



New Summit Parent Orientation





SUMMIT
LeARNING™

OUR WHY

Transforming the
community by
developing
exceptional leaders.



summitlearning.org

THE RESEARCH THAT SUPPORTS SUMMIT LEARNING

Summit Learning was developed by Summit Public Schools over the course of 15 years, in partnership with nationally acclaimed learning scientists, researchers, and academics.



SCALE

Stanford Center for Assessment, Learning, & Equity



Center for Education Policy Research

HARVARD UNIVERSITY



BUCK INSTITUTE
FOR EDUCATION



Center for Emotional Intelligence



Character Lab



NATIONAL
EQUITY
PROJECT

MINDSET
SCHOLARS
NETWORK



Dig into the research with the *Science of Summit* white paper: summitlearning.org/research

CLOSING ACHIEVEMENT GAPS IN MATH AND READING WITH SUMMIT LEARNING

Aspen Valley Prep
Fresno, CA

ABOUT ASPEN VALLEY PREP

- K–8 urban charter school in Fresno, CA
- 400 total students
- 82% Free or Reduced-Price Lunch
- 11% English Learners
- 8% have an Individualized Education Plan

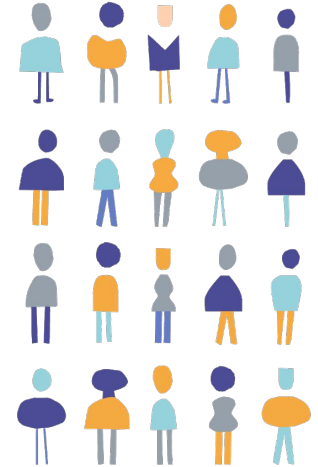


GROWTH AND EXPANSION AT ASPEN VALLEY PREP


- Aspen Valley Prep adopted Summit Learning in 2016–17 with 6th–8th grade students
- Based on strong academic growth, they expanded to 4th and 5th grade students in 2017–18



2016–17 school year
~80 students



2017–18 school year
200 students

 = 10 students

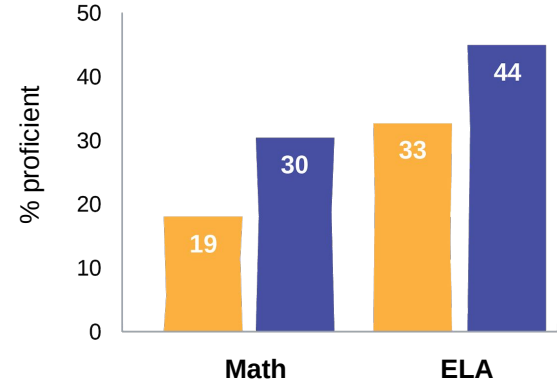
IMPACT OF SUMMIT LEARNING AT ASPEN VALLEY PREP

After 1 year of implementing Summit Learning, students in 6th–8th grades showed about 10% growth on the CAASPP in both math and reading.

Aspen Valley Prep
Fresno, CA

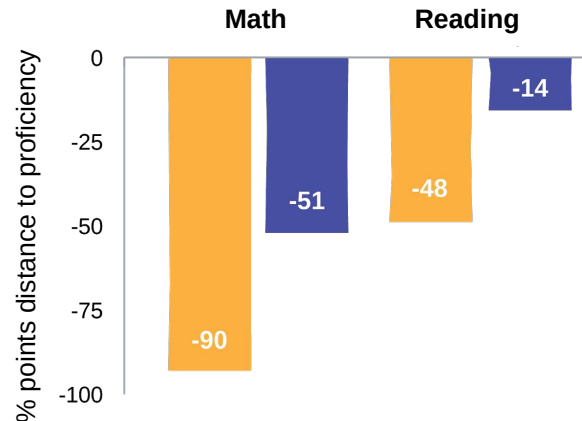
Schoolwide Improvement in Math and Reading with Summit Learning

6th–8th Grade CAASPP (California's SBAC test) scores, 2016–17



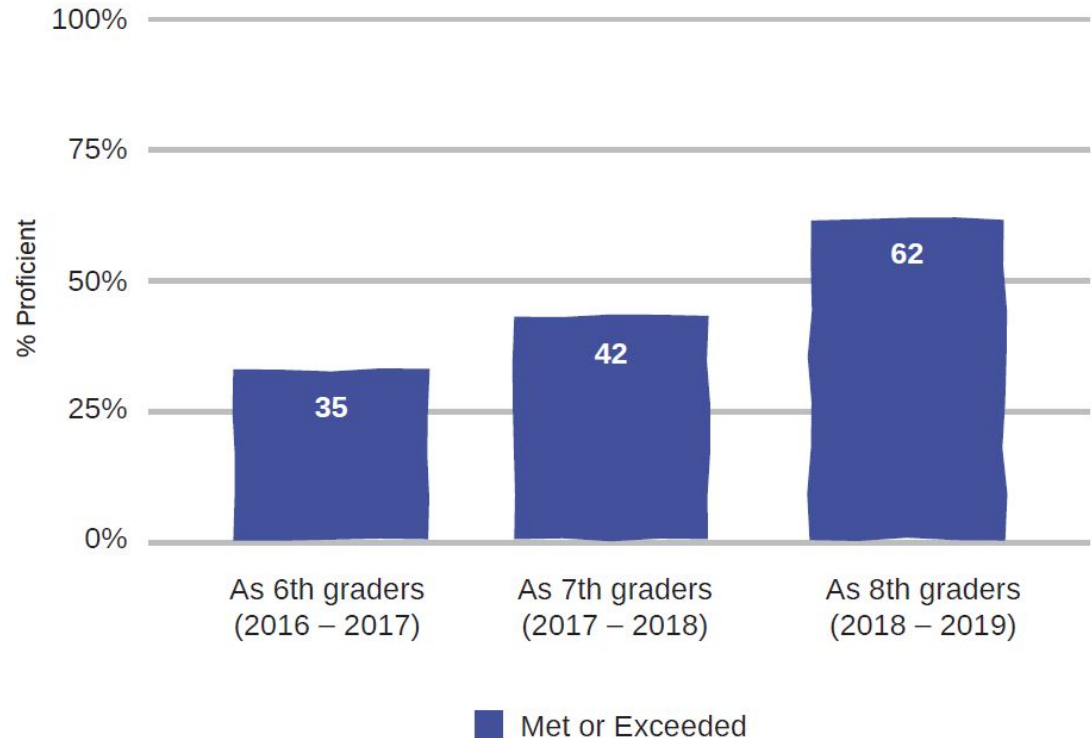
With Summit Learning, Aspen Valley Prep is Closing Achievement Gaps

