



Parents, Guardians, and Students:

This is a challenging time for you and your families as you face uncertainties surrounding the Coronavirus (COVID-19). We understand that the spread of the Coronavirus may be impacting families differently, and we are here for you as you make plans to keep your family safe.

As a school, CCJHS believes families are our partners in supporting students to live happy, healthy, and fulfilled lives. As such, we have compiled this Field Guide to provide guidance and information that will help your student be successful.

This guide reflects the school's focus on prioritizing lasting learning and the socio-emotional well-being of your child. If you have questions about this or the school's learning plan after you participate in the Open House, please reach out to the school.

We are confident in the power of parents and caregivers to rally together to support students, even under the most challenging circumstances. During this time of uncertainty, we are here for all families as you look for ways to support student learning beyond the walls of the classroom.

Dr. Belinda Anderson, Principal

Mr. Todd Lewis, Assistant Principal

Mr. Jared Shumate, Dean of Student Life

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Successful learning is achievable through maintenance of strong connections to others in the community and concrete actions that the school and community can take to support. This guide will help you achieve your school's learning vision by providing ideas and suggestions for staying connected, concrete actions to support academic learning and habits of success, as well as explanations of available tools.

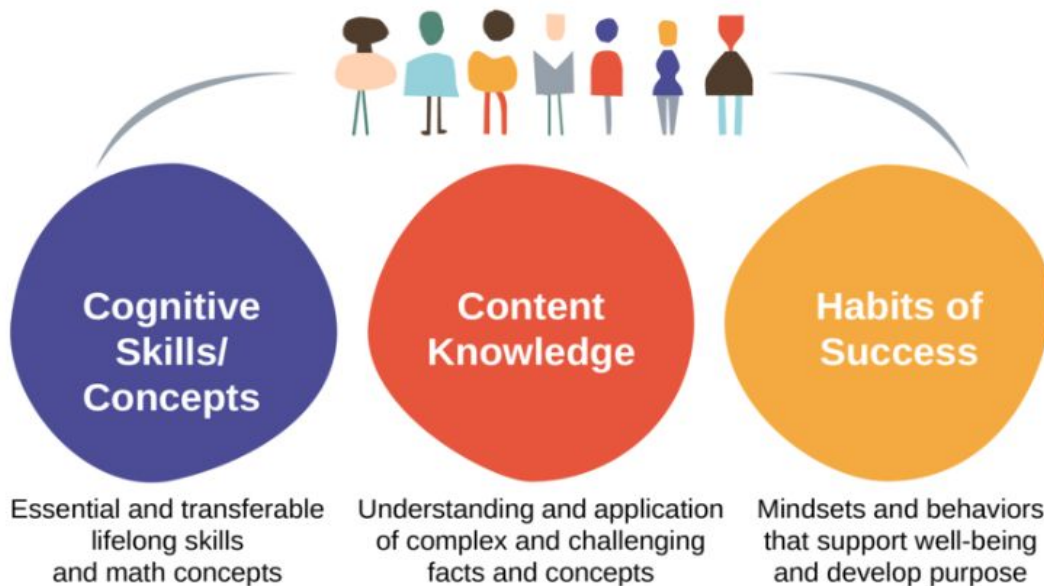
Staying Connected With Your School

During this time, it's important for students and their families to stay connected to their school. At CCJHS, we are always here for you. Please reach out to:

- **Your child's mentor:** Your child will begin and end the day with their mentor. Throughout the year, your child has regular 1:1 check-ins with their mentor - a trained person at the school specifically designated to support your child over the course of the entire school year. The mentor helps to create longer term plans for the year, support growth in habits of success, and works to create a sense of belonging within the school community. If you don't already know, ask your child who their mentor is and ask them to tell you about some of the conversations they've been having with their mentor this year.
- **Individual teachers:** For subject-specific requests, we recommend you reach out to the relevant teacher. When supporting your child around their progress and creating plans, each subject teacher is listed in the Summit Learning Platform. They may already be in contact with you directly; however, don't hesitate to reach out to them individually so they can support you in ensuring that this time is best used to continue learning for your child.
- **Local Administration/School Leaders:** They are your go-to for all general questions and support. They have been working with each teacher to ensure the time is used well. Reach out to them to offer general feedback or ask questions in support of your child. Reach out to CCJHS's administration by phone or email. CCJHS's phone number is 989-8135.
 - Dr. Belinda Anderson, Principal, belinda.anderson@chestercountyschools.org
 - Mr. Todd Lewis, Assistant Principal, todd.lewis@chestercountyschools.org
 - Mr. Jared Shumate, Dean of Student Life, jared.shumate@chestercountyschools.org

What Are the Different Components of Summit Learning?

