

Summit Hill School District 161

Summit Program

Revised 2014

Summit Programming is available for qualifying students in grades 5-8. The Walker School program follows a group structure for grade 5 and a departmentalized structure for grade 6. The Summit Hill Jr. High program follows a departmentalized structure.

District-wide Identification Process

- ▶ The process is to apply comprehensive and quantitative procedures to find students who possess abilities in the areas of intellect and/or specific aptitude.

5th-8th Grade Identification

- ▶ The intent of the screening procedure is to identify students who demonstrate a high level of performance. The total district population is considered at the end of grades 4 and 6 for the following school year. When screening students for further identification into the Summit Program, the following criteria are utilized:
 - Cognitive Skills Inventory score 120 and above
 - Average of last 3 district percentile scores based off of measures of academic progress
 - Teacher Observation Checklist

Students who qualify will receive a letter from the building administrator indicating that they have been identified for the Summit Program. Students in grade 4 will receive a letter indicating they have been identified for the program at Hilda Walker School for the following school year in Math and/or Language Arts. Students in grade 6 will receive a letter for placement in the Summit Hill Jr. High program for reading, math, social studies, and/or science classes for the following school year.

Mission

- ▶ To provide flexible and innovative teaching and learning environments where students have the opportunity to probe deeper into the content of the curriculum, experience different processes of learning, and create projects to encourage exploration and experimentation at appropriate levels.

Federal Definition of Gifted Students

- ▶ Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities. (Illinois School Code-located in the Elementary and Secondary Act, found in Section 14 A-5)

Program Goals

- ▶ The goals for the Summit Program are based on the Common Core Standards and the National Association of Gifted Children Standards.
 - Students will apply knowledge of disciplines to produce work that reflects individuality and creativity and is advanced in relation to other students of similar age and experience.
 - Students will acquire the knowledge and skills to develop the ability to identify the problem, define the problem, analyze problem and solutions interactions, and determine and assess possible solutions.
 - Students will acquire the knowledge and skills to develop the ability to use critical/reflective thinking focused on deciding what to do or believe. This includes supporting ideas with facts and/or logic and explaining relationships.

- Students will acquire the knowledge and skills to make decisions and act as responsible members of society.
- To provide challenging learning experiences beyond the regular curriculum.
- To provide opportunities to develop self-awareness, autonomy, and self-direction.

Curriculum Modification

- ▶ As with any program, the curriculum for Summit Program students includes the content, the processes to facilitate the learning, and the products that result from the learning. Because Summit students possess learning characteristics and needs that differ from those of their chronological peers, their curriculum in the Summit Hill School district is differentiated from that of other student's performing on grade level. Curriculum for Summit students involves the use of content and materials beyond those for the typical students at that grade level.
- ▶ Differentiation of instruction is the overriding philosophical foundation for the inclusion of Summit services into every classroom. Specific principles for the differentiation of curriculum, identified through research, are put into practice throughout the Summit Hill School District. Differentiation the curriculum so that it is appropriate for Summit Students implies modification of student goals and objectives, instructional strategies, learning experiences, and evaluation. Differentiated curriculum is provided in Summit classes, as well as in the regular education program.

Program Design

- ▶ Summit Hill School District is committed to providing an educational program in which students may grow to become productive and contributing members of society. To encourage optimum achievement, the school learning environment must provide challenging learning opportunities matched to the needs and talents of students with high potential. The Summit Program strives to provide challenging curriculum while enhancing a student's self-efficacy. Student-centered program goals, educational needs, and a collaborative planning process determine program content. The program is designed to provide an array of learning opportunities that help students realize their potential, instill—a desire to develop their talents and abilities, and encourage scholastic rigor.

Appeals Process

- ▶ The parent contacts the building administrator and/or Curriculum Director and has an informal conversation about the Summit Program placement concerns.
- ▶ If the parent feels his/her concern needs to be further addressed, the parent may prepare a written letter outlining the rationale for considering a change in the child's placement.
- ▶ Upon receipt of the letter, the building administrator will arrange a meeting with the parent to review data and discuss placement options. The building administrator will send a written letter informing the parent of the placement outcome.



Summit Programming

English Language Arts Matrix Grades 5 - 8

Student Name _____

Language Arts Identified

Yes	No
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Building _____

Grade _____

Teacher _____

Date _____

A student must have 5 points for placement and a minimum CSI of 120 for identification.

Matrix	1	2	3	4
	120-123	124 - 127	128-131	132+
CSI 120 Indicator				
	90% - 92%	93%-94%	95%-96%	97%
Reading STAR %				
	33+			
Teacher Observations				
Total Points Earned				

Authorized Signature

Date Identified

*The goal of the program is to serve students meeting this criteria in order to keep the integrity of the program.



Summit Programming Mathematics Matrix 5-8

Student Name _____

Mathematics Identified

Yes	No
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Math Course Recommendation _____

Building _____

Grade _____

Teacher _____

Date _____

A student must have 5 points for placement and a minimum CSI of 120 for identification.

	1	2	3	4
	120-123	124 - 127	128-131	132+
CSI				
	90% - 92%	93%-94%	95%-96%	97%
Math STAR %				
	33+			
Teacher Observations				
Total Points Earned				

Authorized Signature

Date Identified

*The goal of the program is to serve students meeting this criteria in order to keep the integrity of the program.



Teacher Recommendation Checklist English Language Arts – Grades 5-8

Student _____

Grade _____

School _____

Teacher _____

Date Completed _____

Total Points _____

***Do not spend too much time deciding. Go with your initial reaction.**

Behaviors <i>*Mark 1 box for each behavior. Do not mark on the line.</i>	Often 3	Sometimes 2	Rarely 1	Not Observed 0
A. Student generates unusual, unique, clever responses.				
B. Student displays curiosity about many things.				
C. Student has a keen sense of humor.				
D. Student learns at an accelerated pace.				
E. Student exhibits a high level of interest.				
F. Student is a risk taker.				
G. Student is able to express themselves well in writing.				
H. Student is able to express themselves well in speaking.				
I. Student demonstrates expanded vocabulary.				
J. Student exhibits perfectionism.				
K. Student is an avid reader.				
L. Student reads and comprehends beyond grade level.				
M. Student enjoys debate and discussion.				
N. Student is able to interpret literature abstractly.				
O. Student is an independent learner.				
Total point value for each column				

Total Points _____



Teacher Recommendation Checklist Math – Grades 5-8

Student _____

Grade _____

School _____

Teacher _____

Date Completed _____

Total Points _____

***Do not spend too much time deciding. Go with your initial reaction.**

Behaviors <i>*Mark 1 box for each behavior. Do not mark on the line.</i>	Often 3	Sometimes 2	Rarely 1	Not Observed 0
P. Student generates unusual, unique, clever solutions.				
Q. Student displays curiosity about many things.				
R. Student has a keen sense of humor.				
S. Student learns at an accelerated pace.				
T. Student exhibits a high level of interest.				
U. Student is able to multi-task.				
V. Student is a risk taker in finding solutions.				
W. Student demonstrates ability to reason through logic.				
X. Student exhibits perfectionism.				
Y. Student demonstrates a large base of mathematical knowledge.				
Z. Student has quick mastery and recall of basic facts.				
AA. Student prefers to work more difficult problems over easy ones.				
BB. Student sometimes solves problems intuitively.				
CC. Student is an independent learner.				
Total point value for each column				

Total Points _____