



# Holy Family Catholic Schools

*- Forming disciples of Jesus Christ through  
Catholic educational excellence -*



# EDGE

**E**ngage  
**D**iscern  
**G**row  
**E**xcel

The EDGE advantage is that every individual, upon reaching adulthood, will be equipped with the skills, knowledge, and habits to realize their God given potential, through engagement, discernment, growth, and excellence in all they do.



# EDGE Outcomes

## EDGE students will graduate with:

- **Cognitive Skills** - essential and transferable lifelong skills
- **Content Knowledge** - an understanding and application of fundamental content
- **Habits of Success** - mindsets and behaviors that support well-being
- **Sense of Purpose** - self-awareness and drive to pursue what Christ has called them to do with their lives



# EDGE Experience

**Cognitive Skills** - essential and transferable lifelong skills

- **Project-based Learning** - students spend the majority of their time working alongside teachers and classmates on rich, real-world projects
- **Concept units** - a collection of math tasks that lead performance assessments for one or multiple mathematical concepts

**Content Knowledge** - an understanding and application of fundamental content

- **Individualized pathways** - students are empowered to set goals and deeply understand content by consuming it in a way that is best for them

**Habits of Success** - mindsets and behaviors that support well-being

- **One-on-one mentoring** - students meet weekly with a mentor to ensure daily actions and progress align with long-term goals

**Sense of Purpose** - self-awareness and drive to pursue interests and goals

- **Faith in action** - students engage in relevant and meaningful enrichment experiences to more fully realize what they are called to do in college, career, and life



# Cognitive Skills

## **Project-based Learning:**

A collection of 36 higher-order thinking skills that are geared toward readiness for college, career and life. Cognitive skills apply across multiple subject matters. They are categorized within the following domains:

- Textual Analysis
- Using Sources
- Inquiry
- Analysis and Synthesis
- Composing/Writing
- Speaking/Listening
- Products and Presentations



# Cognitive Skills

## **Project-based Learning:**

Cognitive skills are taught during Project Time and assessed through a project's final products. (sometimes assessed during process)

The single rubric is used to assess projects across all subjects and grade levels. Every project assesses a set of the cognitive skills. The rubric details nine different levels of each cognitive skill, spanning from “no evidence” (level 0) to “college level” (level 8).

[LINK to Cognitive Skills Rubric](#)



# Cognitive Skills

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## **Project: Geology Story**

- **Essential question(s):** How do clues in the geological record tell the story of Earth's past? How can we use visuals to show how we think the planet has changed over time?
- **Enduring Understanding(s):**
  - The surface of the Earth is constantly changing, shaped by interactions between the atmosphere, water, land, and life on Earth. Many of these changes take place over very long periods of time.
- **Description:** In this project, students will apply their understanding of how geoscience processes shape Earth's surface to infer how a chosen geological formation developed. Students will illustrate the story of their geological formation as a geology comic book.





# Cognitive Skills

Cognitive Skill	Where Skill is Assessed	How is this skill applied in the final product?
Justifying/Constructing an Explanation	Geology Story	Students explain how different geological processes shape Earth's surface in order to support their inference about the origins of their geological formation.
Selection of Evidence	Geology Story	Students select evidence from their geological formation to support their inference.
Making Connections & Inferences	Geology Story	Students use their understanding of geological changes in order to infer the origins of their geological formation.
Modeling	Geology Story	Students use illustration to model how they infer their geological feature has changed over time.
Critiquing the Reasoning of Others	Book Review	Students critique a draft of a peer's Geology Story.



# Cognitive Skills

1	2	3	4	5
<p>Begins to identify <b>general components</b> of a concept and develops an <b>oversimplified and/or incomplete</b> physical, visual and/or abstract model</p>	<p>Identifies <b>specific components</b> of a concept and develops a <b>simple and partially accurate</b> physical, visual and/or abstract model to represent key features</p>	<p>Identifies specific components of a concept and develops a <b>simple but accurate</b> physical, visual and/or abstract model to represent key features</p>	<p>Identifies <b>significant components</b> of a concept and develops an <b>accurate</b> physical, visual, and/or abstract model to represent key features</p>	<p>Identifies significant components of a concept and develops an accurate visual and/or model to represent key features. Visual or model begins to make visible the <b>relationship of the components to the whole</b></p>



# Cognitive Skills

## **Concept Units:**

Performance tasks assess students' conceptual understanding along one or more associated concept rubrics, originating from CCSS; as such, concepts serve as the outcome, defining what students should be able to do.

The tasks included within concept unit plans provide the greatest opportunity for students to practice problem-solving, reasoning, critical thinking, and mathematical sense-making.

Concept units are unique to the math program.



# Cognitive Skills

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# Content Knowledge

## **Individual Pathways:**

Each student will take courses that are broken down into 2-5 content focus objectives. Students should learn this content through the use of materials on the playlists during personalized learning time. To demonstrate their learning of the objectives, students must pass a content assessment. This is typically at the Know, Understand, Apply levels on Bloom's hierarchy of learning.

