



PIEDMONT PUBLIC SCHOOLS

GIFTED & TALENTED PLAN

2026-2027



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**WE INSPIRE STUDENTS TO REACH THEIR FULL POTENTIAL THROUGH AN
EXEMPLARY EDUCATION THAT EMPOWERS THEM TO BE REAL-WORLD READY.**

I. EXECUTIVE SUMMARY

Piedmont Public Schools is committed to identifying and nurturing the unique abilities of students who qualify as gifted and talented (G&T) students of the district. The plan outlines the district's approach to ensuring full compliance with all relevant state statutes governing gifted education. It also establishes a comprehensive framework to support the academic and personal development of gifted learners. Through strategic programming and targeted services, the district aims to maximize the potential of each student by fostering challenging and enriching educational opportunities.

A. Summary of this Plan

Oklahoma Statute 70 O.S. 1210.301 through 307 mandates that the district provide gifted and talented education. Various facets of this educational service are detailed by the state mandate. For convenience, this plan follows the general format of the mandate.

Items specifically addressed include:

- Method for identifying gifted students
- Alternate curriculum offered (differentiated education)
- Evaluation of the current program
- Local Advisory Committee
- Qualifications of staff
- Piedmont's gifted and talented program is the Learning Enrichment and Activities Program (L.E.A.P.)
- Budget and expenditures

B. Current Scope of the Program

(L.E.A.P. / Learning Enrichment Activities Program) - The district receives funding from the state based on the number of students in the program. The district employs certified teachers who teach enrichment, AP courses, performing arts or serve as program coordinator. The coordinator provides administrative functions.

II. INTRODUCTION

An important goal of Piedmont Public Schools is to identify and provide educational experiences for those students who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic areas. These students require learning opportunities or experiences in addition to those provided by the typical school curriculum in order to fully develop such capabilities.

A. Philosophy

Piedmont Public Schools believes that differentiated educational opportunities and experiences should be provided. We believe that these opportunities and experiences should be a collaboration involving students, school, parents and the community.



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B. Program Goals

- To identify gifted students.
- To assess the instructional level of identified students and consider the unique learning characteristics of each child.
- To encourage critical and creative thinking and problem solving.
- To expand curriculum opportunities to allow gifted students to move through the core curriculum at an appropriate pace.
- To structure learning environments that address the unique needs of gifted, creative and talented students and accommodate multiple intelligences and varied learning rates and styles.
- To provide a differentiated curriculum to meet student needs.

C. Instructional Goals

Programming options available to gifted, creative and talented students to develop:

- Logical, critical and abstract thinking skills
- Creative thinking skills
- Problem-solving skills
- Testing and study skills
- Time management skills
- Communication skills
- Decision-making, goal-setting and planning skills
- Research and investigation methodology and technology
- Personal responsibility for learning, developing and utilizing student potential
- Awareness and understanding of self and others
- Developing collaboration skills

III. IDENTIFICATION OF STUDENTS FOR GIFTED EDUCATIONAL PROGRAMMING

Definition

“Gifted and talented children” means those children identified as having demonstrated potential abilities of high-performance capability and needing differentiated or accelerated education or services. For the purposes of this definition, “demonstrated abilities of high performance capability” means those identified students who score in the top three percent (3%) on a nationally normed test of intellectual ability. Piedmont administers the CogAT or Naglieri. Other evidence of “high-performance capability” are ascertained as detailed in the multi-criteria matrix described elsewhere in this plan. The definition may also include students who excel in one or more of the following areas:

- creative thinking ability
- leadership ability
- visual and performing arts ability
- specific academic ability (70 O.S. 1210.301)



Site Committee

- The committee at each school site will include the gifted and talented teacher, a site administrator, counselor and others as appropriate.
- The gifted and talented teacher assists in coordination and implementation of the testing process based on the district's Gifted and Talented Plan, State Board of education regulation and state statutes.
- District coordinator oversees qualification process.

Process for Identifying Students:

- Procedures used in the identification process will be nondiscriminatory with respect to race, economic background, gender, religion, national origin and disability.
- Nominations can also be accepted from a variety of sources:
 - a) professional educators
 - b) parents
 - c) peers
 - d) self, and/or
 - e) others, as appropriate

Data will be collected on the nominated students.