6th Grade CAASPP Assessment Scores, 2016–2017



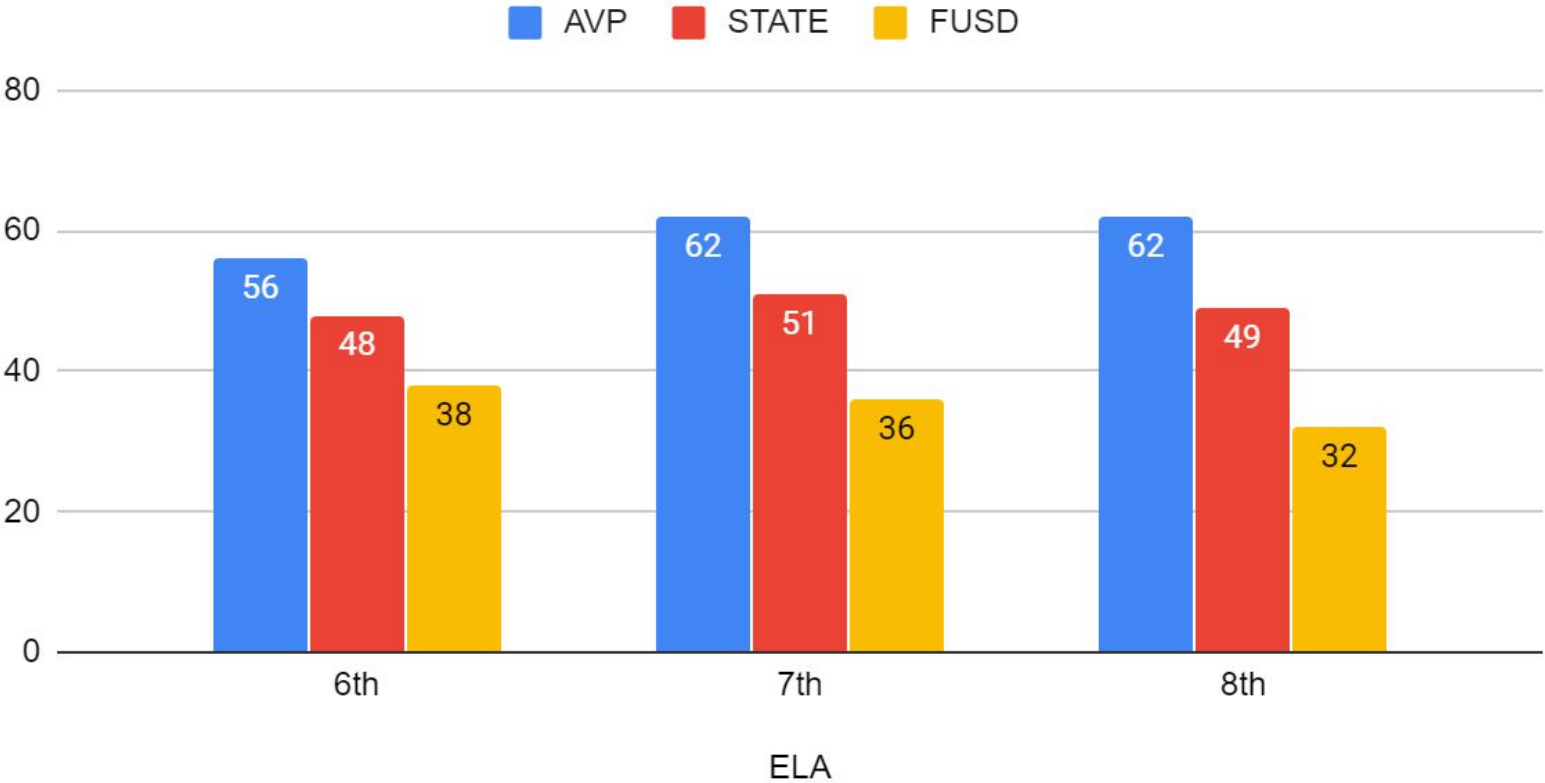
8th Grade: Growth over 3 years

ELA SBAC scores increased by 20 percent for the 8th Grade class of 2018-19.

