

LDI Parent/Guardian Packet

We hope you are settling into Project Based Learning. This packet is to assist you in the structures of LDI and provide you with upcoming due dates and schedules. As always, if you have any questions, please contact your student's advisor.

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In this packet, you will find...

- LDI Extended Project Checklist
- LDI Seminar Schedule
- LDI Level System
- How to check ALEKS for Level System

LDI Extended Project Checklist

The Extended Project Checklist provides students an outline of what is expected to be completed in each stage of the Project Process.

The Project Process includes the following steps:

- Inquire
- Propose
- Research
- Plan
- Produce
- Present
- Reflect

Students should use the Extended Checklist as general guidelines. Each phase of the project process may include additional items depending on the student project.

Experts in the Field are highly encouraged as a source. Students are encouraged to begin thinking about Experts in the Field during the Inquire stage. Experts may include business people, doctors, professionals, university professors, school district personnel, etc... Experts may be emailed or called on the phone in order to set up a face-to-face interview, an email interview, or a Skype interview. Emails should be looked at by the student's advisor prior to sending in order to ensure emails are written in formal, professional language.

Product versus Display: LDI stresses the difference between a Product and a Display. A *display* includes a poster, keynote, or tri-fold highlighting information found. A *product* deepens a student's learning or knowledge of the topic. LDI students and advisors have lists of potential product ideas if a student is struggling.

Due dates for the Extended Project have been laid out in advance for students. Please note that the project process is fluid, and students may be working on more than one phase at a time. Students are encouraged to complete each stage of the process ahead of time!

LDI EXTENDED PROJECT CHECKLIST

Name: _____

Project Title: _____

<p>INQUIRE</p> <ul style="list-style-type: none"> <input type="checkbox"/> List guiding questions <input type="checkbox"/> Conduct initial research on topic <input type="checkbox"/> Create brainstorm and/or mind map (Popplet, Inspiration, paper/pencil) <ul style="list-style-type: none"> o Consider topics, sub-topics, related issues, experts in the field, supply needs <input type="checkbox"/> Consider Experts in the Field <p>Date: _____ Student Initials _____ Advisor Initials _____</p>	<p>Brainstorm Due:</p> <p>Dec. 1 @ 12:00</p>
<p>PROPOSE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use <i>Inquire</i> materials to discuss proposal with advisor <ul style="list-style-type: none"> o Continue research to make connections across subjects <input type="checkbox"/> Write proposal in Project Foundry <input type="checkbox"/> Focus heavily on description of project <input type="checkbox"/> Check spelling and grammar of your proposal <input type="checkbox"/> Submit to advisor <p>Date: _____ Student Initials _____ Advisor Initials _____</p> <p><input type="checkbox"/> Revise proposal until approved</p>	<p>Proposal on Project Foundry Due:</p> <p>Dec. 4 @ 2:45</p>
<p>RESEARCH</p> <ul style="list-style-type: none"> <input type="checkbox"/> Locate a variety of sources (minimum of 3) <ul style="list-style-type: none"> o Consider: books, Encyclopedia articles, journal articles, government documents, experts in the field, videos <input type="checkbox"/> Take notes: work on paraphrasing and summarizing <input type="checkbox"/> Write down all sources <input type="checkbox"/> Start contacting Experts in the Field <input type="checkbox"/> Review Learning Targets with advisor to connect to all four subjects <p>Date: _____ Student Initials _____ Advisor Initials _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outline research paper with hook, thesis, and main topics <input type="checkbox"/> Write research paper with clear organization <input type="checkbox"/> Create a works cited page <p>Date: _____ Student Initials _____ Advisor Initials _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add connections to other subjects as discussed with your advisor <input type="checkbox"/> Have one peer revise and edit your draft (<i>initial here</i>) _____ <input type="checkbox"/> Have one adult revise and edit your draft (<i>initial here</i>) _____ <input type="checkbox"/> Make corrections and include works cited page <p>Date: _____ Student Initials _____ Advisor Initials _____</p>	<p>Research Notes Due:</p> <p>Dec. 16 @ 12:00</p> <p>Outline Due:</p> <p>Dec. 22 @ 2:45</p> <p>First Draft Due:</p> <p>Jan. 8 @ 12:00</p> <p>Final Draft Due:</p> <p>Jan. 22 @ 12:00</p>

