WELCOME

Libby Friends & Families

SUMMIT LEARNING PARENT PREVIEW

Overview:

WHY SUMMIT LEARNING?

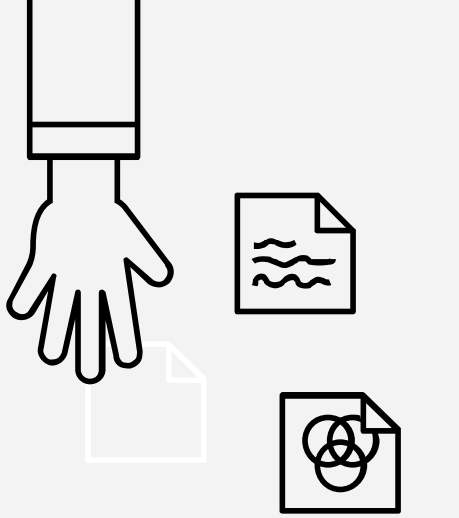
-WHAT IS A PLATFORM?

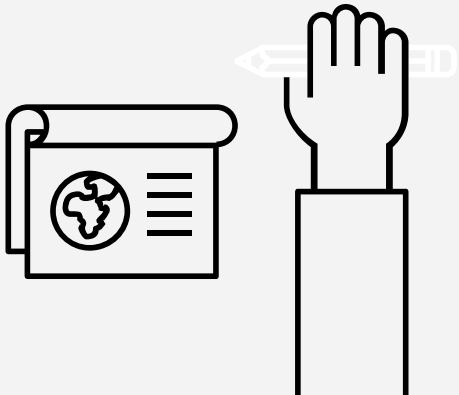
-CREATING AN INNOVATING STEAM SCHOOL

-SUMMIT LEARNING (Mentoring/Goal Setting, Projects, Student Directed Learning)

-Demonstrating Proficiency (3 outcomes)

NAVIGATING THE SUMMIT PLATFORM

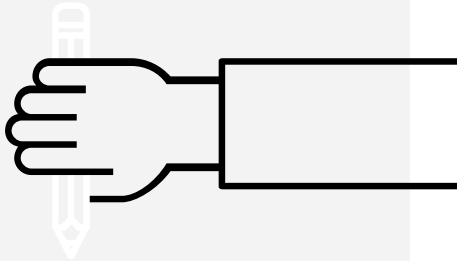




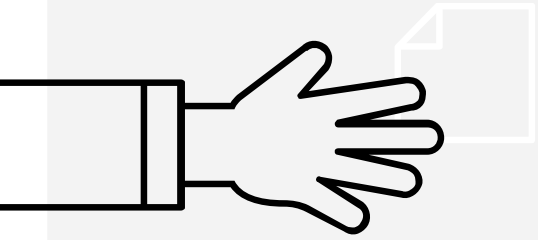
WHAT IS A PLATFORM?

Simply put it's a toolbox full of tools you can use to do specific job .

WHY A LEARNING PLATFORM?



"...incredible amounts of high-quality learning content already exists everywhere, but it's hidden in thousands of places." Duffy, pathgather.com



"The use of a learning platform to create, manage and carry out educational programs saves educational institutions cost and time which they can then allocate to other resources." 9 advantages of Learning Platforms, cae.net