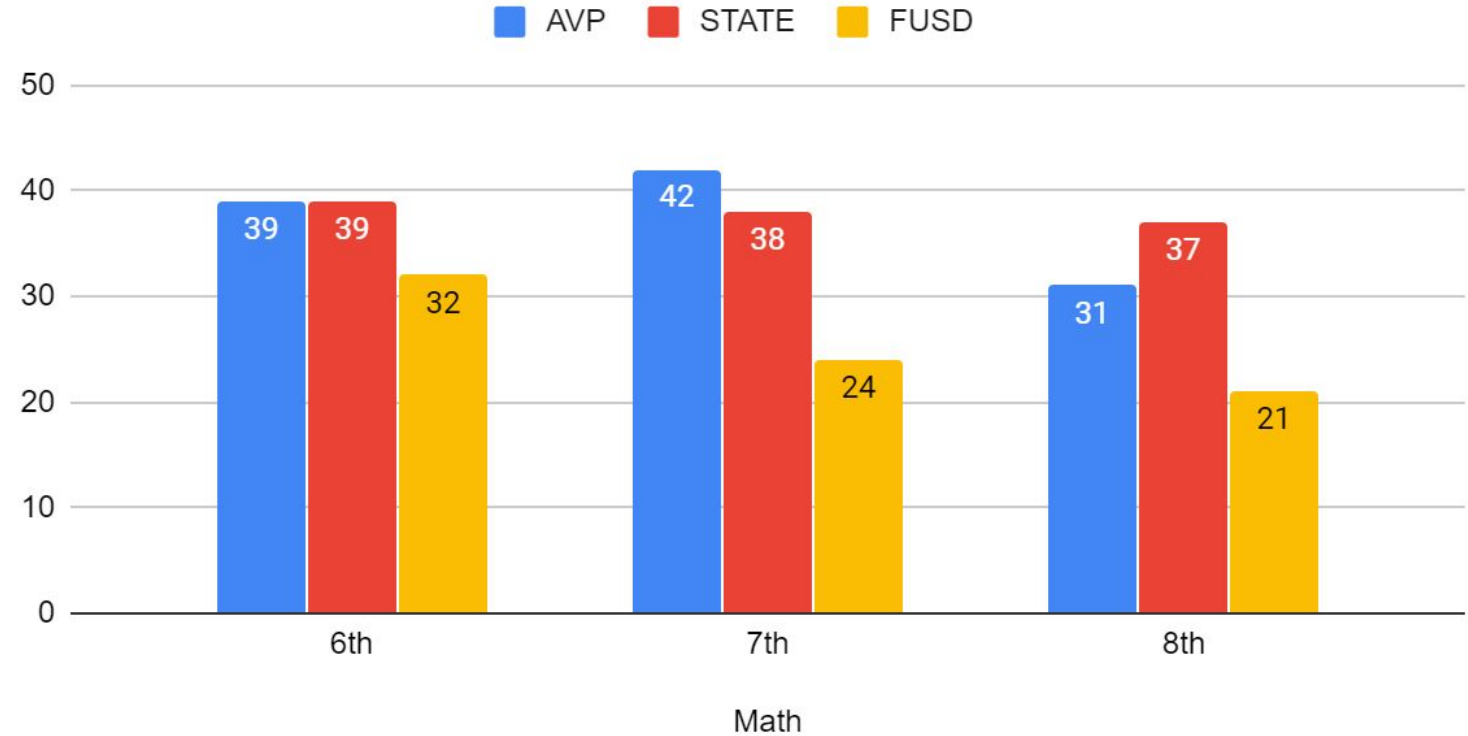


Same cohort of students showing growth over 3 years in Summit

AVP/STATE/FUSD Comparison 2018-2019 MS SBAC ELA Met/Ex



AVP/STATE/FUSD Comparison 2018-2019 MS SBAC MATH Met/Ex



"As a parent I had many questions and was initially overwhelmed by Summit Learning in the beginnings of the school year. However, as the school year went on I became encouraged. It has been rewarding to see new strengths and growth in my son as he continues to learn in a new way. I am grateful for Aspen Valley Prep for making the change to the Summit platform and the preparation my son is receiving for his future."

-Jessica K., 4th Grade Parent



"I am very happy with Summit. My son has special needs and is getting great grades. He has been attending AVPA since kindergarten and the school team has been excellent. My daughter also attended since kindergarten and is now a freshman at Central West. I was nervous and wondering if and how she was going to adapt to "regular" classes and homework and she has a 4.0 now. She adapted very well and teachers even said she was ahead of her classmates. For example, freshman are barely learning MLA format and she had been doing it for a couple of years at AVPA. I completely recommend Summit and AVPA schools."

-Sonia S. 6th-8th parent

Students demonstrate proficiency in the following four outcomes



Cognitive Skills

Essential and transferable lifelong skills

Content Knowledge

Understanding and application of fundamental content

Habits of Success

Mindsets and behaviors that support well-being

Sense of Purpose

Self-awareness and pursuit of interests and goals

DESIGNING FOR STUDENT SUCCESS

STUDENT OUTCOMES



SUMMIT LEARNING PILLARS



SCHOOL DESIGN

SAMPLE	M	T	W	TH	F
Project Time SPANISH	Project Time MATH	Project Time SPANISH	Project Time MATH	Personalized Learning Time	
Project Time SOCIAL SCIENCES	Project Time ENGLISH	Project Time SOCIAL SCIENCES	Project Time ENGLISH	Mentor Time: 1:1 Mentor Check-In	
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	
Project Time SCIENCE	Personalized Learning Time	Project Time SCIENCE	Personalized Learning Time	Personalized Learning Time	
Literacy and Numeracy Intervention / P/LT	Literacy and Numeracy Intervention / P/LT	Literacy and Numeracy Intervention / P/LT	Literacy and Numeracy Intervention / P/LT	Personalized Learning Time	
Mentor Time	Mentor Time	Mentor Time	Mentor Time	Mentor Time	

The student experience is defined by specific design choices that help students achieve four key outcomes.