SUMMIT LEARNING STUDENT OUTCOMES



	Project-Based Learning	Self Direction	Habits of Success
What this looks like at school	Students work on projects that are specifically designed to develop Cognitive Skills , or lifelong critical thinking skills like oral presentation, synthesizing multiple sources and evaluating arguments.	Using the Summit Learning Platform, students independently progress through Focus Areas, a series of resources that students use to understand critical content . Students set goals, access learning materials that meet their needs, and reflect on their study strategies as they move through these Focus Areas.	Habits of Success are the social and emotional skills that enable students to be successful both inside and outside of school. They include self-awareness, resilience, stress management, and more. All students have 1:1 check-ins with their assigned mentor/teacher to get regular practice with and feedback on their Habits of Success.

Learning From Home

What happens if my child has to miss school?

The Platform has the capability of providing everything your child needs to engage in meaningful learning experiences in a virtual environment. Students need internet access.

Focus Areas

Content knowledge is provided through Focus Areas. Each course has seven to nine Power Focus Areas (which are required), two to five Additional Focus Areas (which are encouraged but optional), and four to six Challenge Focus Areas (which are for enrichment). Preparation for the content assessment on each Focus Area can occur at home. The content assessment can also take place at home.

Projects and Math Units

Projects are the foundation of the academic experiences in Science, Reading, and History. Math Units are the foundation of the math academic experience. CCJHS teachers will update the platform daily by adding instructional videos that aid student learning of new content, provide clarifying directions for activities, and/or Workshops for remediation.

Mentoring

1:1 Mentoring is one of the important pillars of CCJHS's learning model. We know how important it is for children to be truly connected with and cared for by the adults at their school. Students meet with their mentors regularly to discuss their progress and goals. If your student has to miss for an extended amount of time, mentoring will still take place through a scheduled Zoom call. This Zoom call will be one day per week and approximately 10 minutes.

PLT

During a normal school day, students have Personal Learning Time to work on Focus Areas. If your child misses school for an extended amount of time, a list of teachers who are managing live PLT classes will be available. These teachers are Karisa Garner (6th), Camille Kemp (7th) and Lee Pipkin (8th). These class times will range from 8:00-2:30. Students can call in to a Zoom PLT class to get assistance with their learning or be monitored as they take their Focus Area content assessment. The Platform has a feature for text-to-speech for students who need a read aloud for content assessments.

Teacher Office Hours

Teachers will be available during scheduled office hours. Also, you or your student can meet with their teacher by setting up an appointment.

Staying Up-to-Date

The Platform has an announcement tool that allows teachers to post messages to their students directly on the platform. Your child can easily stay up-to-date through this feature.

Actions You Can Take to Support Student Progress

How can I have a “check-in” and create a temporary academic plan?

If you are able, one way to support your child’s academic progress is a daily check-in with your child. If you choose to have a check-in, you can use the probing questions below to help your child talk about their progress.

If you also have internet access and are able to support your child's learning using the platform, there are tools you can use to enhance your check-ins. You will need to have an account on the Summit Learning Platform to access these features. If you don't yet have a platform login, please reach out to Mr. Todd Lewis, Assistant Principal, or Mr. Jared Shumate, Dean of Student Life, so that we can create one for you.

Academic Check-ins at Home Guide

Take time to **understand your school’s plan** for your child’s learning.

- a. Make sure to review any communications sent from school.
- b. Have a discussion with your child about their school day.

<i>Parent/Caregiver Question</i>	<i>Notes on Your Child’s Responses</i>
<p>What goals did you set for the day/week?</p> <ul style="list-style-type: none"> ● Which goals did you meet today/this week? ● What strategies did you use to meet these goals? ● Which goals did you not meet? ● Why do you think you did not meet these goals? 	
<p>What assignments did your teacher(s) give you to work on?</p> <ul style="list-style-type: none"> ● What materials are you using or complete for these assignments? ● How do you complete Focus Areas? ● What is the purpose of Checkpoints in a Project? ● What happens if you don’t do well on a Checkpoint? ● What do you do if you are having 	

trouble with an assignment?	
<p>When are you supposed to check-in with your mentor?</p> <ul style="list-style-type: none"> • How will your mentor hold your check-ins? • What do you need to do to make sure you can participate in the check-ins? • How does mentoring help you be more self-directed? 	