LIBBY CORE TEAM FOR CREATING AN INNOVATIVE STEAM SCHOOL

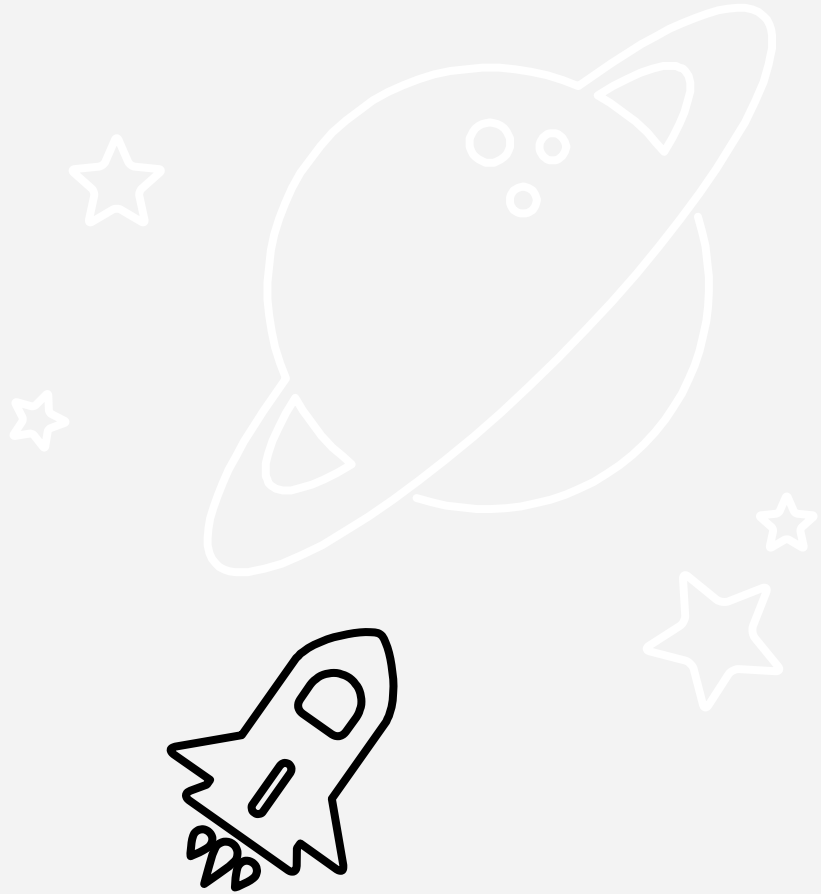
-Project Based Learning

-Standard Based Grading

-Technology relevant to today's learners

-Collaboration across different subjects

-Student directed learning



CONCERN?

In Libby Core Team research, we found state and district test scores to be below average. This created a need for us to look for teaching and learning methods that would help our students truly learn the standards.

SUMMIT LEARNING™

Summit Learning meets our needs for SBG, PBL, SDL, and offers other aspects of teaching and learning that have been proven successful.

The Components of Summit Learning

Mentoring

Students meet 1:1 with a dedicated mentor who knows them deeply and supports them in setting and achieving their short- and long-term goals.

Projects

Students apply their acquired knowledge, skills and habits to projects that prepare them for the real-world scenarios they'll encounter in life after school.

Self-Direction

Students are guided through a learning cycle that develops self-direction by teaching them how to set goals, make plans, demonstrate their skills and knowledge, and reflect.

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PROJECTS

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Students spend most of their time working with teachers and classmates on rich, real-world projects.

Projects in Action

PROJECTS

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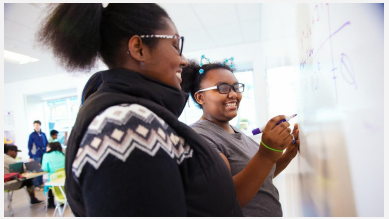


Self-Direction in Action

Self-Directed Learning Cycle

The 5-step, cyclical Self-Directed Learning Cycle is embedded into all parts of the day and throughout the Summit Learning experience.

Self-Direction

Students are guided through a learning cycle that develops self-direction by teaching them how to set goals, make plans, demonstrate their skills and knowledge, and reflect.

Students demonstrate proficiency in the following three outcomes

Essential and transferable lifelong skills

Understanding and application of complex, challenging facts and concepts

Mindsets and behaviors that support academic achievement and well-being

36 Cognitive Skills

All projects in all subjects are assessed on the following cognitive skills:

Textual Analysis	Products & Presentations	Inquiry	Analysis & Synthesis	Speaking/ Listening	Composing/ Writing	Using Sources
Theme/Central Idea	Style & Language (Tone, Academic Language, Syntax)	Asking Questions	Identifying Patterns & Relationships	Discussion/ Contribution	Argumentative Claim	Selecting Relevant Sources
Point of View/Purpose	Oral Presentation	Hypothesizing	Comparing/ Contrasting	Preparation	Informational/ Explanatory Thesis	Contextualizing Sources
Development	Multimedia in Written Production	Designing Processes and Procedures	Modeling	Norms/Active Listening	Narrative	Synthesizing Multiple Sources
Structure	Multimedia in Oral Presentation		Interpreting Data/Info		Counterclaims	
Word Choice	Conventions		Making Connections & Inferences		Selection of Evidence	
	Precision		Critiquing the Reasoning of Others		Explanation of Evidence	
			Justifying/ Constructing an Explanation		Integration of Evidence	
					Organization (Transitions, Cohesion, Structure)	
					Introduction & Conclusion	

CONTENT KNOWLEDGE IN ACTION

Habits of Success

What is it?

- Mindsets and behaviors that support academic achievement and well-being
- 16 social-emotional learning skills
- Developed from Turnaround for Kids' *Building Blocks for Learning*

Why is it important?