<p>PLAN</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine final product <input type="checkbox"/> Review Learning Targets so that product enhances mastery <input type="checkbox"/> Create sketches, plans, diagrams, or storyboards of product <input type="checkbox"/> Gather materials <input type="checkbox"/> Continue contact with Expert in the Field <p>Date: _____ Student Initials _____ Advisor Initials _____</p>	<p>Sketch, etc... Due:</p> <p>Jan. 15 @ 12:00</p>
<p>PRODUCE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create initial product <input type="checkbox"/> Review product for grammar, spelling, punctuation if necessary <input type="checkbox"/> Ensure product is constructed to the best of your ability <p>Date: _____ Student Initials _____ Advisor Initials _____</p>	<p>Product Due:</p> <p>Feb. 5 @ 12:00</p>
<p>PRESENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write Criteria for Success (C4S) in Project Foundry <input type="checkbox"/> Review Criteria for Success with advisor <p>Date: _____ Student Initials _____ Advisor Initials _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create notecards or outline for presentation <input type="checkbox"/> Practice presentation with peer (<i>initial here</i>) _____ <input type="checkbox"/> Practice presentation with peer or adult (<i>initial here</i>) _____ <p>Date: _____ Student Initials _____ Advisor Initials _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> Formal presentation <ul style="list-style-type: none"> o Consider eye contact, voice, posture, organization, etc... <p>Presentation Date: in class Feb. 10-12 (<i>sign-ups will occur on Feb. 8</i>)</p>	<p>C4S Due:</p> <p>Feb. 3 @ 12:00</p> <p>Notecards & Practice Presentations Due:</p> <p>Feb. 8 @ 12:00</p>
<p>REFLECT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a formal thank you to any Experts in the Field <input type="checkbox"/> Complete reflection and rubric in Project Foundry <input type="checkbox"/> Meet with advisor to finalize grade <p>Date: _____ Student Initials _____ Advisor Initials _____</p> <p>_____</p>	<p>Project Foundry Reflection Due:</p> <p>Feb. 26 @ 12:00</p>

**** Pre-Showcase is Thursday, Feb. 18th from 10:00-12:00**

**** Showcase is Thursday, Feb. 25th from 4:00-6:00pm**

LDI Seminar Schedule

The following date ranges show the seminar schedule for each grade. The Mini Projects will also follow this three-week schedule as closely as possible. Seminars are proposed by advisors in Project Foundry.

Note: Humanities incorporates both Social Studies and English Language Arts.

Monday, November 30th – Tuesday, December 22nd

- 6th~ Science- Gallenberg
- 7th~ Humanities- Zimmerman
- 8th~ Math- McHugh

Monday, January 4th – Friday, January 22nd

- 6th~ Math- McHugh
- 7th~ Science- Gallenberg
- 8th~ Humanities- Zimmerman

Monday, January 25th – Friday, February 12th

- 6th~ Humanities- Zimmerman
- 7th~ Math- McHugh
- 8th~ Science- Gallenberg

Monday, February 15th – Friday, March 4th

- 6th~ Science- Gallenberg
- 7th~ Humanities- Zimmerman
- 8th~ Math- McHugh

Monday, March 7th – Friday, April 1st

- 6th~ Math- McHugh
- 7th~ Science- Gallenberg
- 8th~ Humanities- Zimmerman

Monday, April 4th – Friday, April 22nd

- 6th~ Humanities- Zimmerman
- 7th~ Math- McHugh
- 8th~ Science- Gallenberg

Monday, April 25th – Friday, May 13th

- 6th~ Science- Gallenberg
- 7th~ Humanities- Zimmerman
- 8th~ Math- McHugh

**Monday, May 16th – Friday, May 27th*

- 6th~ Math- McHugh
- 7th~ Science- Gallenberg
- 8th~ Humanities- Zimmerman

**Note, last seminar is a short time period and could be canceled due to Showcase, Graduation, and other year-end activities.*

LDI Level System

On the next page, you will find the LDI Level System, which is our accountability measure. We want students to take control of their academics, so we offer the ability to gain more freedoms in LDI. Your student tracks his or her behaviors and academics throughout a three week span. The next page shows what your student needs to accomplish in order to “move up” a level in LDI. The next page also shows what freedoms are gained with each level.

