



Gifted Educational Plan

Ada, Oklahoma

Reviewed by the Local Advisory Committee

03/24/2026

Approved by the Oklahoma State Department of Education

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Approved by Ada City Schools Board of Education

09/14/2026

**GIFTED EDUCATION PLAN
ADA CITY SCHOOLS
Ada, Oklahoma**

MISSION STATEMENT

We believe that it is the responsibility of the Ada City School System staff, educators, and parents to provide identified, gifted and talented students with differentiated instruction that is unique to the intellectual and academic talents as well as the social and emotional needs of our gifted students. Working together, we strive to provide educational opportunities that teach, challenge, stimulate and develop each student in an atmosphere that fosters creativity, analytical thought and intellectual growth.

I. IDENTIFICATION OF STUDENTS FOR GIFTED EDUCATIONAL PROGRAMMING

A. LEVEL COMMITTEES ON GIFTED EDUCATIONAL PROGRAMMING

1. The committee at each level (early childhood, elementary, junior high, and senior high) will include the director(s) for gifted programming, the counselors, the administrative representatives, and teacher representatives as appropriate.
2. The committee coordinates and uniformly implements the process for identification and communicates these procedures to the entire school staff consistent with this Gifted Educational Plan, State Board of Education regulations, and statutes of the state of Oklahoma.
3. The process and procedures for student identification for the gifted education program, as well as changes in the plan, are available for discussion between the Local Advisory Committee and the level/site committees.

B. PROCESS FOR IDENTIFYING STUDENTS

1. Nondiscriminatory procedures with respect to race, economic background, national origin, or handicapping condition will be used in the identification process.
2. Nominations will be sought from a wide variety of sources.
 - a) At the time of enrollment a letter explaining the G.A.T.E. (Gifted and Talented Experience) program and permission to test is given to parents of all new students.
 - b) Referrals made by teachers, parents, peers, or self are accepted at all times. Testing will only occur in August, December, January, and May.
 - c) Students will be monitored and tested again if deemed necessary. Additional testing will NOT be recommended on students previously tested for the gifted/talented program unless referred by the teacher or parent.
 - d) All second grade students will be tested in the spring to identify for their third grade year.
3. Data collection on nominated students may include:
 - a) Testing Methods
 - (1) Standardized ability tests
 - (2) Standardized achievement tests
 - (3) Creativity tests
 - (4) Student achievement within the curriculum
 - (5) Other as appropriate
 - b) Non testing Methods
 - (1) Characteristics checklists
 - (2) School records/grades
 - (3) Student achievement outside the school's curriculum
 - (4) Other as appropriate
4. Data Analysis and Placement Criteria
Students may qualify for placement by the following methods

- a) A total point value of 12 or greater on the district Identification/Selection Matrix (see Appendix A)
 - (1) A composite score of 97% or better on any nationally standardized individual or group test of intellectual abilities receives an automatic 12 score of 12 points and qualifies as Category I
 - (1) A composite score of 90%-96% on any nationally standardized individual or group test of intellectual abilities is automatically placed SAA and qualifies Category 2.
 - (1) Matrix points are assigned based on nationally standardized tests of individual abilities, academic ability (General – advanced rank in two areas in one year on criterion referenced test or Specific - advanced rank in one area on a criterion referenced test for two or more years), and teacher recommendation checklists.
- b) College or Placement Tests (ACT or SAT)
 - (1) 97th percentile on any individual subtest OR 95th percentile on composite AND
 - (2) Referral made by parent, teacher, peer or student OR
 - (3) School record/grades
- c) Class Rank (high school students only)
 - (1) Top 10% of the class based on GPA AND
 - (2) Referral made by parent, teacher, peer or student
- d) Creative Thinking Ability (secondary level students only)

