

Olathe West Gifted Program 2019-2020



Communication:

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Olathe West Gifted Program Mission Statement:

Every student identified as gifted is unique and receives individual services appropriate for his or her needs and aspirations. Services at Olathe West include academic and career coaching, affective instruction and support, access to individualized counseling, opportunities to socialize with other gifted peers, and opportunities for in-depth self-directed research. An IEP guides instruction for the student within the gifted and general education programs as teachers and student work as a team to develop specific goals based on student need.

Olathe West Vision Statement:

Identified gifted students will graduate high school excited and prepared for **their** future. Students continue to develop general intellectual ability, positive self concept, achievement motivation, and areas of talent through academic enrichment and acceleration and extended learning opportunities.

Olathe West Gifted Program Objectives:

- Facilitate opportunities for students to pursue individual interests and develop talents (student and teacher directed)
- Support the cognitive and academic development through facilitation of developmental, differential, and proactive academic and affective learning experiences in the GenEd and Gifted classroom
- Provide support for the academic and affective needs of gifted students through teacher collaboration and training
- Encourage students to take initiative and develop as life long self-directed learners and self-advocates
- Provide support through development and active monitoring of a Gifted IEP
- Foster open communication for all IEP team members (parent, student, teacher, counselor, administrator)

Gifted Student Expectations:

"The reward for work well done is the opportunity to do more." -Jonas Salk

All Students-

- Develop personal quarterly IEP focus goals based on a self-identified need (meaningful, ambitious, action-oriented, realistic, authentic, written clearly)
- Participate in quarterly monitoring meetings with the gifted teacher
- Demonstrate adequate quarterly progress towards IEP goal (score 3, 4, or 5)
- Lead your annual IEP meeting with support from gifted coordinator
- Achieve at a high level of intellect and performance

9th Grade-

- Complete 2 shadow visits and written follow-up reflections (1 per semester)
- Initiate and meet with Greg Casel (gifted counselor) to develop relationship

10th Grade-

- Complete 2 shadow visits and written follow-up reflections (1 per semester)
- Complete 1 college visit with written follow-up reflection
- Initiate and meet with Greg Casel (gifted counselor) to discuss post HS plans

11th Grade-

- Initiate and meet with Greg Casel (gifted counselor) to review post HS plans
- Complete 2 shadow visits and follow-up reflections (1 per semester)
- Complete 2 college visits with written follow-up reflection (1 per semester)
- Create a written/digital post high school plan to share with gifted teacher/counselor

12th Grade-

- Initiate and meet with Greg Casel (gifted counselor) to review college admissions
- Complete 2 shadow visits and follow-up reflections (1 per semester)
- Complete and submit 3 college applications by Nov. 1 (early deadline)
- Lead final IEP Exit Meeting with support from gifted coordinator

Olathe West High School Quest Elective Enrichment Options

Quest is a semester elective that meets daily as a group of gifted students. Students must be identified as gifted to take the Quest class. Below are some of the options available to students, but if you have another interest or need, let's talk! Quest is designed in a format that allows for independent study and exploration along with weekly guided lessons or collaborative study. All work is expected to be completed at a level of professionalism and demonstrate new learning and expanded thinking.

QUEST RESOURCE:

- **Individual In-Depth Research Investigation-** Students develop skills and/or knowledge in an area of interest. This may include, subject-specific interests, cultural exposure, community involvement, post-secondary planning, and leadership development. This involves a final presentation.
- **Online Course Completion-** Gifted students often discover that there is not sufficient room in their schedules to fit in all the courses that they have interest in and that they are required to take to meet graduation requirements. Only once credit can be earned during a class period- Quest or other.
- **Self-Exploration and Understanding-** Opportunity for students to gain a better understanding and appreciation of their attributes, strengths, and needs. This involves a final presentation.
- **Post-Secondary Exploration-** Student research and identify potential career paths based on their values, skills, interests, and needs. This may also include college and scholarship search and application. This involves a final presentation
- **Test Preparation-** Opportunity to spend concentrated time to prepare for the high stakes assessments- PSAT, SAT, ACT including online course prep and practice tests.

QUEST ACTION RESEARCH:

- **Action Research Project-** Students collaborate with professionals to develop an authentic presentation (test a hypothesis, try out a new system, conduct an experiment, etc) that will contribute to a particular field of interest. Focus on development of advanced-level research methodologies, college-level writing, oral presentation skills.

QUEST PROFESSIONAL LEARNING EXPERIENCE (PLE)

- **Mentor/Internship Experience-** Seniors work with professionals on job sites to learn job skills and gain career experience in fields of interest. Professional communication, organization, and commitment is required. (Must apply one semester in advance. Student is responsible for securing job site.)

QUEST GUIDED STUDY

- **Study Hall-** Students needing a free period to work on advanced coursework can take Quest as a pass/fail study hall period. This is an encouraged option over the GenEd Guided Study course.