- a) Testing Methods
 - (1) Tests of intellectual ability
 - (2) Standardized achievement tests/criterion referenced tests
 - (3) Student achievement within the curriculum, and/or
 - (4) Others as appropriate
- b) Non-testing Options (Used as appropriate for specific gifted/talented areas.)
 - (1) Checklists
 - (2) Student work portfolios
 - (3) Student achievement outside the school's curriculum
 - (4) Audition
 - (5) Interview, and/or
 - (6) Others as appropriate

Data collection for placement decisions:

- Category 1: A total or composite score in the top three percent (3%) NPR on a nationally normed test of intellectual ability (CogAT or Naglieri) results in automatic placement.
- Category 2: This category contains academic and divergent placement and begins with a score of 87% or more on a nationally normed test of intellectual ability. This begins the matrix process where 12 points or higher is achieved through multiple criteria. (*Identification/Selection Matrix Form*)
 - Achievement tests are part of the identification matrix. (OSTP, Amira, etc.)
 - Nominations by parent/teachers on *Gifted Program Nomination Inventory Forms*
 - Nominations for creative thinking, leadership and visual/performing/ fine arts forms are available.



Identification of gifted students is an ongoing process extending from school entry through grade twelve.

- Opportunities will be provided for students to be considered for placement in gifted programs throughout their school experience.
- Identification of students based on nationally standardized tests of intellectual ability will be valid for the student's entire educational experience.
- Students who were identified as gifted in another district using the same matrix as ours will automatically qualify and will be served upon receiving parent permission.
- Evaluation of the appropriateness of a student's placement in gifted education will be ongoing.
- Before a student is removed from a programming option that is not meeting their educational needs, there will be a conference with parents/guardians.
- Records of placement decisions and data on nominated students will be kept on file at Piedmont Administration Building with the Gifted and Talented Coordinator for a minimum of five years or for as long as needed for educational decisions.

The identification and placement process includes parental involvement.

- Families will grant written permission for placement into gifted and talented programming and have the option to opt their child out of testing.
- Families may appeal a placement decision with which they disagree within 30 days of parent notification. Appeals will be made to the district program coordinator.
- Families of students will be given the results of their student's testing.

V. DIFFERENTIATED EDUCATION

Differentiated education includes multiple programming options and curriculum, which meet student needs.

1. Programming Options

- Programming options will be coordinated by the site Gifted and Talented Teacher or designee to support students from identification through high school graduation.
- Gifted educational programming is ongoing and a part of the school schedule.
- Differentiated education shall be in place within three weeks of the beginning of the school term for already identified students.

2. Curriculum

- Curriculum for the gifted student accelerates, enriches and/or replaces the regular curriculum.
 - Second through fourth grade students have gifted and talented as a pullout program during regular school hours. Each grade level will be served in the pullout program weekly.
 - The pullout class will be regarded as schoolwork instead of, not in addition to, lessons missed while out of the regular classroom.
 - Fifth grade students identified as Gifted and Talented will be placed in L.E.A.P as a part of their specials rotation for one semester.
 - Sixth grade students identified as Gifted and Talented have the option to select a semester long L.E.A.P elective.
 - Middle school students identified as Gifted and Talented have the option to select from a range of electives that support their individual strengths and interests.
 - 9th-12th grade students will have opportunities to prepare for college and careers through advanced placement classes, supplemental classes and concurrent enrollment.



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3. Professional Development

Professional development opportunities may include:

- Implementation of gifted services
- Integrated curriculum
- Professional Learning Communities
- Response to Intervention
- Capturing Kids Hearts
- Higher Level Thinking Skills
- Differentiated Instruction
- Pre AP and AP Training

Gifted and Talented programming may include:

- L.E.A.P.(Learning Enrichment Activities Program) pull-out gifted and talented program
- Differentiated or Enrichment in regular class - Include differentiated curriculum and accelerated content designed for gifted, creative and talented students.
- Independent Study - Individually contracted, in-depth study of a topic, also a course or unit of study taken through an individual arrangement.

V. EVALUATION OF PROGRAM

An effective evaluation plan is a vital component of program planning and implementation. To ensure continuous improvement, students, teachers, parents, and administrators will have the opportunity to provide input on an annual basis regarding the effectiveness of the gifted and talented programming. The Local Advisory Committee will establish clear criteria to guide this evaluation process. The feedback collected will serve as a valuable tool for the district to identify strengths and areas for growth, ultimately enhancing the quality and impact of the gifted education program.