- (1) Write to publication level and create a portfolio to be evaluated by the committee AND
- (2) 3.0 grade point average AND
- (3) Teacher, peer, or self-nomination
- e) Leadership (secondary level students only)
 - (1) Membership/leadership in student organizations and/or participation in academic competitions AND
 - (2) 3.0 grade point average AND
 - (3) Teacher, peer, or self-nomination
- f) Visual/Performing Arts (secondary level students only)
 - (1) Membership/visual/performing arts student organizations and/or participation in visual/performing arts competitions AND
 - (2) 3.0 grade point average AND
 - (3) Teacher, peer, or self-nomination

5. SPECIFIC AREAS OF CONCERN

- a) Student placement decisions will be based on multiple criteria. No single criterion or cutoff score will be used to exclude a student from needed educational programming.
- b) Uniform identification procedures will be used to identify students for specific gifted educational programming options.
- c) To allow for the unbiased assessment of all cultural and economic backgrounds, a committee decision may be made based on referral, appropriate checklists, student product or performance, and other relevant information.
- d) With parental approval, placement will be made in programming options appropriate to the student's educational needs, interests, and/or abilities.
- e) Instructionally useful information about individual students obtained during the identification process will be communicated to the appropriate members

of the instructional staff regardless of final placement.

6. ONGOING IDENTIFICATION AND PLACEMENT of gifted students is a process extending from school entry through twelfth grade.

a) Opportunities will be provided for students to be considered for placement in gifted programs throughout their school experience.

b) Scores on qualifying students will be considered valid for a period of three years and may be considered valid for a longer period of time.

c) Students who were identified as gifted and talented in another school district will be considered for identification and placement by the committee in a timely manner. The committee reserves the right to retest new students who have been previously placed in other districts. (Placement or testing for placement will be carried out upon receipt of documentation of the criteria under which the student was placed in the gifted program at the previous school.)

d) Test scores from outside agencies will be considered for referrals if the scores are on nationally standardized tests administered by certified personnel.

e) Evaluation of the appropriateness of student placements in gifted educational programming will be ongoing.

f) Following a conference with the student's parents, a student may be removed from a programming option which is not meeting that student's educational needs. Students may be placed on probation for a semester while students try to meet the criteria. If the student does not meet the criteria, they will be removed from the program.

g) Students whose needs are not met by current placement will be considered for other programming

options which may be more appropriate to their needs.

h) Strict confidentiality procedures, as elsewhere defined in local board policy, will be followed in regard to records of placement decisions and data on all nominated students.

i) Records of placement decisions and data on all nominated students will be kept on file for a minimum of five years or as long as needed for educational decisions.

7. PARENTAL INVOLVEMENT is included in the identification and the placement process.

a) Parents will be asked to grant written permission for individual testing.

b) An additional evaluation will be available upon parent request. A comparable intelligence or achievement test or a different form of a creativity test will be given as soon as possible and within guidelines of recommended retest timelines.

c) Parents will be given written notice that their child has been identified for placement in gifted educational programming.

d) Parents will be provided with a summary of the gifted educational programming to be offered to their child.

e) Parents may appeal a placement decision with which they disagree. Appeal will be made to the building counselors and administrators. Further appeals may be directed to the Level Placement Committee and, finally, to the District Gifted Program (GATE) Committee.

II. DIFFERENTIATED EDUCATION

A. MULTIPLE PROGRAMMING OPTIONS AND MODIFIED CURRICULUM

1. PROGRAMMING OPTIONS

- a) Programming options will be coordinated by the gifted education director and committee to guide the development of gifted students from the time they are identified through graduation from high school.
- b) Students will be placed in programming options based on their abilities, needs, and interests.
- c) Gifted child educational programming is ongoing and part of the school schedule. Students will be provided an appropriate differentiated education after Labor Day.

2. CURRICULUM

- a) Curriculum for the gifted extends or replaces the regular curriculum.
- b) Curriculum is differentiated in content, process, and/or product.
 - (1) Content is differentiated in breadth, depth, and/or pace.
 - (2) Processes for gifted students stress creativity and higher level thinking skills.
- c) Curriculum is planned to assure continuity.