COGNITIVE SKILLS



What is it?

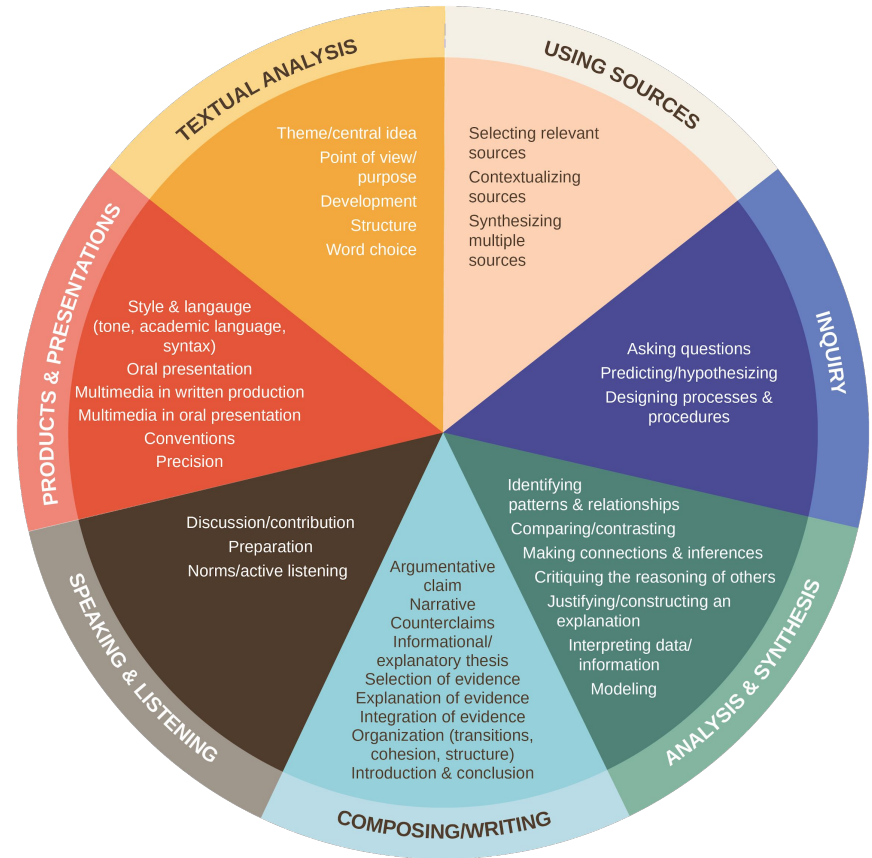
- Essential and transferable lifelong skills
- Assessed on Cognitive Skills Rubric, developed with the Stanford Center for Assessment, Learning, and Equity (SCALE)

Why is it important?

- Skills students need beyond high school to navigate college and careers
- Include creative and critical approaches to problem-solving and decision-making

Cognitive Skills Rubric

- 36 interdisciplinary, higher-order thinking skills for college and career readiness
- Graded on a continuum of 0-8 points (must score 6 in all Cognitive Skills to graduate)
- Embedded in all projects



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

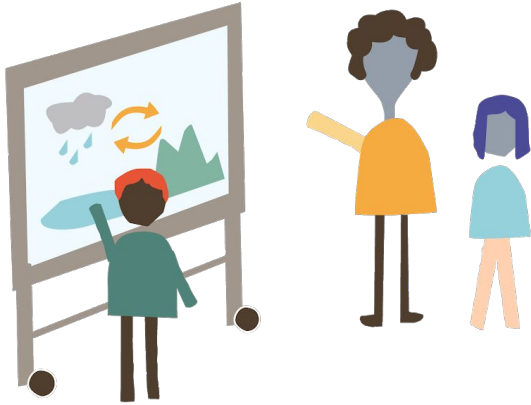


COGNITIVE SKILLS iN *action*



Blackstone Valley Prep High School | Cumberland, RI

CONTENT KNOWLEDGE



What is it?

- The understanding and application of fundamental content

Why is it important?

- Foundational to the development of cognitive skills
- Supports and enables critical thinking
- Students develop a broad knowledge base



**CONTENT KNOWLEDGE
iN action**



Blackstone Valley Prep High School | Cumberland, RI

PROJECT TIME



REAL-WORLD PROJECTS

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



PROJECT TIME

REAL-WORLD PROJECTS

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



PROJECT TIME IN ACTION

COGNITIVE SKILLS RUBRIC

36 COGNITIVE
SKILLS



MENTOR GUIDANCE

$$\sqrt{25} < \begin{matrix} (5) \\ (5) \end{matrix}$$



CONTENT
KNOWLEDGE
APPLICATION

REAL-WORLD
PROJECTS



HABITS OF SUCCESS

THE 16 HABITS OF SUCCESS

INDEPENDENCE AND
SUSTAINABILITY

Self-Direction

Curiosity

Purpose

PERSEVERANCE

Resilience

Agency

Academic Tenacity

MINDSETS FOR SELF
AND SCHOOL

Growth Mindset

Self-Efficacy

Sense of Belonging

Relevance of School

SCHOOL
READINESS

Self-Awareness

Empathy/
Relationship Skills

Executive Function

HEALTHY
DEVELOPMENT

Attachment

Stress Management

Self-Regulation



What is it?

