Summit Hill School District 161

SUMMIT PROGRAM

Revised: February 2021

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 abilities assessment score of 120 and above
  - Average of last two district percentile scores based on the district benchmark assessment
  - Academic behavior checklist
  - Summit ELA will obtain a writing sample and use the written expression 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 English Language Arts (ELA). Students in grade 6 will receive a letter for placement in the Summit Hill Jr. High program for reading (ELA), math, social studies, and/or science classes for the following school year. In grades 7 and 8, students that qualify for Summit Reading (ELA) qualify for Summit Science and Social Studies.

Transfer Students: Upon parent or teacher request regarding a transfer student, the building administrator will conduct a file review to gather necessary data in order to place data on the identification matrix to determine eligibility. The school psychologist will also administer a cognitive abilities assessment to gain additional data. Students receiving a cognitive score of 120 or above will be considered for the Summit Program.

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.

State of Illinois Definition of Gifted Students

➢ Gifted and Talented children exhibit high performance capabilities in intellectual, creative, and artistic areas; possess exceptional leadership potential; excel in specific academic fields; and have the potential to be influential in business, government, health care, the arts, and other critical sectors of our economic and cultural environment. Gifted and Talented children require services and activities that are not ordinarily provided by schools. These outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor. (105 ILCS 5/14A-10) Gifted and Talented children are students with outstanding talent who perform or show the potential for performing at remarkably high levels of accomplishment when compared with other children and youth of their age, experience, and environment. A child shall be considered gifted and talented in any area of aptitude, and specifically, in language arts and mathematics, by scoring in the top 5% locally in that area of aptitude. (105 ILCS 5/14A-20)

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 solution 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 students 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. Differentiating 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 161 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 has an informal conversation about the Summit Program placement concerns.
➢ If the parent feels his/her concern needs to be further addressed, the parent will submit a letter to the building administrator 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.

Exiting the Summit Program

➢ In the event a student is not demonstrating success in the Summit Program, the school team will contact the parent. The school team will determine whether to continue in the Summit Program and develop an academic plan.
➢ Every effort will be made to support a smooth transition out of the Summit Program. This may include waiting until the end of a chapter, topic, or grading period.

Summit Programming

English Language Arts Matrix Grades 5 – 8

Student Name_____

Language Arts Identified

YES	NO

Building_____   Grade_____

Teacher_____   Date_____

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

Enter Scores Below	ELA Matrix	1	2	3	4
		120-123	**124-127**	**128-131**	**132+**
	Cognitive Test 120 Indicator				
		90% - 92%	**93% - 94%**	**95% - 96%**	**≥ 97%**
	Reading Benchmark				
		31+ points			
	Academic Behavior Checklist				
		6 points			
	Written Expression Checklist				
	Total Points Earned				

_____   _____

Principal's Signature (current)   Date

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

Summit Programming

Mathematics Matrix Grades 5 – 8

Student Name_____

Mathematics Identified

YES	NO

Math Course Recommendation_____

Building_____ Grade_____

Teacher_____ Date_____

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

Enter Scores Below	Math Matrix	1	2	3	4
		120-123	124-127	128-131	132+
	Cognitive Test 120 Indicator				
		90% - 92%	93% - 94%	95% - 96%	≥ 97%
	Math Benchmark				
		33+ points			
	Academic Behavior Checklist				
	Total Points Earned				

_____   _____

Principal's Signature (current)   Date

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

Teacher Academic Behavior 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.

Academic Behaviors **Mark 1 box for each behavior. Do not mark on the line.*	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 uses evidence and reflection when speaking.				
H. Student exhibits perfectionism.				
I. Student is an avid reader.				
J. Student reads and comprehends beyond grade level.				
K. Student engages in debate and discussion.				
L. Student can interpret literature abstractly.				
M. Student is an independent learner.				
Total point value for each column				

Total Points _____

Written Expression **Mark 1 box for each behavior. Do not mark on the line.*	Often 3	Sometimes 2	Rarely 1	Not Observed 0
A. Student can support their writing with details and elaboration.				
B. Student demonstrates expanded vocabulary in writing.				
Total point value for each column				

Total Points _____

SUMMIT HILL
SCHOOL DISTRICT 161

Teacher Academic Behavior 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.

Academic Behaviors *Mark 1 box for each behavior. Do not mark on the line.	Often 3	Sometimes 2	Rarely 1	Not Observed 0
A. Student generates unusual, unique, clever solutions.				
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 able to multi-task.				
G. Student is a risk taker in finding solutions.				
H. Student demonstrates ability to reason through logic.				
I. Student exhibits perfectionism.				
J. Student demonstrates a large base of mathematical knowledge.				
K. Student has quick mastery and recall of basic facts.				
L. Student prefers to work more difficult problems over easy ones.				
M. Student solves problems intuitively.				
N. Student is an independent learner.				
O. Student is able to articulate math processes verbally and in writing.				
Total point value for each column				

Total Points _____