- Power focus areas (required)
- Additional focus areas (supplementary)
- Challenge focus areas (not required, above and beyond)



# Content Knowledge

## Individual Pathways:

Students work through focus areas to build background content knowledge and check their understanding through content assessments. For each focus area, students will be able to see:

- **Description:** Includes the objectives that students will meet and key terms they should know
- **Objectives:** Help set the pace for a focus area and provide a picture of what students will be able to do once the focus area has been completed
- **Diagnostic Assessments:** Allow students to gauge their mastery of a focus area by answering practice questions (not graded)
- **Content Assessments:** Allow students to demonstrate their mastery of the focus area by answering a set of 10 questions (graded)
- **Feedback on Finished Assessments:** Allows students to review their overall scores, as well as scores for each objective



# Content Knowledge

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The logo for Summit Learning Platform features the word "SUMMIT" in a dark blue, sans-serif font. A small, stylized yellow sun icon is positioned above the letter "I". To the right of "SUMMIT" is the word "LeARNING" in a lighter blue, sans-serif font, with the letter "A" in a darker shade. To the right of "LeARNING" is the word "PlatFoRM" in a dark blue, sans-serif font, with the letter "F" in a lighter shade. The entire logo is centered on a white background.

SUMMIT LeARNING PlatFoRM





# Habits of Success

## **One-on-one Mentoring:**

Habits of Success are the social and emotional skills that enable students to be successful at both academic and non-academic pursuits. These habits are embedded in all that we do, but are really pulled out and examined during our one-on-one mentoring time.

Summit has adopted the Building Blocks for Learning framework developed by Dr. Brooke Stafford-Brizard on behalf of Turnaround for Children (2016). The Building Blocks framework integrates decades of the most promising research on social-emotional learning in an aligned and comprehensive manner.



# Habits of Success

Figure 1

## BUILDING BLOCKS FOR LEARNING





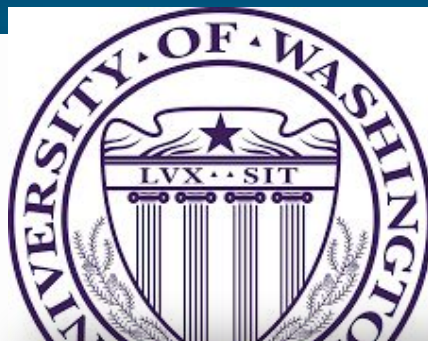
# Habits of Success

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# Habits of Success

HARVARD  
UNIVERSITY





# Sense of Purpose

## **Faith in Action:**

Faith in Action is a unique experience provided by EDGE that is built into the regular school day. Students will prepare for these experiences throughout the year, but will focus in on them during Religion time. Each experience will be one week long and take up half of each day. During this time we will take a break from core courses and connect students with local experts in an effort to develop social and spiritual awareness, while also applying student knowledge and skills in the community.



# Sense of Purpose

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# Sense of Purpose

## **Faith in Action:**

For the 2017-2018 school year we are partnering with the National River Museum & Aquarium to create two separate experiences, one in science and one in humanities. - Thank you Jared McGovern, Education Programs Manager!

Faith in Action will take place the week of November 6 and April 9.





# From Grading to Growth

Grades show both the competencies students have as well as the growth they have made. We believe that our students will be growing and improving in their abilities throughout the year, and we want their grades to reflect and celebrate that. Thus:

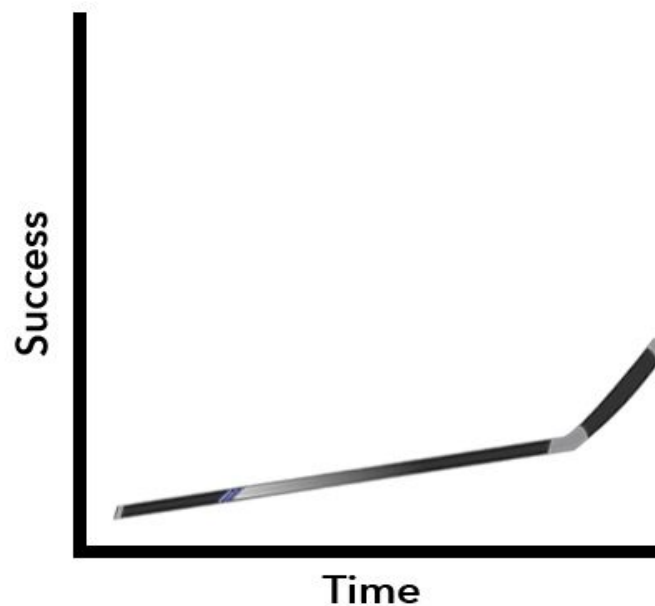
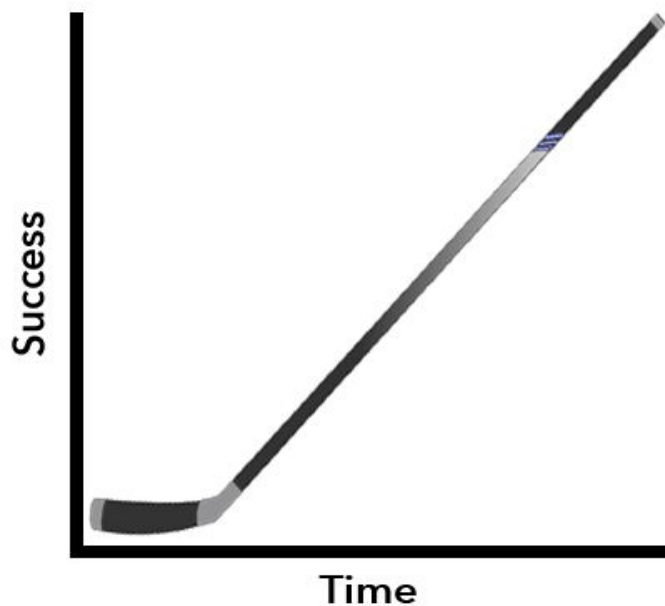
- Projects make up 70% of a course's grade and are graded based on a student's cognitive skills. Only the best grade for each cognitive skill in a course's projects will be counted toward the final grade, although students must pass every project to pass a class.
- 30% of a student's grade reflects the mastery of content in a course. Students show mastery by passing content assessments (online tests). Students must pass all content assessments in the Power Focus Areas to pass a class.





# From Grading to Growth

Families will receive mid-trimester reports and trimester reports; however, grades are not fully calculated until the end of the year. Students and parents can access real-time grades at any time through Summit's Personalized Learning Plan (PLP) dashboard. You will receive login information at the beginning of the school year.





# From Grading to Growth

## **Science & Humanities**

70% - Cognitive Skills

30% - Content Knowledge

## **Math**

30% - Cognitive Skills

30% - Content Knowledge

40% - Concept Units



# From Grading to Growth

When you look in the Grades section of the PLP, you'll see both percentage scores and a corresponding letter grade. Below are the grading bands:

A+: 97-100

A: 93-96

A-: 90-92

B+: 87-89

B: 83-86

B-: 80-82

C+: 77-79

C: 73-76

C-: 70-72

I: Incomplete



# Conferences

The changes we have been working through have caused us to reflect on more than just the core academic time. We are implementing a Parent, Teacher, & Student goal setting meeting for the 2017-2018 school year.

Mark your calendars for Friday, September 22! Each family will sign up for a 25-minute time slot from 7:30AM-3:00PM to meet with your child's mentor.

## Objectives:

- Touch base on the beginning of the year
- Set long-term goals
- Review short-term goals

You are welcome to attend regular conferences in October and February!



# EDGE Showcase

You are invited to our student showcase events at the end of each trimester! Parents will have an opportunity to learn about their child's learning experience during project time. This event is also an excellent time to touch base with our teaching staff to ensure all of your questions are answered!

You will receive additional information as we near the end of the three trimesters.

Mark your calendar for:

- Tuesday, November 14 from 1:30-2:45PM
- Tuesday, February 20 from 1:30-2:45PM
- Tuesday, May 15 from 1:30-2:45PM



# Orientation Day

Orientation is going to be the same for all of our Mazzuchelli Catholic families so please participate. All of our teachers will be available for questions and guidance needs. There is no sign-up necessary. All sessions will begin promptly at the starting times.

Attend the session of your choice on Monday, August 21:

Session 1: 8:00-9:30AM

Session 2: 9:30-11:00AM

Session 3: 4:00-5:30PM

Session 4: 5:30-7:00PM



# Dates to Remember

- Monday, August 21: Orientation for all Mazzuchelli Catholic students during your desired session
- Friday, September 22: Parent, Teacher, & Student Goal Setting at your scheduled time
- October: Parent/Teacher Conferences for all Mazzuchelli Catholic students
- The week of November 6: Faith in Action at the River Museum
- Tuesday, November 14: EDGE Showcase from 1:30-2:45PM
- February: Parent/Teacher Conferences for all Mazzuchelli Catholic students
- Tuesday, February 20: EDGE Showcase from 1:30-2:45PM
- The week of April 9: Faith in Action at the River Museum
- Tuesday, May 15: EDGE Showcase from 1:30-2:45PM

These dates are not all encompassing for the year. Please check the weekly newsletter for additional information.



# Exciting News!

- McDonough Foundation - \$20,000 for flexible furniture!
- 3rd Floor - When renovations are complete, Wahlert Catholic has provided us with a new and larger space for class!





# Questions

"Come to the edge," he said.  
"We can't, we're afraid!" they responded.  
"Come to the edge," he said.  
"We can't, We will fall!" they responded.  
"Come to the edge," he said.  
And so they came.  
And he pushed them.  
And they flew.

- Guillaume Apollinaire -



# Contact Information

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