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

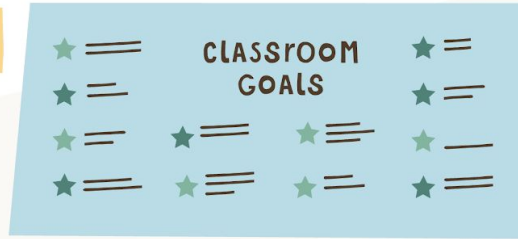
Why is it important?

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

TEACHER TRAINING



CELEBRATIONS
OF LEARNING



MODELING HABITS
OF SUCCESS



1:1 MENTORSHIP

FAMILY
MEETINGS



**HABITS OF
SUCCESS
IN ACTION**

PERSONALIZED LEARNING TIME



INDIVIDUALIZED PATHWAYS

Students set goals and progress through content via individualized playlists, consuming content in ways they learn best.



PERSONALIZED LEARNING TIME IN ACTION

LEARNING HOW
TO LEARN



PEER-TO-PEER
MENTORING



CONTENT PLAYLISTS

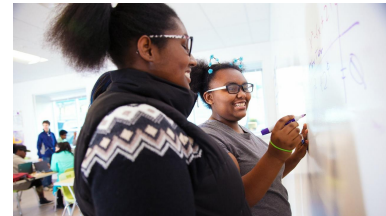
ON-DEMAND
ASSESSMENTS



PERSONALIZED LEARNING TIME

INDIVIDUALIZED PATHWAYS

Students set goals and progress through content via individualized playlists, consuming content in ways they learn best.



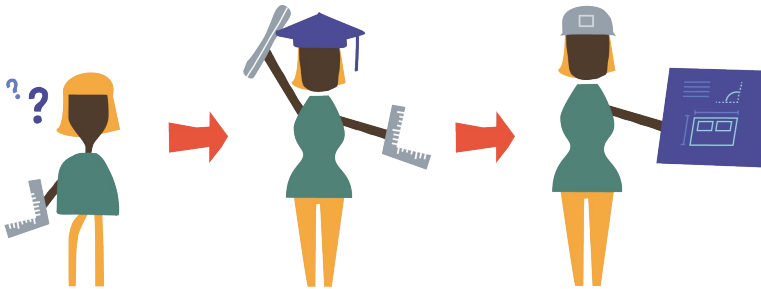
SENSE OF PURPOSE

What is it?

- Self-awareness and pursuit of interests and goals
- Credible path after high school
- 1:1 mentorship and goal-setting help students develop a sense of purpose

Why is it important?

- Help students see the bigger picture — connect what they are learning in school to their long-term goals



THE PILLARS OF SUMMIT LEARNING



1:1 Mentorship (Mentor Time)

Through regular one-on-one meetings with mentors, students get support to align their daily actions with individual long-term goals.



Real-World Projects (Project Time)

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



Individualized Pathways (Personalized Learning Time)

Students set goals and progress through content via individualized playlists, consuming content in ways they learn best.

Mentor Time

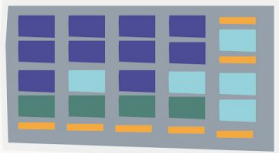


1:1 MENTORSHIP

Through regular one-on-one meetings with mentors, students get support to align their daily actions with individual long-term goals.