Actions You Can Take to Support Habits of Success

How can I help my student practice Habits of Success at home?

Habits of Success are the social and emotional skills that enable students to be successful at both academic and non-academic pursuits. The framework used in our in our mentoring conversations includes 16 habits:



If you choose to practice these habits, there are 3 key things you can do with your child that can make a difference:

1. **Review** and **discuss** the Habits of Success with your child.
2. **Connect** with your child and **discuss** their strengths and growth areas.

3. **Check in** with your child to learn about progress towards goals and growth in the Habits of Success.

Healthy Development Habits of Success

Habit of Success	Definition (Simplified)	Consideration Questions	Identify ways to practice the habit.
Attachment	I have a deep emotional connection to another person that lasts across time and space.	<ul style="list-style-type: none"> • How does your work promote time to build emotional connections? • How does your work provide opportunities to maintain connections? 	
Stress Management	I adjust my thinking and behaving to manage stress and demands on my resources.	<ul style="list-style-type: none"> • How do you identify when there are additional resources needed? • How do you adjust your behavior and/or thinking because of stress? • How do you celebrate your efforts to manage stress? 	
Self Regulation	I control my attention and emotions so that I can take actions that drive towards a goal.	<ul style="list-style-type: none"> • How do you consistently draw attention to the end goal when working? • How does your work break complex tasks into smaller pieces that lead toward the end goal? • How does your work provide strategies and tools for managing attention for small amounts of time? 	

School Readiness Habits of Success

Habit of Success	Definition (Simplified)	Consideration Questions	Identify ways to practice the habit
Self-Awareness	I recognize my own emotions and thoughts and see how they influence my behaviors and impact others.	<ul style="list-style-type: none"> • How does my work promote reflection? • How does my work encourage students to look beyond themselves when making choices, and consider the impact they have on other people? 	
Empathy/Relationship Skills	I try on diverse perspectives and use these viewpoints to share the feelings and experiences of others, and act or make decisions accordingly.	<ul style="list-style-type: none"> • How does your work promote diverse perspective taking? • How does your work encourage you to use perspective to relate to others? • How does my work promote acceptance and tolerance of diverse behavioral norms? 	
Executive Function	I use my mind to control my impulses, make reasonable decisions, solve problems, remember important information, details or events and plan ahead.	<ul style="list-style-type: none"> • How does my work allow students to practice cognitive control? • How does my work provide opportunities for students to make decisions, solve problems, rely on memory and/or plan ahead? 	

Mindset of Self & School Habits of Success

Habit of Success	Definition (Simplified)	Consideration Questions	Identify ways to practice the habit
Growth Mindset	I can grow my abilities and my competence with effort. I'm not done learning and growing.	<ul style="list-style-type: none"> • How does your work encourage mistakes and risk-taking so that you can learn from doing things incorrectly? • How does your work celebrate the growth and progress over completion? 	
Self-Efficacy	I believe in my abilities to perform tasks or show knowledge successfully.	<ul style="list-style-type: none"> • How does your work provide opportunities for you to feel success and accomplished? • How does your work celebrate incremental growth and change? 	
Sense of Belonging	I take ownership of my community, and in it, I have a rightful place as a member.	<ul style="list-style-type: none"> • How does your work make you a shared owner in your learning? • How does your work encourage you to explore your individual and unique contributions to your learning? 	
Relevance of School	I am interested and find value in what I learn.	<ul style="list-style-type: none"> • How does your work connect learning to real world experience? • How does your work teach you to take joy in the journey of learning, even if it means slowing down? 	

Perseverance Habits of Success

Habit of Success	Definition (Simplified)	Consideration Questions	Identify ways to practice the habit
Resilience	I recover quickly and adapt when faced with challenges to exceed the expectations of others.	<ul style="list-style-type: none"> • How does your work teach you to anticipate failure and plan for challenges? • How does your work integrate strategies for overcoming challenges? 	
Agency	I make decisions and act for myself.	<ul style="list-style-type: none"> • How does your work empower you to make selections and choices for yourself? • How does your work encourage you to boldly share decisions you've made? 	
Academic Tenacity	I look beyond short term concerns and withstand challenges to persevere towards long term academic goals.	<ul style="list-style-type: none"> • How does your work emphasize work towards long term goals over short term success? • How does your work celebrate perseverance towards a goal rather than the accomplishment of a goal? 	