VI. LOCAL ADVISORY COMMITTEE

A. The Board of Education (or its designees) will appoint the Local Advisory Committee members appointed prior to September 15th of each year. The committee will consist of at least three (3) members, at least one-third (1/3) of whom shall be selected from a list of nominations that is broadly representative of the community, [70 O.S. 1210.308(A)].

B. This committee will review the district plan and provide feedback to further enhance the L.E.A.P program in Piedmont.

C. The committee will meet prior to October 1st of each year.



VII. QUALIFICATIONS AND RESPONSIBILITIES OF GIFTED CHILD EDUCATIONAL STAFF

A. Qualifications of staff:

- Teachers hold a valid teaching certificate, including endorsements appropriate to the grade level(s) included in the program.
- The Piedmont Public Schools program coordinator for gifted and talented education shall hold a valid Oklahoma teaching certificate and preferably have a master's degree or higher in education

B. Responsibilities of gifted educational program staff:

Site Level: The site Gifted and Talented Teacher is responsible for overseeing and supporting gifted education services at the site level in collaboration with the site committee, classroom teachers and administrators. Responsibilities include, but are not limited to, the following:

Site Gifted and Talented Teachers:

1. Program Coordination
 - Coordinate gifted educational services and programming at the site level, ensuring compliance.
 - Collaborate to support differentiated instruction for gifted learners.
2. Communication
 - Maintain ongoing communication with families, site and district administration, and classroom teachers regarding all relevant information related to gifted and talented programming.
3. Providing extension/enrichment opportunities for GT students is a collaboration between classroom teachers and gifted and talented teachers.

District Administration Level:

District Gifted and Talented Program Coordinator:

- Completes and submits the Annual Gifted Plan.
- Organizes testing in cooperation with site administrators and L.E.A.P. teachers.
- Maintains all student records related to the gifted program.
- Prepares and submits:
 - Budget and expenditure reports
 - Other required reports and information for the Oklahoma State Department of Education

VIII. BUDGET

- A. **Site Responsibilities:** Each site administrator will work with the gifted and talented teacher to make recommendations to the district office regarding site expenditures for the gifted program.
- B. **District Responsibilities:** The Chief Financial Officer of the district and the district's Gifted and Talented Coordinator will complete the budget and prepare it, in conjunction with the Superintendent or his designee and local advisory committee for gifted educational programming. The district budget for gifted educational programming will be prepared on forms required by the State Department of Education and submitted as required by the Oklahoma State Department of Education. The budget will be approved by the Board of Education before filing with the State Department of Education.

IX. EXPENDITURES REPORT

- A. The report will outline the expenditures made by the District during that year for gifted child educational programming [70 O.S. 1210.307(D)].
- B. The report will identify expenditures by major object codes and program classifications pursuant to the Oklahoma Cost Accounting System.



PIEDMONT PUBLIC SCHOOLS
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IDENTIFICATION/SELECTION MATRIX

Student Name _____ Grade _____

School _____ Date _____

* 97% percentile or above on a nationally standardized test of intellectual ability is automatic placement.

Assessment Areas						
	2	4	6	8	10	12 ≥
Nationally Standardized Test of Intellectual Ability (includes Standard Error of Measure) Test Name _____ Date _____ Score _____	≥87%ile	≥89%ile	≥91%ile	≥93%ile	≥95%ile	97%ile *
OR Talent Nomination Form Creative Thinking, Leadership, or Visual/Performing Arts						
		2 Proficient		4 Advanced		
Oklahoma State Assessments						
Math: Date _____						
English Language Arts: Date _____						
	1	2	3	4	5	
Achievement as demonstrated on ONE of the following tests:	≥ 85%ile	≥ 88%ile	≥ 91%ile	≥ 94%ile	≥ 97%ile	
Nationally Standardized Achievement Test						
Total Reading						
Total Math						
EXPLORE or PLAN or ACT						
Math						
Reading						
PSAT						
Math						
Verbal						
	1	2				
Recommendation: Parent, Teacher, Self, Peer OR an average thereof	≥2.5	≥3.5				
Column Totals						

Add column totals together. Overall Total: _____
An overall total of 12 or greater recommends program placement.



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Gifted Program Nomination Inventory

Student Name _____

Date _____

Grade _____

School _____

Student ID Number _____

Person completing this form: _____

Please check one of the options: Teacher _____ Parent _____ Other _____

Disregarding test results, would you rank this pupil in the upper 3% of his/her class in academic performance?