PATH TO
PURPOSE



1:1
MENTORSHIP

GOAL-
SETTING



Mentor Time in action

MODELING HABITS
OF SUCCESS





summit
LeARning™
PlatFoRM

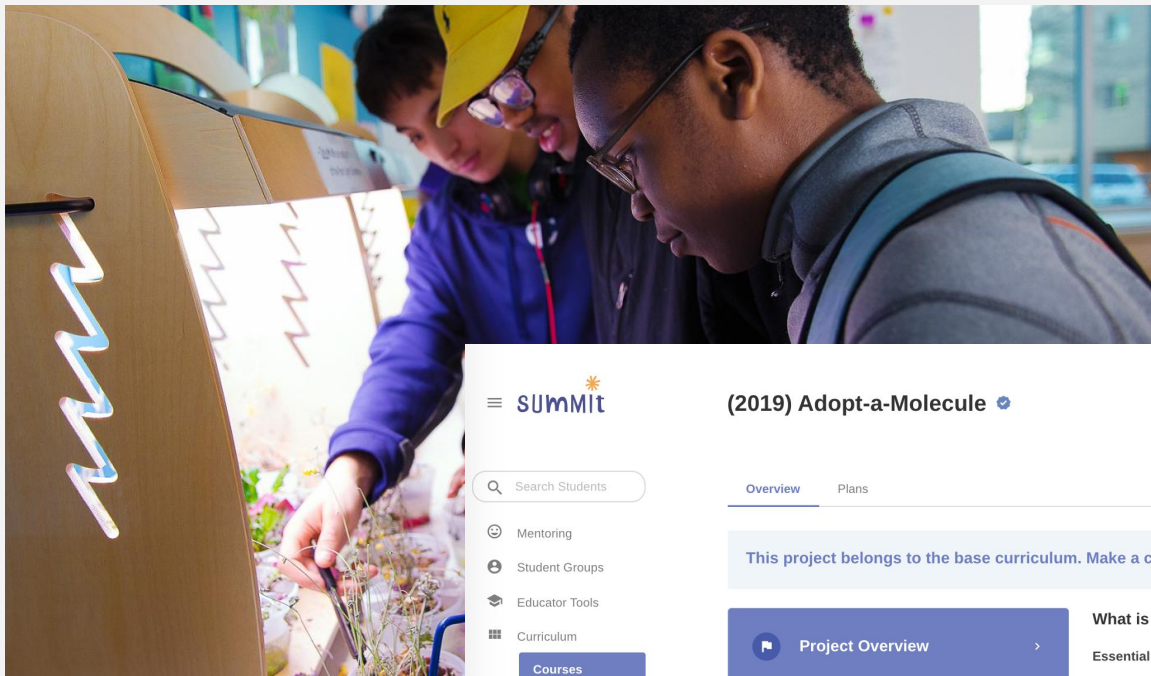



THE SUMMIT LEARNING PLATFORM



demo.summitlearning.org

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

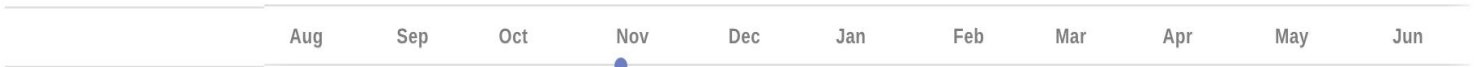
- We use a huge variety of chemicals in our everyday lives because these chemicals have useful properties.
- These properties are a result of the chemical's structure which in turn is a result of its atomic makeup.

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](#)

You have a check-in with your mentor today Get Ready For It



Biology

COG SKILL AVG: 5.50

Projects



Power Focus Areas



Additional Focus Areas



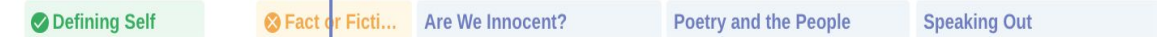
Challenge Focus Areas



English 9

COG SKILL AVG: 4.40

Projects

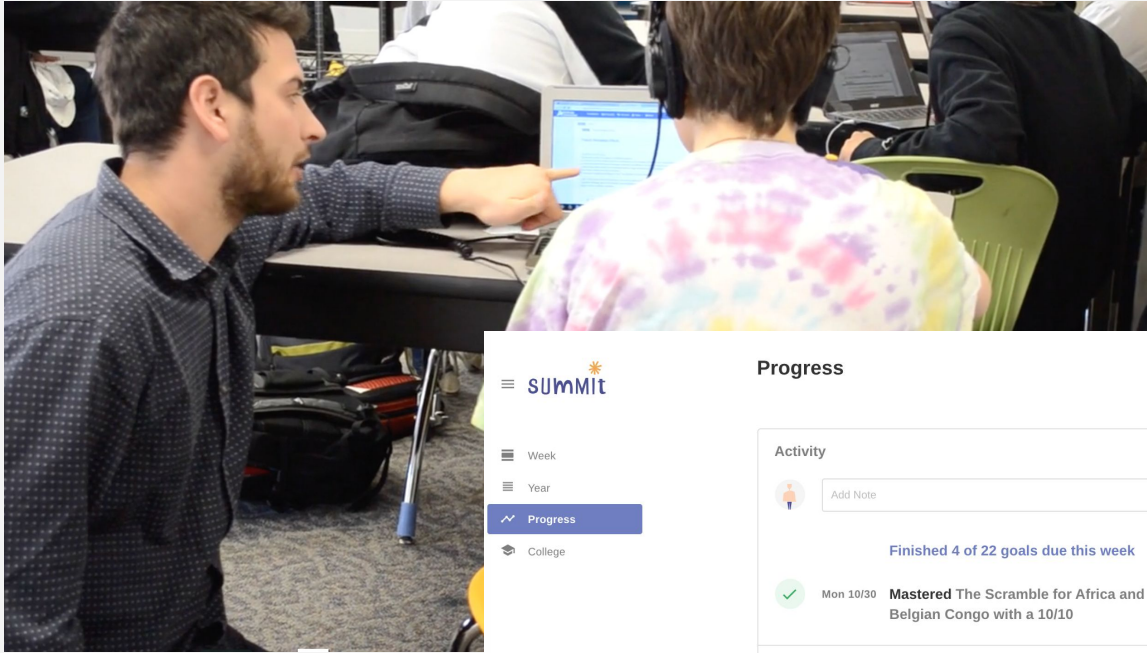


Power Focus Areas



Additional Focus Areas





MENTORING

Progress

< This Year >

- Week
- Year
- Progress
- College

Activity All Activity ▾ All Courses ▾

Finished 4 of 22 goals due this week

✓ Mon 10/30 **Mastered** The Scramble for Africa and Imperialism in The Belgian Congo with a 10/10 MODERN ...

Finished 0 of 4 goals due last week

✓ Sun 10/29 **Mastered** DNA to Protein with a 8/10 BIOLOGY

○ Thu 10/26 **Took diagnostic assessment for** The Scramble for Africa and Imperialism in The Belgian Congo MODERN ...

○ Thu 10/26 **Attempted** The Scramble for Africa and Imperialism in The Belgian Congo with a 2/10 MODERN ...

○ Thu 10/26 **Attempted** DNA to Protein with a 1/10 BIOLOGY

○ Thu 10/26 **Took diagnostic assessment for** DNA to Protein BIOLOGY

Courses Current | Goal

English 9	B+	-
Biology	A-	-
Modern World 1	B	-
Math I	Incomplete	-
Math Concept avg below 70% (65%)		

Mentor

Science Teacher

Ali S.