Independence & Sustainability Habits of Success

Habit of Success	Definition (Simplified)	Consideration Questions	Identify ways to practice the habit
Self Direction	I have a desired outcome, backwards plan, take action and evaluate the effectiveness of my choices and make adjustments to move towards my goals.	<ul style="list-style-type: none"> • How does your work provide time and opportunity for determining an outcome and making a plan towards it? • How does your work encourage reflection on progress towards a goal? • How does your work encourage you to make adjustments? 	
Curiosity	I take an interest in a wide variety of topics and desire deep and complete understanding of complex topics.	<ul style="list-style-type: none"> • How does your work expose you to a variety of ideas, topics and problems? • How does your work build excitement for you to deepen your understanding of complex things? 	
Purpose	I understand myself and use that knowledge to create a path that leads to a fulfilled life.	<ul style="list-style-type: none"> • How does your work expose you to a variety of experiences? • How does your work promote a diverse definition of fulfillment in life? 	

Tools You Can Use to Support Learning

How to Get to the Summit Learning Platform Help Center

For more information and how-tos related to the Summit Learning Platform, click [here](#)

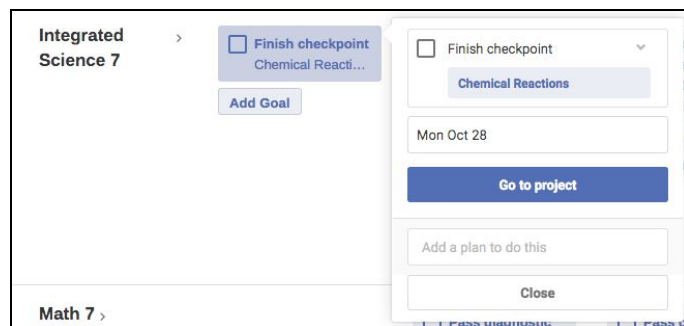
How to Navigate the Summit Learning Platform

The Platform has five tabs along the left column: **Week**, **Year**, **Progress**, **College**, and **Resources**. For understanding progress, we will focus on **Week**, **Year**, and **Progress**. To get a general understanding of the student experience on the platform, watch this [video](#).



Week → Overview:

- The Week tab is where students can add **goals** and **reminders**.
- The goal setting tool will walk your child through setting a **SMART** (Specific, Measurable, Achievable, Realistic, Timely) goal.
- We encourage all students to use this tool, as it will help them, their mentor and parents keep track of goals and deadlines.



Year → Overview:

- In the Year view, you can see all **projects**, **focus areas**, and **concept units** for every course for the entire year.
- Explore the **projects** and supporting **focus areas** that your child is currently working on in all of his/her classes, as well as their **cognitive skill** grade.

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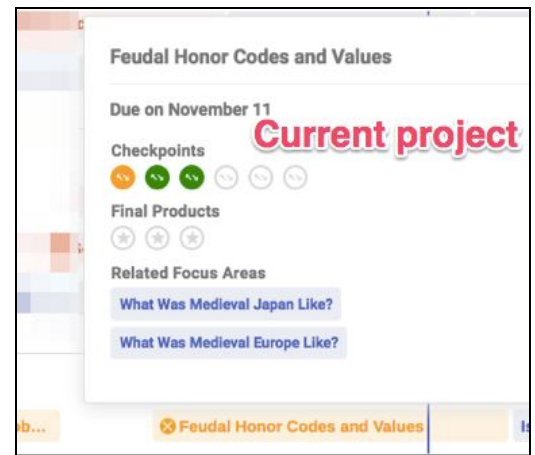
- The **vertical blue line** is our pacing line, and it indicates where a student should be today in order to be on pace to complete the course by the end of the school year.
 - Everything to the left of the line should be complete to be "on track" with his/her work.
 - Students should be working on everything the blue line is touching.
 - Students are free to work on focus areas ahead of time or return to previous focus areas for review at any time.

Projects/Units

In the Year View, projects will be a variety of colors, and will change as the student completes work, and receives feedback from teachers.

Projects/Units Color Key:

