

## Site-Based Gifted and Talented Services Overview

### 2021-2022

<b>School name</b>	Olander Elementary: School for Project Based Learning
<b>Link to the school's Gifted (GT) webpage or website</b>	<a href="https://ola.psdschools.org/index.php/about-us/departments/gifted-talented">https://ola.psdschools.org/index.php/about-us/departments/gifted-talented</a>
<b>Average number of GT students at this school vs. total student enrollment</b>	~25 GT Students                      ~50 Talent Pool Students ~400 Total Enrollment
<b>GT site coordinator contact information</b>	Site coordinator name(s): David Arnoff Email: <a href="mailto:darnoff@psdschools.org">darnoff@psdschools.org</a> Phone: 488.8464
<b>Overview of the GT program at this school</b>	<p>The GT program at Olander focuses on mindfully setting the stage with solid structures and enrichment opportunities for students to develop their gifts within their strength area(s). With support in place, we'll push students to reach towards their incredible potential. Students are regularly given the opportunity to work with intellectual peers. These students are invited to regularly participate in support groups geared toward the social emotional needs of gifted learners. Student's daily classroom assignments are differentiated to best meet their needs. Students are also encouraged to participate in our diverse extracurricular enrichment opportunities.</p> <p>Olander's Project-Based Learning (PBL) model provides learning opportunities to all students and is especially well-suited to the talents of gifted students because of the focus on research, synthesis, communication, and real-world skills. PBL offers gifted students the opportunity to take projects as far as their interests and skills will allow. For more interest on project based learning, see <a href="https://ola.psdschools.org/project-based-learning-pbl">https://ola.psdschools.org/project-based-learning-pbl</a></p> <p>The structure during our WIN (What I Need) blocks allows us to offer a variety of programming for those students identified as gifted by the district as well as those high achieving students identified in our talent pool. This enrichment structure has been proven to be quite successful at Olander.</p>
<b>Advanced Learning Plan process at this school</b>	The ALP is written collaboratively between the GT Teacher, classroom teacher(s), counselor, and the student. It is also sent home for parent input. Each identified student will have a goal in their area(s) of ID, as well as a social/emotional (affective) goal. When appropriate, goals can be combined

	<p>to better serve a student. Updates on student progress toward their goals are communicated to parents in the fall, winter, and spring.</p>
<p><b>Programming opportunities for GT students</b></p>	<p>All teachers in the school implement choice in process and product for many of the lessons. Tiered lessons are also common. Teachers often intentionally group gifted learners together in the classroom for parts of learning activities. Students with gifts in Math and Language Arts have the opportunity to learn with other gifted/talent pool students during our WIN (What I Need) block, a time dedicated to enriching the curriculum beyond the differentiation happening regularly in the homeroom. Here, teachers often provide opportunities for students to apply their learning to real-life opportunities and go deeper in developing and applying higher order thinking strategies.</p> <p>Olander is focused on enriching grade level standards through our programming. Grade level and specific content acceleration is not the norm and is done on a case-by-case-basis.</p>
<p><b>Enrichment opportunities for GT students during school</b></p>	<p>In addition to addressing needs during our WIN block, there is individualized project extensions within the classroom during PBL time.</p> <p>The GT Coordinator will serve as a consultant to creativity students and/or their homeroom teacher to meld the open-ended standards driven projects their teacher assigns with the student’s personalized area of interest to create authentic, hands-on, in-depth learning opportunities.</p> <p>Within their homerooms, students identified in Language Arts regularly participate in higher level discussions centered on their literature studies and develop open ended projects.</p>
<p><b>Enrichment opportunities for GT students before or after school</b></p>	<ul style="list-style-type: none"> <li>● Lego-Robotics</li> <li>● Hive</li> <li>● Osprey NEWS</li> <li>● Math Olympiad</li> <li>● Odyssey of the Mind,</li> <li>● Mighty Math Minds</li> <li>● Kids Care Club (service)</li> <li>● Osprey Choir</li> <li>● Running Club</li> <li>● Guitar Composition</li> <li>● Art Club</li> <li>● Collaboration Council</li> <li>● Kindness Club</li> <li>● Mad-Science</li> <li>● Climbing Club</li> <li>● School Garden</li> <li>● Little Lobos Volleyball</li> <li>● PE Club</li> </ul>

	<ul style="list-style-type: none"> <li>• Ukulele Club</li> </ul>
<p><b>Affective programming for GT students</b></p>	<p>By flexibly adjusting our school-wide social skills curriculum, teachers address the unique challenges and social-emotional needs of gifted learners in the classroom. The collaborative nature of PBL encourages the social-emotional development of all students, including our gifted learners. In addition, gifted students will be exposed to specific instruction and support centered on the affective needs of gifted learners. This instruction will occur with the counselor and GT coordinator monthly. Affective topics might include what it means to be gifted, perfectionism, self-advocacy, peer relationships, organizational skills, effort, motivation, and appropriate social and intellectual risk taking. As needed, the counselor will host small “lunch bunch” discussion groups to discuss common social and emotional issues.</p>

