disaggregated attendance data for the grade level class cohorts. Of note, the absenteeism rate is approximately on average is 4 percentage points higher in Grades 5/6 as compared to Kindergarten through to Grade 4.

According to research, consistent attendance and being an active participant in learning has a significant positive effect on addressing student learning gaps.

The Ignite3 program incorporated intentional structural elements to enhance participation and attendance. These included strategies like the walking school bus, providing snacks, and offering enrichment opportunities. These efforts seemed to effectively maximize participation and attendance rates. General Byng School continued to invite students from Ralph Maybank School to join the program. This was well received by both school communities and was very successful. Schools were able to increase program enrolment based on inviting two cohorts, one in the am and one in the pm as illustrated in **Appendix A** of the student schedule.

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 Social Responsibility and Active Participation in Learning, as defined by the Manitoba Provincial Report Card.
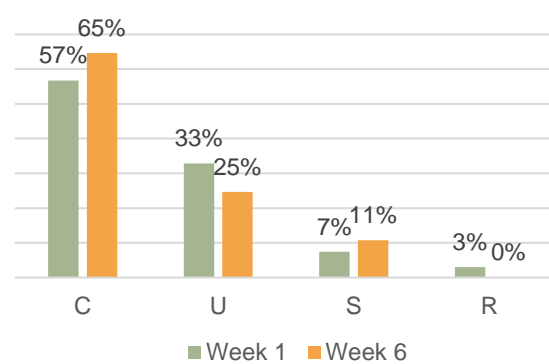
Active Participation in Learning in Kindergarten June 2023

	C	U	S	R
Week 1	49%	24%	18%	9%
Week 6	67%	16%	16%	0%
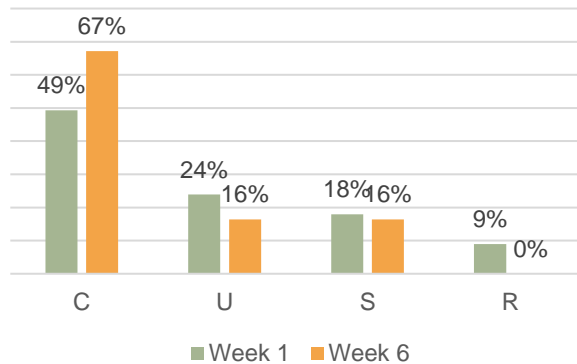
Social Responsibility in Learning Kindergarten June 2023

	C	U	S	R
Week 1	57%	33%	7%	3%
Week 6	65%	25%	11%	0%

Based on the learning behavior data, we found that Kindergarten students experienced a significant improvement in their active participation and social responsibility levels. Specifically, there was an 18-percentage point increase in the number of students consistently engaging in their learning, as well as an 8-percentage point increase in social responsibility. Moreover, the number of students who rarely participated actively in learning decreased by 9-percentage points, and those who rarely demonstrated social responsibility dropped by 3-percentage points over the course of the six-week program. These findings highlight a remarkable overall increase in the consistent level of student engagement.

Active Participation in Learning
Grades 1 through 6 June 2023

- C: Week 1 76%, Week 6 88%
- U: Week 1 12%, Week 6 8%
- S: Week 1 9%, Week 6 4%
- R: Week 1 3%, Week 6 0%

■ Week 1 ■ Week 6

Social Responsibility
Grades 1 through 6 June 2023

- C: Week 1 78%, Week 6 87%
- U: Week 1 15%, Week 6 11%
- S: Week 1 6%, Week 6 2%
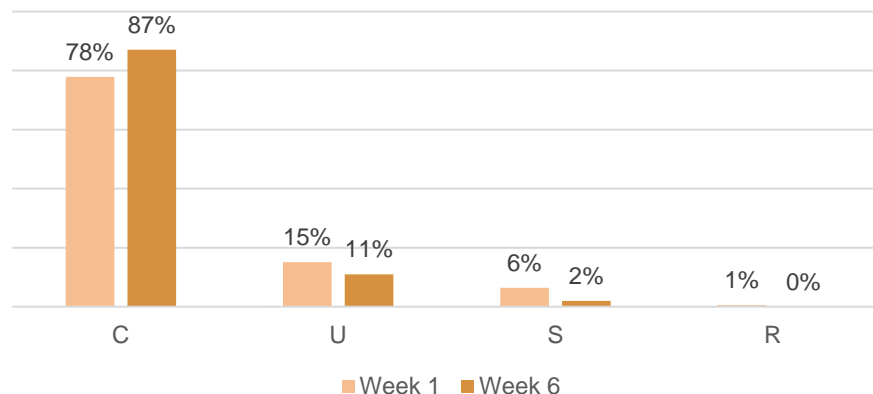- R: Week 1 1%, Week 6 0%

■ Week 1 ■ Week 6
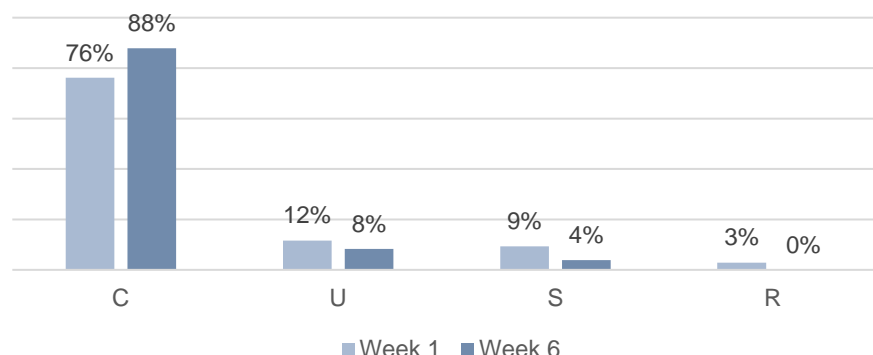
Based on the data collected from Grades 1 through 6, the chart on the left shows that there was a noticeable increase in active participation among students after they took part in the Ignite3 summer program.

