Learning Environment Descriptions for the 2020-2021 School Year

	Pinnacle Learning	**Summit Learning**
Overview	● Personalized and project-based with teacher-directed pacing. ● Final grades are composed of summative quizzes, tests, and projects. Classwork and/or homework is practiced and not included in final grades. ● Teachers help students develop skills for the social, emotional and academic challenges through goal setting and class discussions. ● Opportunities for the whole group, small group, and individual instruction. Teachers differentiate to support the individual needs of each student. ● Utilizes Google Classroom and planners to help students practice organizational skills and digital learning ● Follows the district Y5-6th grade shared curriculum- Everyday Math, Calkins Units of Study Reading and Writing, History Alive, and State Science Standards - using the workshop model for instruction.	● Personalized and project-based with student-directed pacing. A mentor helps students create short and long-term goals and coaches them through their progress. ● Projects are 75% of grades, as students demonstrate mastery of ideas and cognitive skills. Concept and skill work is 25% of a student's grade through focus area mastery. ● Teachers mentor students and develop skills for the social, emotional, and academic challenges using the Habits of Success. ● Opportunities for the whole group, small group, and individual instruction. Teachers track in real-time how their students are performing and adjust lessons to fit their needs. ● Utilizes the Summit Learning Platform to organize learning and see year-at-a-glance. ● Habits of Success and Cognitive Skills Link
Teacher - Student Relationships	Students will be assigned a homeroom teacher that will monitor their progress and mentor students through conferring. Students develop a relationship with their homeroom teacher.	Students will be mentored bi-weekly by their homeroom teacher. Students develop a relationship with their mentor. Mentor notes are kept in the Summit Learning Platform.
Strategies for Personalization	● Project-based learning ● Projects are evidence of applied learning and support growth in academic content knowledge and cognitive skills ● Pace is based on district pacing guides with flexibility for teacher and student needs.	● Project-based learning ● Projects are evidence of applied learning and support growth in academic content knowledge and cognitive skills ● Pace based on diagnostic assessments, individual goal setting and a real-time pacing guide using the Summit Learning Platform. Teachers decide on the pacing for the projects.

Creekside Learning Environment Descriptions for the 2020-2021 School Year

Digital Platform to support teaching and learning in the core academic areas	Google Classroom - Tracks student progress and teacher feedback towards content learning and cognitive skills; - Allows teachers to post digital resources and assignments; - Can be easily accessed from home with their dexterschools.org email; - Assignments and grade are available for parent to view on their own, or with their child through Powerschool.	Summit Learning Platform - Allows students to set weekly goals and track progress towards them in meeting teacher assigned due dates; - Tracks student progress and teacher feedback towards learning objectives (content assessments) and cognitive skills (projects); - Can be easily accessed from home with their dexterschools.org email; - Mentor notes, grades, focus area curriculum, and projects are all available for parents to view on their own, or with their child through the Summit Platform.
Daily Work	- Daily work is assigned by the teacher and some class time is given to complete. Work not finished by the end of the day can be expected to be completed at home. Daily work: - May vary based on subject or topic; - Daily work formats may vary between digital and paper; - Students need to spend as much time reading and writing independently at home as possible.	- Daily work develops concepts and skills and is called Focus Area work. - The Focus Area deadlines for the year are visible on the timeline and are paced to support projects. - Projects are assigned and taught by the teacher in the classroom. - The student has flexibility in determining when to accomplish the focus area work. The goal-setting dashboard on the platform helps students to "project manage" their work.
Assessment and Reassessment	- Students have formative and summative assessments that occur in every subject. - Formative assessments are used to provide students and teachers with feedback that can be used to help instruct each student. - Summative assessments are used to determine final unit and concept grades. - Teachers provide more specific support and instruction to students before summative and benchmark assessments.	- Project work and math units have formative assessments that are called "checkpoints". - Checkpoints provide the student feedback prior to finishing a project or taking a math assessment. - Focus areas have benchmark assessments called "content assessments". - When a student does not demonstrate mastery of a focus area they may reassess after they have done additional work to build their understanding. - Teachers provide more specific support and instruction to students before they are able to reassess. Content assessment dates are determined based on student readiness.