B. COMPONENTS OF LEVEL GIFTED CURRICULUM PLANS

1. ELEMENTARY GIFTED PLAN

- a) Flexible pacing
 - (1) Proficiency Based Promotion: elementary students advance one or more levels in curriculum area by demonstrating proficiency at 90% level on designated assessments.
 - (2) Enriched classes: include differentiated curriculum and accelerated content designed for able students. Classes not limited to identified gifted students
 - (3) Acceleration: administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.

(4) Continuous Progress: content and pacing of curriculum and instruction matched to students abilities and needs. Students move ahead on the basis of mastery.

(5) Cluster Groups: groups of identified able learners organized to provide planned differentiated instruction most of the time

(6) Instructional Groups: groups of identified able learners organized to provide planned differentiated instruction in a curriculum area.

b) Enrichment

(1) Regular Classroom: experiences provided in regular classrooms that are supplemental to the established curriculum and purposefully planned with the needs, interests, and capabilities of particular students in mind. Enrichment experiences are not a repetition of material.

(2) Resource Room: a class for students released from their regular classroom on a scheduled basis to work with a teacher trained in the education of the gifted. Students should not be required to make up work missed in the classrooms during the pull-out sessions. Gifted and Talented students will be responsible for the knowledge covered in the classroom during attendance of G.A.T.E. They are not responsible for the work (worksheets, assignments, etc.) except to the degree that such work may be necessary to demonstrate that the knowledge has been learned.

(3) Creative and Academic Competitions: organized opportunities for students to enter local, regional, state, or national contests. Examples are spelling bees, Inventors Exposition, Academic Bowl, and/or science fairs.

(4) Interest Groups: groups organized from one or more classrooms on the basis of interest in a topic, such as music, dramatics, or hobbies.

(5) Enrichment boxes will be provided to Kindergarten through second grade classes. Teachers will rotate boxes every 2 weeks.

(6) Challenge Boxes will be provided for Pre-Kindergarten through sixth grade classes.

c) Academic/Social Support

(1) Guidance and Counseling: planned activities, sessions, and policies that assist gifted and talented students in planning their academic career in-school and that address the specific social/emotional needs of the gifted, including underachievement

d) Staff Development Opportunities –
Implementation of Ada City Schools District Gifted Plan

(1) Identifying Gifted and Talented Students

(2) Higher level thinking skills

(3) Teaching Gifted and Talented Students

2. JUNIOR HIGH GIFTED PLAN

a) Flexible Pacing

(1) Proficiency Based Promotion: elementary or secondary students advance one or more levels in a curriculum area by demonstrating proficiency at 90% level on designated assessments.

(2) Honors or Enriched Classes: include differentiated curriculum and accelerated content designed for able students. Classes are not limited to identified gifted students.

(3) Acceleration: administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.

(4) Continuous Progress: content and pacing of curriculum and instruction are matched to students' abilities and needs. Students move ahead on the basis of mastery.

(5) Curriculum Compacting: a system designed to adapt the regular curriculum to meet the needs of above average students by either eliminating previously mastered work or streamlining work that may be mastered at a faster pace. The time gained may be used to provide students with appropriate enrichment and/or acceleration experiences.

(6) Dual Enrollment: qualified students taking high school courses while at the junior high level.

b) Enrichment

(1) Regular Classroom: experiences provided in regular classrooms that are supplemental to the established curriculum and purposefully planned with the needs, interests, and capabilities of particular students in mind. Enrichment experiences are not a repetition of material.

(2) Enrichment (AIM) Resource Room: a class for students on weekly basis to work with a teacher trained in the education of the gifted.

(3) Creative and Academic Competitions: organized opportunities for students to enter local, regional, state, or national contests. Examples are Academic Bowl, science fairs, interscholastic meets, spelling bees.

(4) Interest Groups: groups organized from one or more classrooms on the basis of interest in a topic, such as music, dramatics, or hobbies.

(5) Mentorships: a program which pairs individual students with someone who has advanced skills and experiences in a particular

discipline and can serve as a guide, advisor, counselor, and role model.