- Align to development of a learner in an educational setting
- Impact college and career success

Habits of Success

Based on the *Building Blocks for Learning* Framework

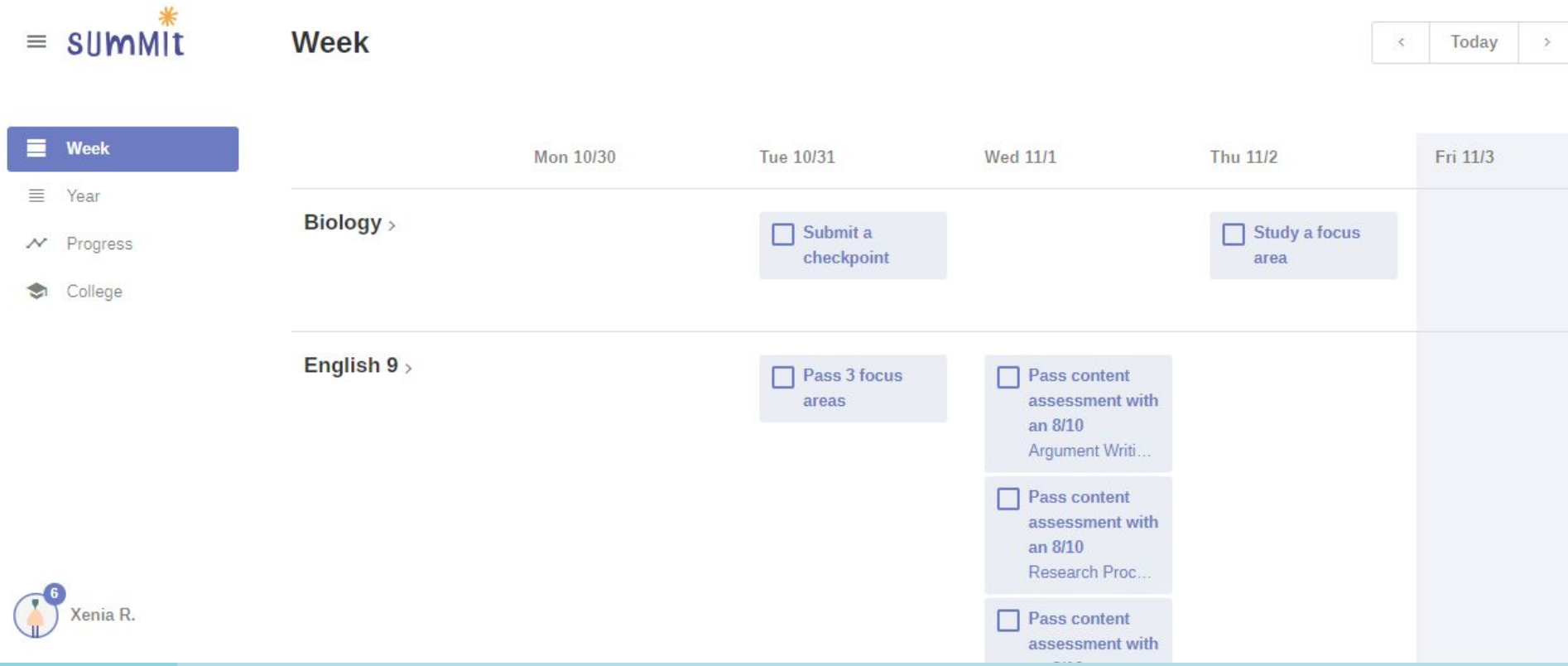
Stafford-Brizard, K. B. (2016). Turnaround for Children.

The 16 Habits of Success

Navigating the Platform

Open your child's Chromebook and log in to SummitLearning.Org

WEEK VIEW



Here the students can set SMART goals. Teachers can access this page for talking points when meeting with students in mentoring sessions.