Students fill out a “Level Sheet” on the following dates:

- Tuesday, Dec. 22
- Friday, Jan. 22
- Friday, Feb. 12
- Friday, Mar. 4
- Friday, April 1
- Friday, April 22
- Friday, May 13

Students also need to accomplish ALEKS goals during the approximate 3 week period between Level Sheet checks. To reach or maintain Level 2, students need to meet a minimum 2.5 hours per week during that Level Check. To reach or maintain Level 3, students need a minimum of 3.5 hours per week. See the “How to check ALEKS for leveling” sheet for more information.

Level 1

Benefits

- Advisor-guided projects
- No group projects
- Hourly Goal and Expectation Checklist
- iPads stay at school
- Remain in your seat at your workstation
- Possibly locked into Guided Access
- Only water in clear water bottles
- Advisors suggest use of Flex Block

How to Move Up to Level 2	How to Move Down*
Hourly Checklist Approved	Completing less than the minimum 1.5 hours of ALEKS
2.5 Hours of ALEKS per week	Not completing Seminar projects
All hours logged in Project Foundry	Not completing mini projects
0-1 Lunch Detentions	Not working toward Extended project
No UNEXCUSED Absences	Not attending Showcase or other required LDI events
Meet all due dates	
Complete all Seminar activities and projects	
Fill out "Level System Progress Monitoring" sheet	

*Moving down to Level 0 - Please see the LDI Non-Work Producer policy in the LDI Handbook

Level 2

Benefits

- Ask Advisor to sit in other areas of the room
- Structured Student-led projects (with Advisor approval)
- Due dates set by Advisor
- iPads may go home
- Drinks other than water
- Music
- Use of hoki stools in classroom
- Retrieve art studio supplies to work at desk
- Ability to choose work in Flex Block

How to Move Up to Level 3	How to Move Down to Level 1
Show Ability to Choose Academic Projects	Completing less than the minimum 2.5 hours of ALEKS
3.5 Hours of ALEKS per week	Not completing Seminar projects
All hours logged in Project Foundry	Not completing mini projects
0-1 Lunch Detentions	Not working toward Extended project
No UNEXCUSED Absences	Not attending Showcase or other required LDI events
Meet all due dates	>1 lunch detention
Complete all Seminar activities and projects	
Fill out "Level System Progress Monitoring" sheet	

Level 3

Benefits

- Use Level 3 Room (Green Room) during Project Block
- Complete Student-led projects (with Advisor approval)
- Create your own due dates, if you choose
- Group projects with other Level 3 students
- iPads may go home
- Use laptops in Level 3 Room
- Move freely between LDI Rooms (with Advisor knowledge)
- Use of Hallway Spaces