(6) Seminars: special short-term sessions where students focus on one area of study

c) Academic/Social Support

(1) Guidance and Counseling: planned activities, sessions, and policies that assist gifted and talented students in planning their academic career in-school and that address the specific social/emotional needs of the gifted, including underachievement.

d) Staff Development Opportunities-
Implementation of Ada City Schools District Gifted Plan

(1) Identifying Gifted and Talented Students

(2) Higher level thinking skills

(3) Teaching Gifted and Talented Students

3. SENIOR HIGH GIFTED PLAN

a) Appropriate Flexible Pacing

(1) Proficiency Based Promotion: secondary students advancing one or more levels in a curriculum area by demonstrating proficiency at 90% level on designated assessments

(2) Honors or Enriched Classes: include differentiated curriculum and accelerated content designed for able students. Classes are not limited to identified gifted students.

(3) Acceleration: administrative practices designed to allow students to progress through the curriculum and/or grade levels at a rate faster than the average.

(4) Cluster Groups: groups of identified able learners organized to provide planned differentiated instruction most of the time

(5) Instructional Groups: groups of identified able learners organized to provide differentiated instruction in a curriculum area.

(6) Cross-Grade Groups: opportunities for students to work in an advanced grade-level setting with one or more students sharing similar readiness for the learning task and performance expectations.

(7) Advanced Placement Courses: college level courses provided at the secondary level for which students may receive college credit by examination given by the Advanced Placement program of the College Board.

(8) Independent Study: individually contracted in-depth study of a topic or course of study taken through an individual arrangement.

(9) Correspondence Courses: high school courses taken by correspondence through an approved university

(10) Concurrent Enrollment: qualified students enroll concurrently in high school & college courses.

b) Enrichment

(1) Regular Classroom: experiences provided in regular classrooms that are supplemental to the established curriculum and purposefully planned with the needs, interests, and capabilities of particular students in mind. Enrichment experiences are not a repetition of material.

(2) Creative and Academic Competitions: organized opportunities for students to enter local, regional, state, or national contests. Examples are Academic Bowl, interscholastic meets, and science fairs

(3) Interest Groups: groups organized from one or more classrooms on the basis of interest in a topic such as music, drama, or hobbies.

(4) Mentorships: a program which pairs individual students with someone who has

advanced skills and experiences in a particular discipline and can serve as a guide, advisor, counselor, and role model.

(5) Seminars: special short-term sessions in which students focus on one area of study

(6) Google Classroom will be set-up by the director of gifted and talented with optional activities for students if time permits in the students' schedules.

c) Academic/Social Support

(1) Guidance and Counseling: planned activities, sessions, and policies that assist gifted and talented students in planning their academic career in-school and that address the specific social-emotional needs of the gifted, including underachievement.

d) Staff development opportunities–

Implementation of Ada City Schools District Gifted Plan

(1) Identifying Gifted and Talented Students

(2) Higher level thinking skills

(3) Teaching Gifted and Talented Students

III. EVALUATION

- A. An on-going evaluation process will be established by the Local Advisory Committee on Gifted Education. Each level plan will provide an evaluation process. Previous evaluations will be the basis for level planning.
- B. The gifted educational programming at each school level will be involved with an ongoing evaluation by administrators, teachers, parents, and students. Evaluation results will be communicated in a timely and meaningful way to program decision makers at the district level and, as appropriate, to students, parents, and the public.
- C. The evaluation process assesses each component of gifted educational programming. These include: 1) identification, 2) instructional program, 3) professional development, 4)

community involvement, 5) program management, and 6) the evaluation process.

- D. The evaluation process will focus upon the appropriateness of educational programming provided for gifted students.
- E. A plan for evaluation will be developed at the time the programming option is planned, specifying data to be collected and personnel responsible for analysis of the data.
- F. Data for evaluation will be obtained from a variety of instruments, procedures, and information sources.
- G. Student progress will be assessed, with attention to mastery of content, higher level thinking skills and creativity.
- H. Advanced content courses will be noted on student transcripts.