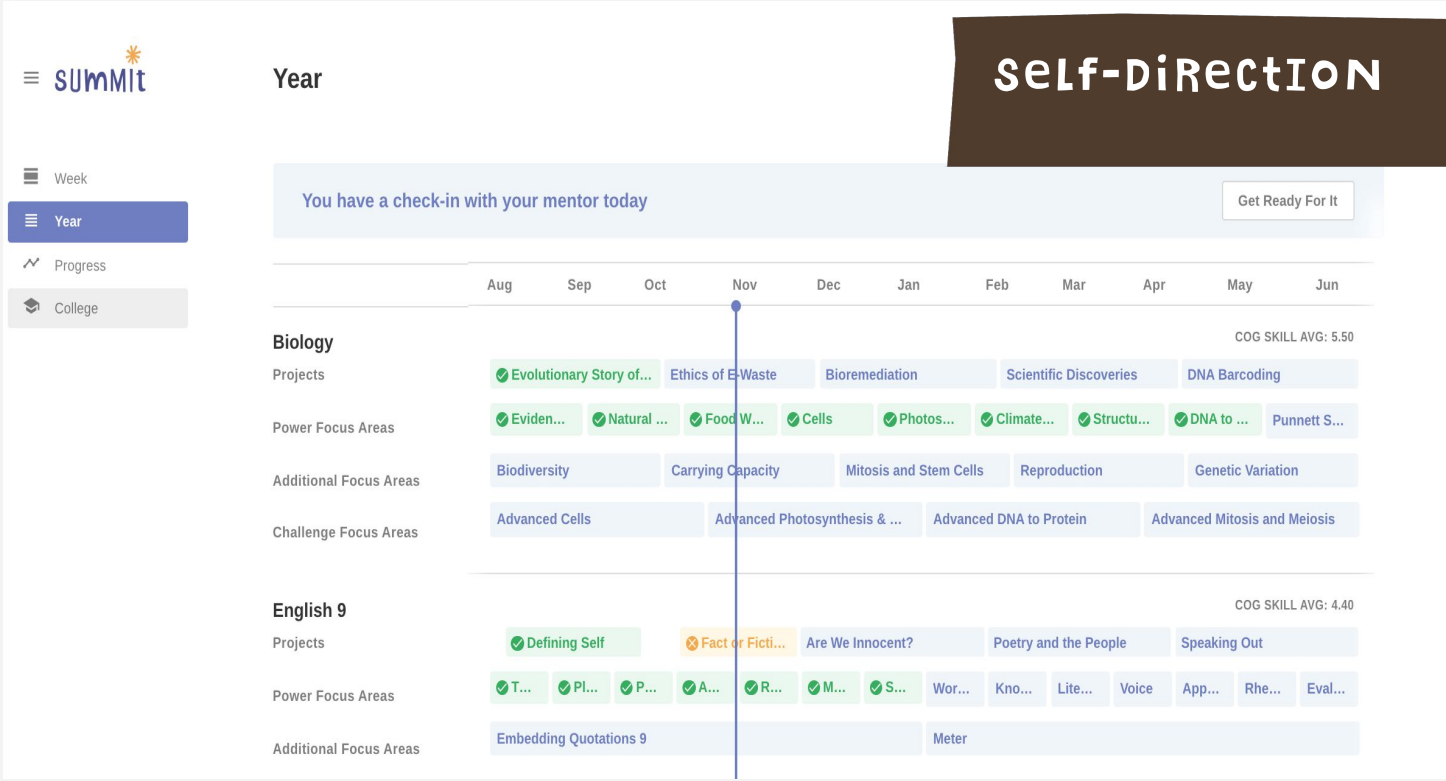
YEAR VIEW

Students can easily see what is coming up for them throughout the year.

Use the blue line to track where progress should be.

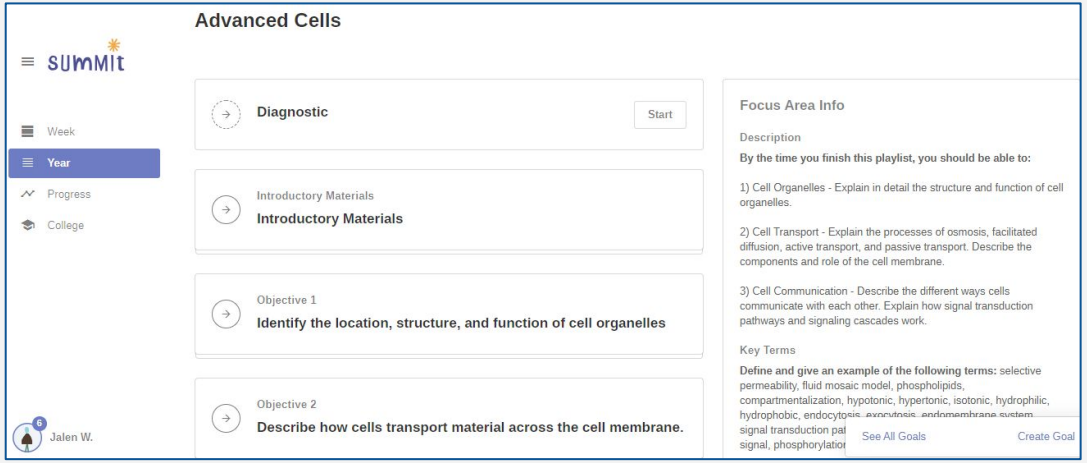
Click on a project or focus area to see assignments, objectives, study points and to access assessments.