SUMMER TRAINING

Ready to get started?

This training event will teach you the fundamentals of Summit Learning including authentic deeper learning projects, competency-based progression, and mentorship and reflection.

I'm a Teacher

I'm a School Leader

All Topics

Project Time

Personalized Learning Time

Math Concept Units

Mentoring

School Leaders

More ▾

🔍 Search materials

TRAINING

Suggested Resources

[See All](#)

Cognitive Skills Rubric New!



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Project Time

Curriculum

Personalized Learning Time

1:1 Checkin Agenda



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Project Time

Curriculum

Personalized Learning Time

Suggested Sessions

[See All](#)

Differentiating within projects



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Project Time

Curriculum

Personalized Learning Time

Setting classroom norms New!



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Project Time

Curriculum

Personalized Learning Time

Suggested Events

[See All](#)

Summer training



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Winter Convening

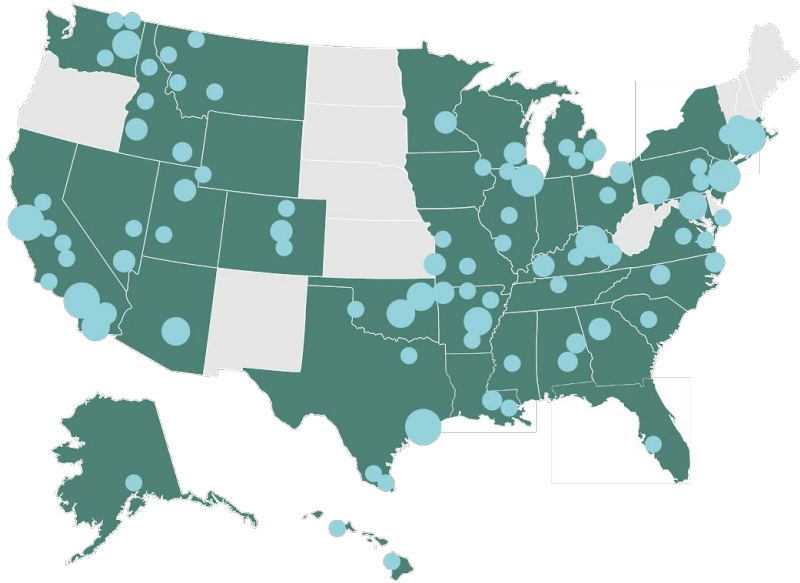


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SUMMIT LEARNING™ Program

A DIVERSE COMMUNITY

Summit Learning schools reflect the diversity of our nation's communities.



54,230+ students
2,450+ teachers
330+ schools
40 states

76% district
18% charter
6% independent

48% urban
31% suburban
10% town
11% rural

SUMMIT LEARNING SCHOOLS, ON AVERAGE, SERVE A STUDENT POPULATION THAT IS:



50%

Free or Reduced Lunch



15%

English Language Learners



15%

Special Education



TOOLS FOR PARENTS TO SUPPORT THEIR LEARNER

Summit Learning Posts on Parent Square



Summit Weekly Goals 9-10-18 / Objetivos semanales de la Cumbre 9-10-18

Hilary Witts · 15 hours ago · Mon, Sep 10 at 6:00 PM · 5th Grade, 4th Grade, 6th Grade, 7th Grade, 8th Grade

Hello Families,

Below are the Summit Weekly Goals for this week: 9-10-18. We will send this out every week to help you encourage your student to stay on track. Please review this [document](#) for information about the platform and how to help your student have success.

Be sure to come to the Summit Parent Ed Night #1 tomorrow night and find out more about how to support your student in Summit Learning, 9/11/18 6pm at Aspen Valley Prep Auditorium.

The items in these documents are what the students should be accomplishing in each class per day. Whatever the student does not finish defaults to work they need to do at home. They are given a lot of time during the day to meet these goals, therefore, ideally, the student should not have homework.

Teachers do not explicitly assign homework however if the student is behind then they have homework until they are caught up. If they stay on top of the weekly goals during class time they should not have homework.

In addition, students need to be completing and/or working on Core5/Power up at home on a daily basis. You will receive a letter home this week outlining where your student's reading level is and how many minutes a week they should be working on it. Many students need 100 minutes a week and we give them equivalent of 60 min a week during class time. Therefore, they need to be finishing the additional 40 min at home. This equates to at least 10 min a night.

Please take note of [due dates](#) within the documents for each subject.

[4th Grade Weekly Goals](#)

[5th Grade Weekly Goals](#)

[6th Grade Weekly Goals](#)

[7th Grade Weekly Goals](#)

[8th Grade Weekly Goals](#)

Ways to use these goal sheets:

- 1) Have your student show you each of the items for the day as a "homework" check.
- 2) If your student states they are waiting for something from the teacher, you can have them work on focus area notes.
- 3) Celebrate when daily goals are met.
- 4) Encourage them based on this "[Spectrum of Involvement](#)" document.