IV. LOCAL ADVISORY COMMITTEE

- A. The Local Advisory Committee members will be appointed by the Board of Education upon Recommendation of the Superintendent. It will consist of 3 to 11 members, including Gifted and Talented teachers, the District Gifted Director, a counselor, building principals, parents, and community members who have an interest in promoting gifted education. These community members need not be parents of gifted students.
- B. The Local Advisory Committee will be demographically representative of the community.
- C. The Local Advisory Committee will be appointed no later than September 15 of each school year for two year terms and will consist of parents of children identified as gifted and talented and community members who may be but are not required to be parents of students within the district as well as district staff.
- D. The first meeting will be called by the superintendent no later than October 1 of each year. At that meeting, the committee will elect a chair and a vice-chair.
- E. The advisory committee will meet at other times during the year as necessary in meeting space furnished by the district.

All meetings of the committee will be subject to the provisions of the Oklahoma Open Meetings Act.

F. The school district will furnish staff that has training in gifted education for the advisory committee.

G. The Local Advisory Committee will assist in the formulation of district goals for gifted education, assist in development of the district plan for gifted child educational programming, assist in preparation of the district report on gifted child educational programming, and perform other advisory duties as requested by the board of education.

V. QUALIFICATIONS AND RESPONSIBILITIES OF GIFTED PROGRAM STAFF

A. Qualifications of staff

1. Teachers shall hold a valid Oklahoma teaching certificate appropriate to the grade level(s) included in the program.
2. Gifted educational program directors shall hold a valid Oklahoma teaching certificate.
3. Teachers whose duties include direct involvement with gifted and talented students shall participate in in-service training or college training designed to educate and assist them in the area of gifted education.
4. Gifted educational program directors shall participate each year in in-service training or college training designed to educate and assist them in the area of gifted education.
5. Administrators responsible for gifted educational programming will attend professional development related to educational needs of gifted students.

B. Responsibilities of staff

1. The superintendent or the district director for gifted educational programming will be responsible for working with the Local Advisory Committee, overseeing the level coordinators and level plans, and filing such reports and information relative to gifted educational programming as required by the State Department of Education.

2. The principal or counselor will be responsible for working with the level committee, coordinating gifted educational programming related to the level gifted plan and completing such reports and information as required by the district coordinator for gifted programming.
3. The level committee on gifted educational programming will develop the level gifted plan each year. The level gifted education teacher is responsible for implementation of the plan.
4. Under the direction of the district director for gifted education programming, an organizational document will be written which clearly delineates roles, responsibilities, and coordination procedures at each level in regard to the gifted educational programming options.
5. Delivery is addressed by both the regular classroom teachers and the gifted education teacher. They work together to implement appropriate flexible pacing, to plan enrichment, to coordinate resources, and facilitate academic/social support when needed.
 - a) The gifted education teacher and counselor are responsible for coordinating gifted student identification, monitoring student progress, and maintaining records.
 - b) Classroom teachers will have, and provide upon request, documentation demonstrating that curriculum continues to be modified in pace, breadth, & depth.

VI. BUDGET

- A. Each level coordinator for gifted educational programming, in conjunction with the level committee and administration, will prepare a budget for gifted educational programming as part of the level gifted plan.
- B. The district coordinator will compile the level budgets and will prepare, in conjunction with the superintendent

and Local Advisory Committee, a district budget for gifted education programming.

C. The district budget for gifted educational programming will be prepared on forms required by the State Department of Education and submitted as required.

D. The budget for gifted educational programming will be approved by the local Board of Education before filing with the State Department of Education.

VII. EXPENDITURES REPORT

A. An expenditure report for the previous school year will be submitted by the Superintendent's office to the State Department of Education by November 15th of each year as required by HB1968 of 2021.

B. The report will outline the expenditures made by the district that year for gifted child services. It will identify the expenditures by major codes and program classifications pursuant to the Oklahoma Cost Accounting System.