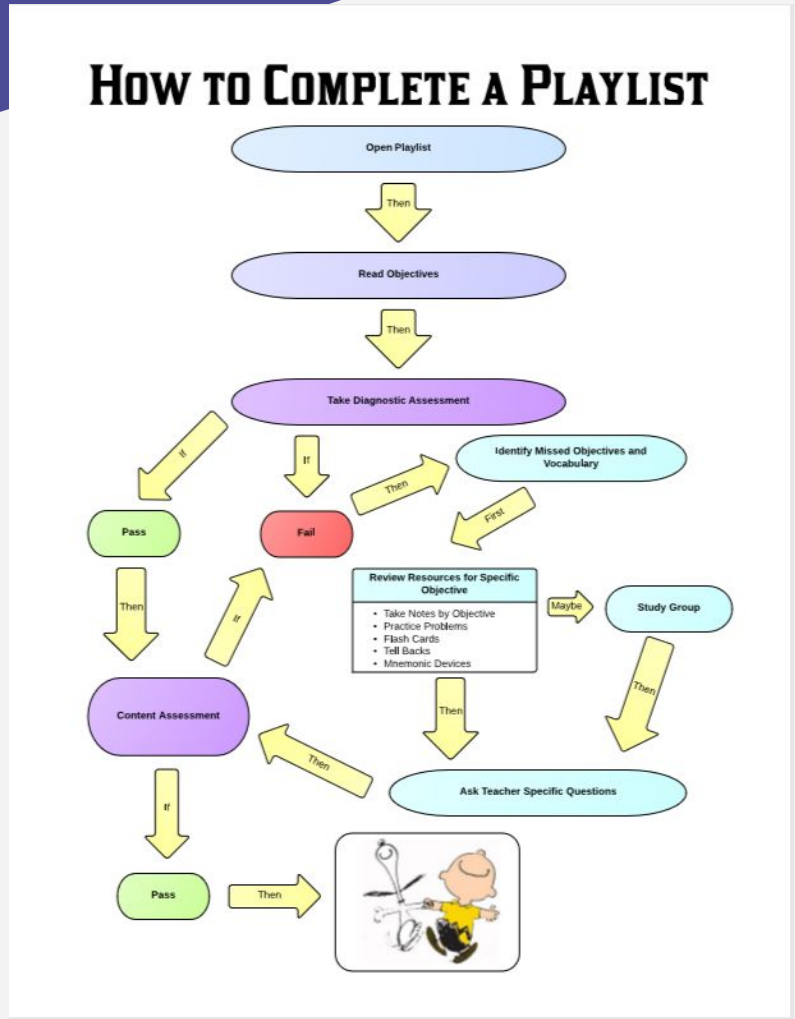
Green-passed
Yellow-incomplete, almost due
Red- not passed by deadline, keep working

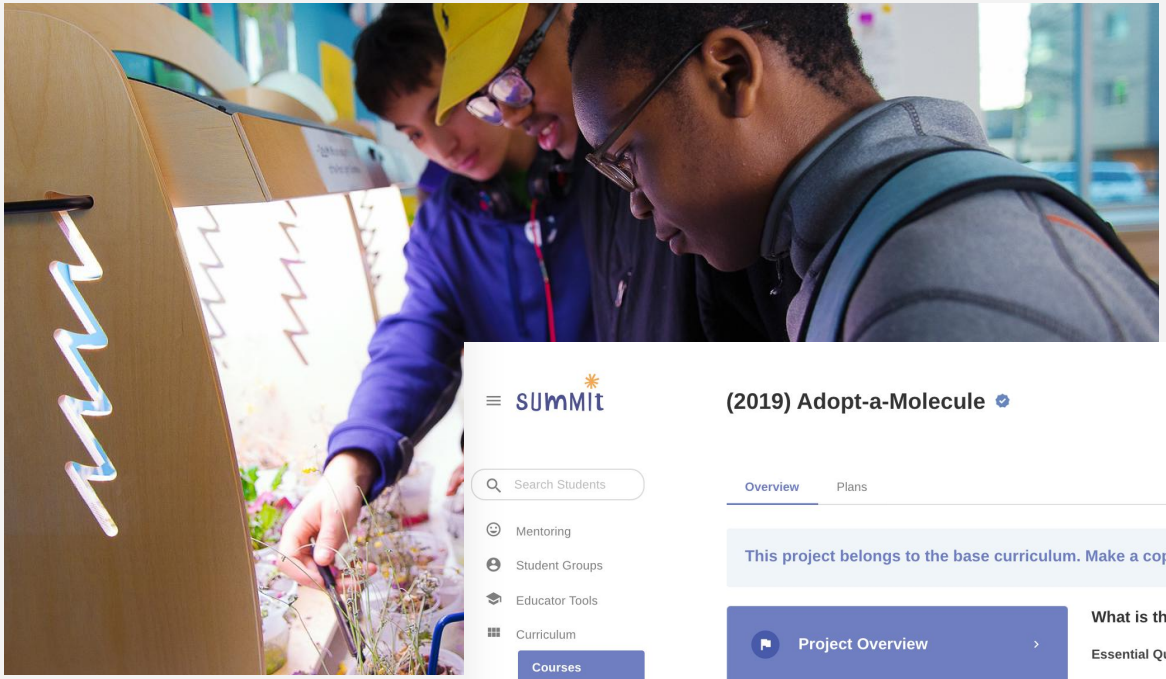


PLAYLIST

Clicking on a focus area takes you to the student playlist.







