



Logan-Rogersville R-VIII

W I L D C A T S

Unity - Clarity - Consistency - Accountability

CURRICULUM FOR

ACADEMICALLY

TALENTED

STUDENTS

Grades 1 - 6 Handbook

Revised July 2021

Table of Contents

| | |
|----------------------------------|----------|
| Introduction | 1 |
| Philosophy | 1 |
| State Definition | 1 |
| Characteristics | 1 |
| Identification | 2 |
| Screening Criteria | 2 |
| Selection Criteria | 2 |
| Placement | 3 |
| Transfer Students | 3 |
| Continued Placement | 3 |
| Reassessment | 4 |
| Service Model | 4 |
| Curriculum | 4 |
| Program Goals | 5 |
| Student Evaluation | 6 |
| Program Evaluation | 7 |

Introduction

In the spring of 1986, the Logan-Rogersville R-VIII School District, in its effort to provide a quality education for all children, applied for a fifty percent matching grant from the Missouri Department of Elementary and Secondary Education to establish a program for the academically gifted students of the district. This program, entitled the Curriculum for Academically Talented Students (CATS) was designed to serve identified academically talented students in grades kindergarten through twelve, beginning in the fall of 1986. It was not intended to serve as an enrichment, honor, or reward, but as a way of meeting the special individual needs of the academically talented students.

Philosophy

The Logan-Rogersville R-VIII School District is committed to meeting the individual student's needs. This commitment includes providing opportunities for students who exhibit precocious development of mental capacity and learning potential-the academically gifted. The school district recognizes that since these students possess extraordinary abilities to think creatively and critically, their cognitive and affective needs can best be met by providing a differentiated, interdisciplinary curriculum.

State Definition

Gifted students are defined in Section 162.675, RSMo. as "those children who exhibit precocious development of mental capacity and learning potential as determined by competent professional evaluation to the extent that continued educational growth and stimulation could best be served by an academic environment beyond that offered through a standard grade level curriculum."

Characteristics of Academically Gifted Students

Although the following characteristics generally describe gifted students, not all of these characteristics may be present in each person. They are simply signposts that indicate potential.

1. Learns rapidly and easily, retains and uses what is heard or read without appearing to need much drill.
2. Has advanced vocabulary.
3. Thinks clearly, recognizes implied relationships, comprehends meanings, generalizes accurately, and thinks abstractly.
4. Is intellectually curious, investigative, and asks penetrating and searching questions.
5. Is independent, individualistic, and self-sufficient.
6. Produces original or unusual ideas or products.
7. Has a long attention span in areas of interest.
8. Prefers complex ideas.
9. Demonstrates proficiency in basic skills beyond grade level.

10. Has many and varied interests.
11. Is more aware of national and world problems and events than peers.
12. Sees the relationship of self to the immediate world.

Identification

The following guidelines are strictly adhered to when identifying students to participate in the CATS program.

Screening Criteria:

1. Annual Screening for Grades 1 through 4 –
 - a. Grades 1, 2 and 4: A score of 118 or above on the Cognitive Abilities Test (CogAT).
 - b. The Gifted Staffing Committee will determine which students who meet the screening criteria are given additional assessments (i.e. SAGES-2, achievement test and intelligence test).
2. Teacher and/or Parent Referral – The teacher and/or parent(s) submits a referral to the Gifted Staffing Committee for consideration. All teacher or parent referrals will be screened using the same criteria and procedure as done in the fall for all students. This screening will be processed as soon as possible after the referral, if current scores are available. If no CogAT score is available for a student, the Gifted Evaluation Scale-Fourth Edition (GES-4) will be completed by one to two teachers who have worked with the student in a classroom setting.

Selection Criteria:

Students must meet item one as well as two of the three following criteria in grades 1 through 6:

1. Cognitive Test Score – A full-scale score or General Ability Index (GAI) of 125 or above on the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V). The GAI score can only be used when there is a statistical significance between the index scores.
2. Achievement Test Scores – A score at the 95th percentile or above on the total test score or two out of three subtests (Reading, Math and Language) on the Kaufmann Test of Educational Achievement-Third Edition (KTEA-3) or the Wechsler Individual Achievement Test-Fourth Edition (WIAT-IV).
3. Reasoning – A score at the 85th percentile or above on the Reasoning subtest of the Screening Assessment for Gifted Elementary Students-Third Edition (SAGES-3).
4. Gifted Rating Scale – A score at the 85th percentile (standard score of 13) or above on two out of three subscales (Intellectual, Creativity and Specific

Academic Aptitude) on the Gifted Evaluation Scale-4 (GES-4) completed by one to two teachers who have worked with the student in the classroom setting.

No assessment results outside the school district will be used for placement decisions with the exception of those records from a transferring school district or in rare situations as determined appropriate by the Gifted Staffing Committee.

Placement of Students in the CATS Program:

The decision for placement of each student is the function of the Gifted Staffing Committee on each campus consisting of the child's teacher, building principal, counselor, teacher of the gifted, and the director of special services. It is the policy of the CATS program to maintain class sizes as described in the Program Procedures for Gifted Programs, which allows for approximately three to five percent of the total school student population for grades 1-6.

Transfer Students:

Students who transfer into the district will be placed in the CATS program if all of the following conditions are met:

1. The student must previously have been placed in a gifted program in a Missouri school.
2. The areas addressed by the two programs must be similar: i.e., both are general academic programs; both are fine arts programs; or both are specific academic programs.
3. The student meets or exceeds the selection criteria established by the Logan-Rogersville R-VIII School District for placement in its gifted program.
4. The student and parents agree to such placement.

If the selection criteria are not met, the child will not be eligible for the CATS program and will go through the screening process.