On average, there was a 12% rise in the number of students consistently engaging in the program across Grades 1 to 6.

Additionally, the data to the left confirms a 9% increase in the number of students who consistently exhibited social responsibility. This positive change was observed at the end of the Ignite3 summer program.

LOOKING TOWARDS NEXT YEAR:
FUTURE CONSIDERATIONS AND RECOMMENDATIONS

- Continue to have a Program Manager to oversee all four sites.
- Continue with two cohorts of learners.
- 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.
- 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.

<u>Appendix A</u>

AM COHORT					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00 a.m.	Staff arrival. Preparation.				
8:15 a.m.	Staff leave for walking school bus.				
	Arrival and Active Start	Arrival and Active Start	Arrival and Active Start	Arrival and Active Start	Arrival and Active Start
9:00-9:30 a.m.	Numeracy	Literacy	Active/ Outdoor Wednesdays	Literacy	Numeracy
9:30-10:15 a.m.	Literacy	Numeracy		Numeracy	Literacy
10:15-11:00 a.m.	STEM/ Indigenous Ed	STEM/ Indigenous Ed		STEM/ Indigenous Ed	STEM/ Indigenous Ed
11:00 a.m.	Staff and students leave on walking school bus.				

11:30 a.m. to 12:30 p.m. **LUNCH TIME**

PM COHORT					
Time	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
12:30 – 1:15 p.m.	Staff leave for walking school bus.				
	Arrival and Active Start	Arrival and Active Start	Arrival and Active Start	Arrival and Active Start	Arrival and Active Start
1:15-1:45 p.m.	Numeracy	Literacy	Active/ Outdoor Wednesdays	Literacy	Numeracy
1:45-2:30 p.m.	Literacy	Numeracy		Numeracy	Literacy
2:30-3:15 p.m.	STEM/ Indigenous Ed	STEM/ Indigenous Ed		STEM/ Indigenous Ed	STEM/ Indigenous Ed
3:15 p.m.	Staff and students leave on walking school bus.				
3:45-4:00 p.m.	Staff Meeting				

Appendix B:

Ignite3
Program Data Collection and Reporting
Chancellor, General Byng, Prairie Sunrise and Westgrove Schools

Participants	Assessment Tool	When?	Who?	Where?	How?
		Literacy Data – Focus on Reading and Writing			
All	F&P	**Pre:** End of term 3, Strong Endings	Classroom Teacher	At School	F&P
		Post: Strong Beginnings 2021	Classroom Teacher	At School	
All	Quick Write/Pre-Write Writing Prompts	**Pre:** Last week of school	Classroom Teacher	At School	Use of writing prompts and use of "A Processing System for Writing visual" F&P
		Post: Final Week of IGNITE3	Ignite Program Co-ordinators and Facilitators	During IGNITE3 Camp at Individual school sites	
All	Words their Way	**Pre:** First Week of IGNITE3 **Post:** Final Week of IGNITE3	Ignite Program Co-ordinators and Facilitators	During IGNITE3 Camp at Individual school sites	Using Words their Way system
		Numeracy Data – Focus on Number and Patterns			
All	Mathematical Mindsets	**Pre:** First Week of IGNITE3 **Post** Final Week of IGNITE3	Ignite Program Co-ordinators and Facilitators	During IGNITE3 Camp at Individual school sites	Informed by the work of Jo Boaler Example: Mathematical Mindset Survey.docx
All	Numeracy I Can Statements	**Pre:** First Week of IGNITE3 **Post** Final Week of IGNITE3	Ignite Program Co-ordinators and Facilitators	During IGNITE3 Camp at Individual school sites	

Grades 1 and 2 students	Mathology	**Pre:** First Week of IGNITE3 **Post:** Final Week of IGNITE3	Ignite Program Co-ordinators and Facilitators	During IGNITE3 Camp at Individual school sites	Mathology or MathUp Digital tool
Attendance Data – Focus on Attendance					
All	Daily attendance	Daily AM and PM	Ignite Program Co-ordinators and Facilitators	During IGNITE3 Camp at Individual school sites	Spreadsheet of class lists.
Engagement Data – Focus on Active Participation in Learning and Social Responsibility					
All	Learning Behaviours	Ongoing	Ignite Program Co-ordinators and Facilitators	During IGNITE3 Camp at Individual school sites. Summary at the end of each week.	Use of the sample indicators from MB Education on Page 35 Manitoba Provincial Report Card Policy and Guidelines (gov.mb.ca)
All	Student Participant Feedback	Last day of IGNITE3	Ignite Program Co-ordinators and Facilitators	During IGNITE3 Camp at Individual school sites	Co-created Feedback Form