PROJECT-BASED LEARNING

SUMMIT

Search Students

- Mentoring
- Student Groups
- Educator Tools
- Curriculum
  - Courses
  - Library
  - Rubric
- Setup

(2019) Adopt-a-Molecule

Overview | Plans

This project belongs to the base curriculum. Make a copy to add it to your curriculum.

Copy Project

- Project Overview
- 1 Adopt and Research Your Molecule
- 2 Molecular Glossary
- 3 Molecular Models
- 4 Compare and Contrast Your Molecular Models

What is this project about?

Essential Question

- What microscopic differences in elements and compounds create their unique properties that you experience at the macroscopic level?
- How can you accurately represent these properties using different model formats?

Enduring Understanding

- We use a huge variety of chemicals in our everyday lives because these chemicals have useful properties.
- These properties are a result of the chemical's structure which in turn is a result of its atomic makeup.

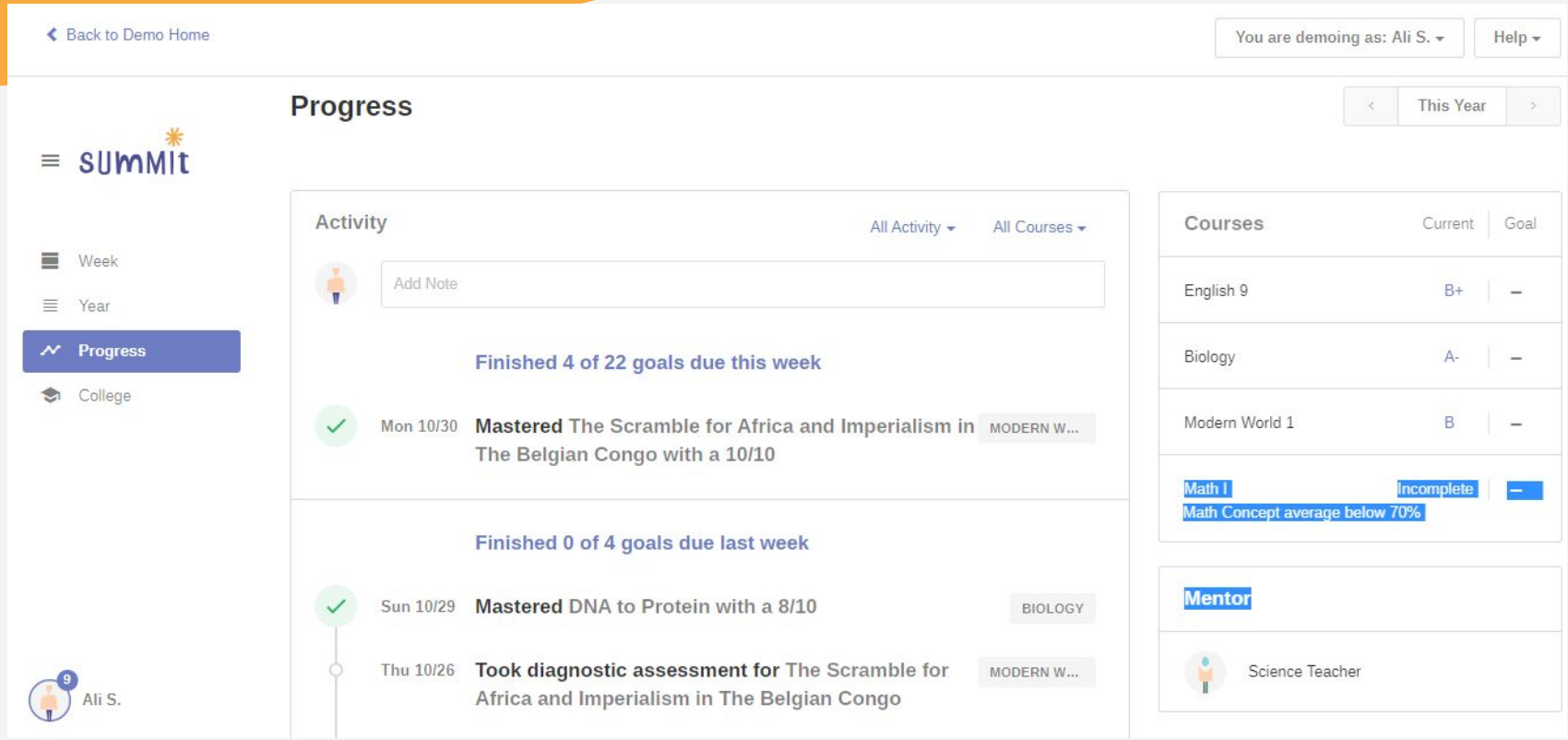
Description

What causes caffeine to have its effect on the brain? Why does biodiesel hold so much energy? Why does nail polish dry out relatively quickly? All around the world, people and organizations carefully choose to make their products using chemicals with certain desired properties. These properties are the result of the atoms that makes up that molecule and how they're arranged structurally. Even two molecules with the exact same atomic composition could have drastically different properties if their atoms are arranged differently. In this project, you tap into the chemical rules that govern how the universe works.