Continued Program Placement:

A student who qualifies and is placed in the CATS program may remain in the program as long as the Gifted Staffing Committee considers placement appropriate. The following occurrences may be considered evidence of inappropriate placement:

1. A recommendation by two classroom teachers.
2. A recommendation by the teacher of the gifted, building principal and the director of special services.

A student may be withdrawn from the CATS program for any of the following reasons:

1. Student request with parental approval.
2. Parent recommendation.
3. Gifted Staffing Committee recommendation.
4. Achievement expectations for students in grades 1-6:

- a. Students are expected to maintain a grade of B- in all their core subject classes.
- b. If a student receives a grade lower than a B- in any given core subject, a probationary plan is worked out with the student, parents and teachers. This plan involves weekly checks to determine if all work in the deficit subject is being completed.
- c. If a student fails to obtain at least a B- at the end of the probationary quarter, he/she is excluded from CATS class until the grade is brought up to a B- or for the next quarter. The student may reenter the program the following quarter if the grade requirement is met.

Reassessment

In the event that a student did not meet the selection criteria for placement into the CATS program, but did score 117 or above on the WISC-V, the student may be considered for reassessment after one year if he/she met the screening criteria. A student may be tested no more than two times for the gifted program in grades 1-6.

Service Model for Grades 1-6

The Logan-Rogersville R-VIII School District CATS program for grades 1-6 is a “pull-out” type program. All students spend four days a week in a regular academic program at their own school. One day a week CATS students will receive services in the CATS classroom in their respective buildings. In the event there is a small number of students in one building, those students may be transported to another building to participate with that particular group of students. This determination will be made annually after testing and student identification has occurred.

Classroom teachers are asked not to introduce major concepts and/or give tests on days CATS students are participating in the program. The classroom teacher is expected to excuse the CATS student from drill and practice work missed during the day away, unless the student is weak in that concept. If it is necessary to introduce a new concept or give a test on the day missed for the CATS class, the student is held responsible for the missed material.

Curriculum

The Logan-Rogersville R-VIII School District CATS program for grades 1-6 is designed to enhance the student’s intellectual and academic talents and to encourage the development of creative thinking and leadership by providing the student with:

1. Opportunities for learning experiences not ordinarily included in the regular curriculum.
2. Development of critical/creative thinking, problem-solving, leadership, and communication skills.
3. Development and expansion of independent, self-directed learning skills.
4. Guidance in the development of personal and social awareness.

5. Provision for gifted students to interact with intellectual peers without being isolated completely from the regular school program.

Program Goals:

To provide learning experiences not ordinarily included in the regular curriculum, the CATS program will offer:

1. New and challenging information and ideas to broaden the cognitive base of the student's special interest areas.
2. Activities that allow the student to operate at complex and creative levels of thought.
3. Time for the student to pursue ideas in depth.
4. Opportunities to share ideas in depth in group activities with adult experts.
5. Opportunities for the student to have more independence and responsibility in their education process.

To facilitate development of critical/creative thinking, problem-solving, leadership and communication skills the program will provide instruction in the following:

1. Higher level thinking techniques involved in such methods as brainstorming, SCAMPER, inductive-deductive reasoning, Bloom's Taxonomy, analogies and convergent-divergent thinking.
2. Problem-solving techniques such as creative problem-solving, decision-making, forecasting techniques, scenario writing and the scientific process.
3. Leadership techniques such as reading body language, asking questions that promote conversations, listening so others will talk, handling criticism constructively and learning to delegate and assist rather than command.
4. Process skills and practices that facilitate communication such as typing, photography, computer literacy, public speaking, map and chart making, and expressing ideas in written form.

To help in the development and expansion of independent, self-directed learning skills, the program provides:

1. Practice in setting realistic short and long-term goals.
2. Guidance in accepting setbacks as part of the learning process and in learning to overcome obstacles when possible.
3. Activities that allow the student to solve problems in diverse ways and to be exposed to the natural consequences of choice.
4. Encouragement in accepting responsibility for producing quality products and for the completion of the task.
5. Experience in developing the criteria for self-evaluation of products.

To meet the need for guidance in the development of personal and social awareness the program:

1. Provides an atmosphere of acceptance that allows for and encourages questioning.
2. Encourages students to examine new ideas on their own merit.
3. Provides activities that help the student become more aware of his/her own strengths and learning style.
4. Provides readings and experiences with a variety of people that illustrate different kinds of career choices and life styles.
5. Encourages awareness of social problems facing all mankind.

Provision for gifted students to interact with their intellectual peers is provided in the following ways:

1. The service model of the CATS program.
2. Provision for opportunities to work in small groups and with adult experts.
3. Opportunities to participate in academic contests and events.
4. Opportunities to move out into the community for information.

Student Evaluation

Students in grades 1-6 are not graded in the traditional manner due to the goals and objectives of the CATS program. Instead of the usual grade, there is an on-going evaluation process to assess whether or not the goals and objectives of the program are being met. This on-going evaluation consists of the following steps:

1. Familiarization of the student with the program's goals and objectives.
2. Setting of individual long and short-term goals by the student.
3. Evaluation of units of study by the student and teacher. These evaluations are sent to parents.
4. Parent-teacher conferences on regularly scheduled conference days or as needed or requested.
5. Informal conferences with classroom teachers of students in grades one through six.
6. Committee meetings, as needed, to meet the needs of the program. The gifted committee on each campus consists of the building principal, the guidance counselor, the teacher of the gifted, the director of special services and involved classroom teachers and parents.

Program Evaluation

An annual evaluation of the CATS program is conducted to meet state requirements. At that time, students in the program, parents of CATS students, program teacher, classroom teachers of CATS students, counselors, building principals and the director of special services complete evaluation forms. The CATS program teacher will summarize the information from the evaluation forms, provide a written program evaluation to the school board and verbally present the information to the school board.