Summit Weekly Goals

6th Grade WEEKLY GOALS WEEK OF: 9/10/18 (*Please scroll for previous weeks*)

www.summitlearning.org and for Core5/Mobymax <http://tinyurl.com/AVPclever>

9/10/18	MON	TUES	WED	THUR	FRI
ELA	<ul style="list-style-type: none"> <input type="checkbox"/> Review Theme Workshop 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete: <i>Point of View Workshop with Point of View Notes</i> <input type="checkbox"/> Take: <i>Identifying Theme Quiz</i> (in class) 	<ul style="list-style-type: none"> <input type="checkbox"/> Study Metaphor and Simile Resources 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete: <i>Analyzing Point of View Activity</i> <input type="checkbox"/> Start Checkpoint #2: <i>Identifying Point of View</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> PLT <input type="checkbox"/> Suggested Focus Areas: Figurative Language 6 and/or Theme 6
HIST	<ul style="list-style-type: none"> <input type="checkbox"/> Work on Physical Artifacts Document set <input type="checkbox"/> Begin Checkpoint 1 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue working on Physical Artifacts Document set <input type="checkbox"/> Continue working on Checkpoint 1 	<ul style="list-style-type: none"> <input type="checkbox"/> Finishing Physical Artifacts Document set <input type="checkbox"/> Continue working on Checkpoint 1 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue Working on Checkpoint 1 <input type="checkbox"/> Begin working on Visual Artifacts document set 	<ul style="list-style-type: none"> <input type="checkbox"/> PFA1
MATH	<ul style="list-style-type: none"> <input type="checkbox"/> Base and Heights of Parallelograms 	<ul style="list-style-type: none"> <input type="checkbox"/> Take Notes/ Study for PFA Math 5 Review 	<ul style="list-style-type: none"> <input type="checkbox"/> Area of Parallelograms 	<ul style="list-style-type: none"> <input type="checkbox"/> Take Notes/ Study for PFA Math 5 Review 	<ul style="list-style-type: none"> <input type="checkbox"/> PLT <input type="checkbox"/> PFA: Math 5 Review
SCIENCE	<ul style="list-style-type: none"> <input type="checkbox"/> PFA - Scientific Inquiry OR <input type="checkbox"/> PFA - Engineering Process 	<ul style="list-style-type: none"> <input type="checkbox"/> Project: Building Model (bring supplies) <input type="checkbox"/> PFA - Scientific Inquiry OR <input type="checkbox"/> PFA - Engineering Process 	<ul style="list-style-type: none"> <input type="checkbox"/> PFA - Scientific Inquiry OR <input type="checkbox"/> PFA - Engineering Process 	<ul style="list-style-type: none"> <input type="checkbox"/> Project: Unpack Rubric <input type="checkbox"/> Project: CP 3 <input type="checkbox"/> PFA - Scientific Inquiry OR <input type="checkbox"/> PFA - Engineering Process 	<ul style="list-style-type: none"> <input type="checkbox"/> PFA - Scientific Inquiry OR <input type="checkbox"/> PFA - Engineering Process
Intervention	<ul style="list-style-type: none"> <input type="checkbox"/> At least 6 units in Core5 	<ul style="list-style-type: none"> <input type="checkbox"/> 25 min of Mobymax Math 	<ul style="list-style-type: none"> <input type="checkbox"/> At least 6 units in Core5 	<ul style="list-style-type: none"> <input type="checkbox"/> 25 min of Mobymax Math 	

PARENT SNAPSHOT ALERTS

Cadence	Message Topic	An Example
Weekly/Bi-weekly texts (based on student's project calendar)	<p>Upcoming projects due in the next week</p> <p>Projects completed or overdue from previous week</p>	<p>Maureen has an english project and a history project due within a week. Ask if Maureen received teacher and/or peer feedback and what they said.</p> <p>Harry completed his english project and history project this past week. Ask what cognitive skills Harry improved.</p>
Monthly texts	<p>Power focus area progress update on which courses on-track / behind</p> <p>Tips on how to support student, especially in Summit Learning Program</p> <p>Celebration of improvement in cognitive skills in courses, when applicable</p>	<p>Lily completed 5 Power Focus Areas (PFAs) this month, and is on track in English 10, Modern World 2 & behind in Chemistry, Math II, and Spanish 2. Ask which focus areas Lily is prioritizing this week and why.</p> <p>Ask Mary to show you how to use the Summit Learning Platform to understand Mary's school experience. Login summitlearning.org/parents/login to learn more.</p> <p>Eliza improved project scores in english and science last month. Congratulate your child & ask what Eliza did to improve!</p>
Bi-monthly text	Summary of grades	<p>Taylor currently has a B in English 10, A- in Modern World, B+ in Chemistry, C+ in Math II, A in Spanish 2. Log into Summit Learning Platform for more info: summitlearning.org/parents/login.</p> <p>Grades are not final until end of year. Ask how well he/she/they is/are meeting grade goals & why.</p>

PARENT SUMMIT ACCESS



Parent SLP Login Process

Student Name: Sample Student **Grade:** 7th

Mentor: Edward Machain

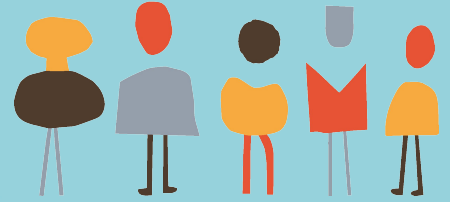
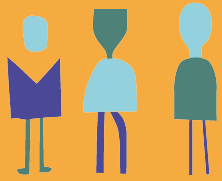
Logging in as a parent

1. Go to <https://www.summitlearning.org>
2. Click "Log in" in the upper right corner
3. Click "Parents log in" (upper right)
4. Enter your information.

Username: student.12345

Password: EWNXT


SUMMIT
LeARNING™



NEXT STEPS...

Parent Ed Nights





ParentSquare

- **Be sure to provide the school with your email address**
- **Check your email for invitation to sign up for Parent Square**