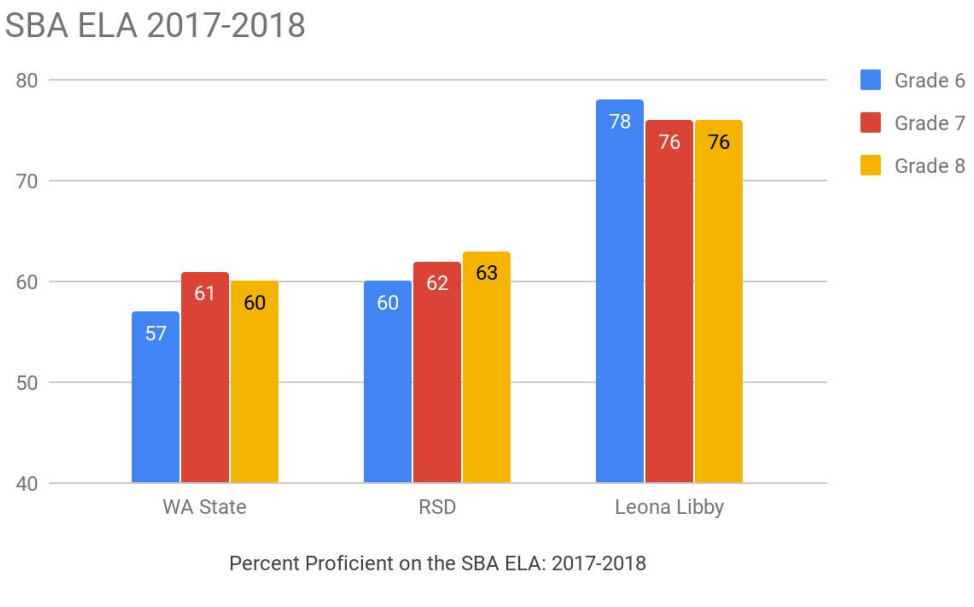
Read more

Progress View

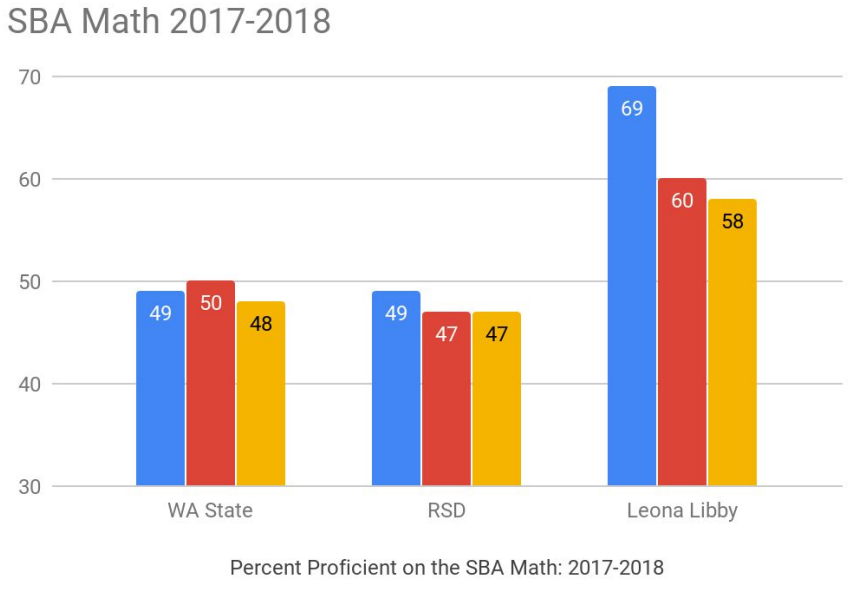
Access grades and see progress with goals on this page.