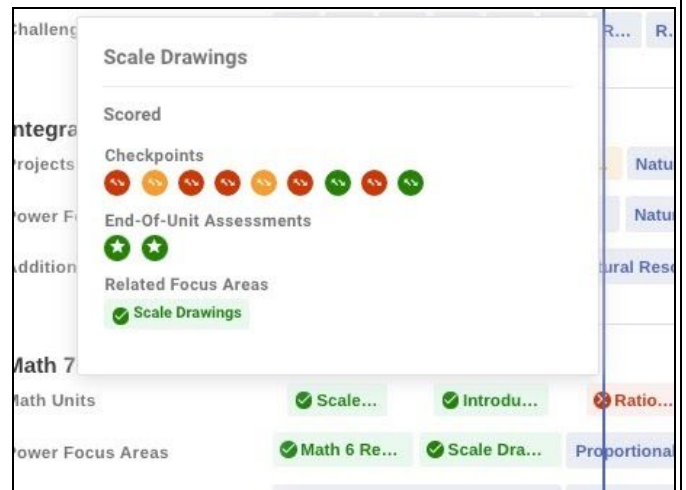
- **Green:**
 - ◆ **Current Projects:** All checkpoints have a green light.
 - ◆ **Completed Projects:** The project has been scored, and the grade is 70% or above.
- **Yellow:**
 - ◆ **Current Projects:** One or more checkpoints has a yellow light.
 - ◆ **Completed Projects:** One or more of the skills assessed received below 70%.
- **Red:**
 - ◆ **Current Projects:** One or more checkpoints has a red light.
 - ◆ **Completed Project:** Project is overdue.



Hover your cursor over a project to see checkpoint 'lights', due dates, and related focus areas. If you **click into** a Project in the Year View, you'll see the project breaks down all projects into **checkpoints or tasks**.

Checkpoints Color Key:

- **Green: Keep Going:** Teacher has assessed the checkpoint and student is on track.
- **Yellow: Check Feedback:** Teacher has given feedback that the student needs to review.
- **Red: Stop and Revise:** Student must check feedback and fix before moving on OR student did not turn in the checkpoint on time.
- **Blue:** Student has not submitted for review, no feedback has been given, or is not yet due.



Focus Areas: Concept & Content Learning

Focus Areas are the concepts and content knowledge that students need to master to have a base level understanding of the content.

Power Focus Areas are needed to complete projects and become college-ready, and **students must pass ALL Power Focus Areas to pass a course**. Completion of additional and challenge focus areas completion is based on your school's grading policy.

Focus Areas Color Key:

- **Green** = Focus area is mastered. (Achieved at least an 8/10 on a content assessment or 7/10 in an AP course.)
- **Red** = Focus area is not mastered and behind the pacing line.
- **Blue** = Focus area has not been mastered and is not yet "due".

The screenshot shows a student dashboard for 'Medieval History'. It lists 'Projects' (e.g., 'The Silk Road and Globalization'), 'Power Focus Areas' (e.g., 'What Was the World Like...'), and 'Additional Focus Areas'. A detailed view for 'What Was the World Like In 300 CE?' is shown, including a 'Disciplinary' score of 8/10, 3 attempts, and a mastery date of August 18.

Score	Attempts	Mastered On
8/10	3	August 18

Hover your cursor over the focus area to see student attempts and when the line passes.

If you click on a **Focus Area** in the Year View, you'll see a more detailed description of the focus area, including the objectives the student needs to meet in order to master the Focus Area.

A Focus Area consists of:

- A **Description**: This area explains what the student needs to learn. There will be objectives and key terms listed.
- A **Diagnostic Assessment** is a short quiz that helps your child figure out what they might already know and where they need to study. **Only take the diagnostic once, as the questions don't change.**
 - After they take the diagnostic, the circle next to the Objective will turn a color (red, yellow, green indicating their score within each objective) and clearly explain how many questions the student answered correctly under each learning objective. (These colors update with every assessment the student attempts.)
- **Objectives**: Click on each objective to see a list of resources that students can use to help them learn that objective. They are purposefully different - video, reading, exercises - to allow students to learn in different ways and reflect on what works best for them.
- **Content assessment**: Each content assessment consists of 10 multiple choice questions that tests students' understanding of the various concepts and objectives.
 - Students can take content assessments multiple times until they prove mastery.
 - If a student does not receive a passing score prior to the line passing, their grade will be affected.
 - The goal is for them to show mastery through passing these assessments.
 - Students will not be told which question they did not get correct, rather they will be told which *objective* they have not mastered. This focuses the learning on the content, rather than the test questions.



Progress Tab → Overview:

- In the **Progress** section, you can view a snapshot of what your child has been doing every day. Any content assessment the student attempted or passed will be listed (along with their score). You will see if they submitted a checkpoint and if their teacher gave feedback. You will also see any mentor meetings and notes from that meeting.
- You can also view your child's grades in each of their classes based on their current pace. Keep in mind that these grades are not final until the school year ends and may change whenever students complete projects or pass content assessments. By clicking into each course, you will receive a detailed grade summary. **Students have the option to revise and resubmit any project final products for a better cognitive skill score.**