How to Move Down to Level 2

Completing less than the 3.5 hours of ALEKS

Not completing Seminar projects

Not completing mini projects

Not working toward Extended project

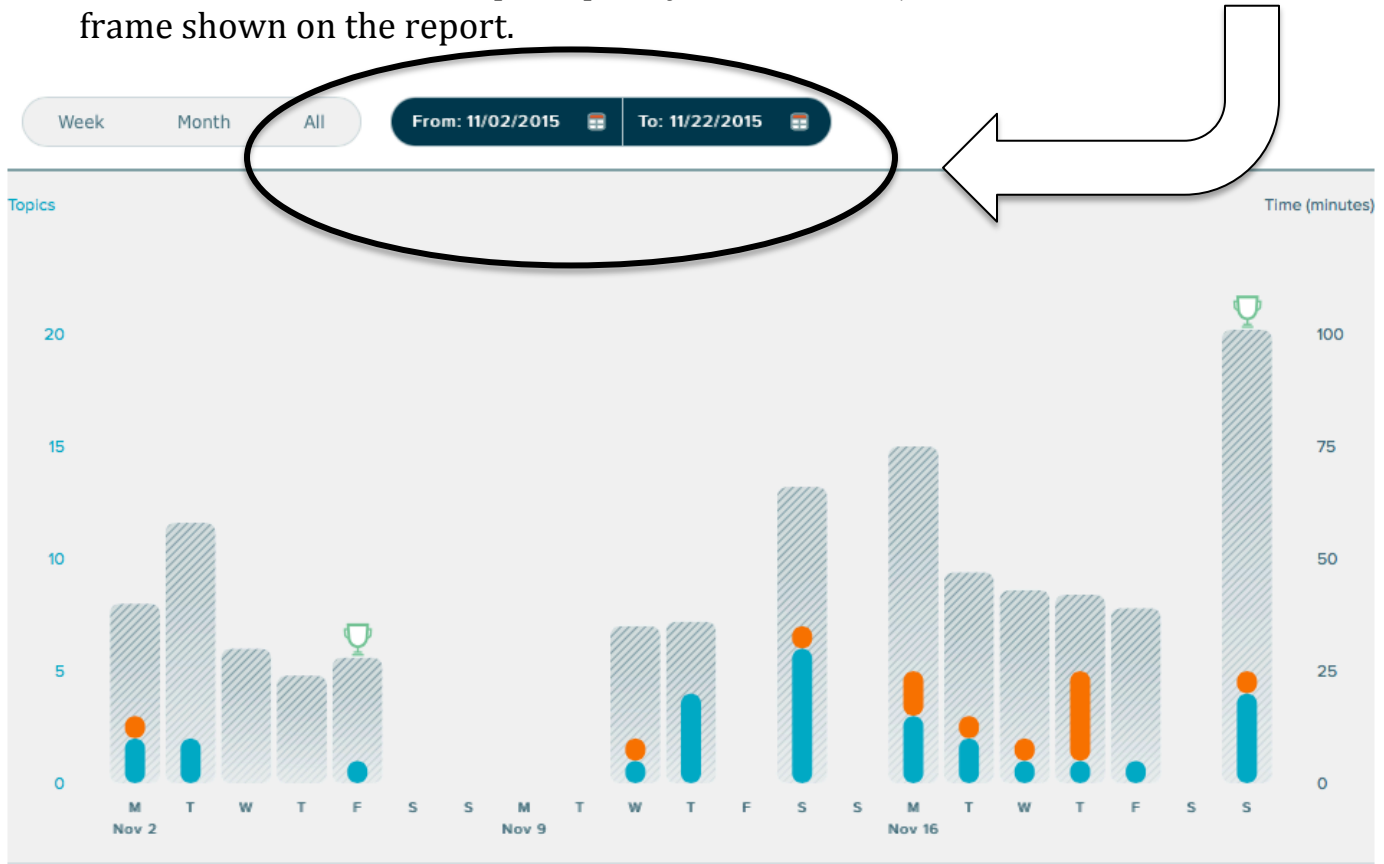
Not attending Showcase or other required LDI events

Research/Product does not exemplify high quality work

>1 lunch detention

How to check ALEKS for Leveling

1. Go to the **Time and Topic Report** on your students account. This is found in the menu on the top left part of the home screen.
2. Once on the time and topic report, you need to adjust the time frame shown on the report.



3. Click on the small calendar to change the beginning date and end date to reflect the three-week time frame. The three-week time frames can be found on the LDI calendar as well as the attached seminar schedule.
4. Once you change the time frame, scroll to the bottom of the report. Focus on just the circled portion as the rest is an overall average of the data.

Enroll Date	Hours per Week	Total Time in this Class	Total for this Period
09/15/2015	3.4	33h 59m	11h 5m 25 Learned 8 Attempted, Not Learned