Smarter Balanced Assessment

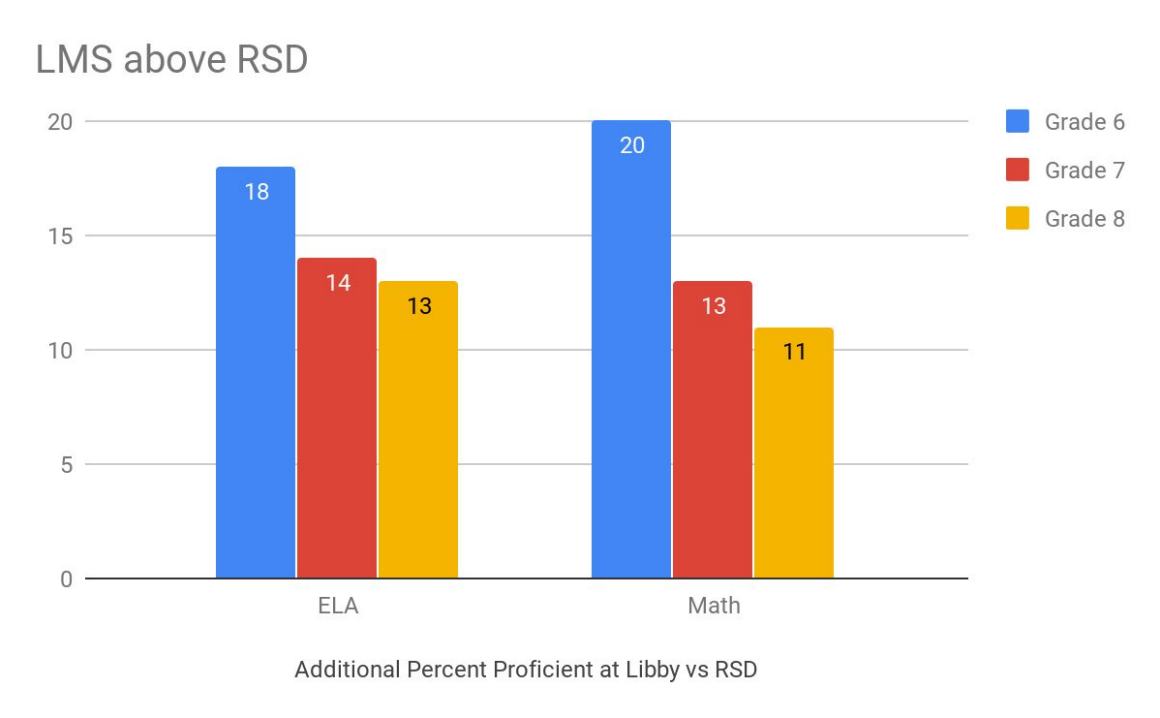


Percent Proficient on the SBA ELA: 2017-2018



Percent Proficient on the SBA Math: 2017-2018

Percentage Points Proficient above RSD



MAP SCORES

Met Growth on Math MAP

	Grade 6	7	8	Overall
Libby	70%	47%	39%	53%
Enterprise	54%	48%	48%	50%
Carmichael	55%	46%	48%	50%
Chief Jo	41%	49%	44%	44%

Met Growth on Reading MAP

	Grade 6	7	8	Overall
Libby	65%	56%	58%	60%
Enterprise	53%	58%	64%	59%
Carmichael	55%	58%	56%	56%
Chief Jo	51%	53%	55%	53%

SBA Projection - Grade 6 Math

	Fall	Winter	Change
Libby	65%	69%	4%
Enterprise	55%	45%	-10%
Carmichael	37%	35%	-2%
Chief Jo	35%	27%	-9%

SBA Projection - Grade 6 Reading

	Fall	Winter	Change
Libby	71%	75%	3%
Enterprise	66%	58%	-8%
Carmichael	50%	53%	3%
Chief Jo	44%	42%	-2%

SBA Projection - Grade 7 Math

	Fall	Winter	Change
Libby	60%	54%	-6%
Enterprise	45%	43%	-3%
Carmichael	41%	37%	-4%
Chief Jo	37%	21%	-16%

SBA Projection - Grade 7 Reading

	Fall	Winter	Change
Libby	68%	69%	1%
Enterprise	61%	55%	-6%
Carmichael	52%	57%	5%
Chief Jo	45%	46%	1%

SBA Projection - Grade 8 Math

	Fall	Winter	Change
Libby	60%	58%	-2%
Enterprise	43%	36%	-7%
Carmichael	31%	34%	2%
Chief Jo	35%	34%	-2%

SBA Projection - Grade 8 Reading

	Fall	Winter	Change
Libby	66%	71%	5%
Enterprise	56%	65%	9%
Carmichael	44%	49%	5%
Chief Jo	55%	60%	5%

Summit Learning™

“Our partnership with Summit has saved us years of work and money we did not have.”

— Administrator, Carter Lomax Middle School (Pasadena, Texas)

“I was impressed with how much my son is aware of how he is doing. I love that you are really allowing the kids to be responsible and accountable for their progress.”

— Parent, Joseph Weller Elementary School (Milpitas, California)

“It is going to be challenging, but already I can see how much our students appreciate being the directors of their own education and having choices, challenges, and personalized support every day.”

—Teacher, Urban Promise Academy (Oakland, California)