Yes _____ No _____

	Seldom	Occasionally	Often	Almost Always	Rating Scale	Seldom	Occasionally	Often	Almost Always
Items to be evaluated	1	2	3	4	Items to be evaluated	1	2	3	4
Possesses a comfortable knowledge of basic skills and factual information					Flexibility (is able to approach ideas/problems from a number of perspectives and able to find alternative ways of solving problems)				
Enjoys learning; learns rapidly or with ease					Sensitivity to problems (perceives and is aware of problems, is ready to question or change existing situations and suggest improvements)				
Persistence (has the ability and desire to follow through on work; concerned with competition; able to see a problem through)					Originality (often uses original methods of solving problems; is able to combine ideas and materials in a number of ways, or creates products of unusual character or quality)				
Intellectual curiosity (pursues interest primarily to understand or satisfy curiosity; questions the common, ordinary, or the unusual; wants to know how and why; generates questions of his/her own, in connection with personal interests or group concerns)					Reasoning is logical and can apply understanding to new situations				
Enjoys the challenge of difficult problems, issues, and materials					Scientific method or engineering design (can define problems, formulate hypotheses, test ideas, analyze data and arrive at conclusions)				
Is alert, perceptive, and observant beyond his/her years; aware of many stimuli					Independence (inclined to follow his/her organization and ideas rather than the structuring of others)				
Has advanced vocabulary for age or grade level					Elaboration (concerned with detail and complexity; often involved with a variety of implications and consequences)				
Fluency of ideas (produces a large number of ideas or products, often very quickly)									
Total each column					Total each column				

_____ Average of column totals (divide total by 15 to get average)



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IDENTIFICATION/SELECTION MATRIX

StudentName_____ Grade_____

School_____ Date_____

Student ID Number_____

Nominated for talent in:

- _____ Creative Thinking Ability
- _____ Leadership Ability
- _____ Visual/Performing Arts Ability

Achievement in Talent Area as Demonstrated by Portfolio, Examples/Evidence, or Video:	1 Limited Evidence	2 Some Evidence	3 Obvious Evidence	4 Excels Above Age Peers
Enjoys Practice and Demonstrating Ability				
Creates Original Ideas, Works, and/or Performances				
Persists Through Problems or Obstacles to Create a Product or Achieve a Goal				
Column Totals				

Total points from evidence as rated above:

(MUST have at least nine points from evidence above. Evidence may be from a portfolio of work, awards, videos or list of performances to various audiences)

Add Points from Talent Nomination Form

Overall Total

An overall total of 20 points or greater when combining points from this form and the nomination form meets talent identification criteria

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Nomination for Creative Thinking Ability

Student Name _____ School Site _____ Date _____

Evidence /Portfolio Submitted by _____ Nominated by _____

Prefers complexity and open-ended thinking	Not present (0)	Some evidence (1)	Many examples (2)
Contributes new concepts, methods, products, or performances	Not present (0)	Some evidence (1)	Many examples (2)
Attracted to cognitive complexity and enjoys solving complex problems	Not present (0)	Some evidence (1)	Many examples (2)
Displays extreme fluency of thoughts and a large number of ideas	Not present (0)	Some evidence (1)	Many examples (2)
Is observant and pays attention to detail	Not present (0)	Some evidence (1)	Many examples (2)
Uses unique solutions to solve problems; improvises	Not present (0)	Some evidence (1)	Many examples (2)
Connects disparate ideas	Not present (0)	Some evidence (1)	Many examples (2)
Challenges existing ideas and products	Not present (0)	Some evidence (1)	Many examples (2)
Is constantly asking questions	Not present (0)	Some evidence (1)	Many examples (2)
Is a nonconformist, uninhibited in expression, adventurous and able to resist group pressure.	Not present (0)	Some evidence (1)	Many examples (2)

Total points: _____

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Nomination for Leadership Ability

Student Name _____ School Site _____

Evidence /Portfolio Submitted by _____ Date _____

Looks for better ways to do tasks	Not present (0)	Some evidence (1)	Many examples (2)
Has held past leadership roles (scouts, clubs, etc.)	Not present (0)	Some evidence (1)	Many examples (2)
Has a sense of practical ideas of what will work and what won't work	Not present (0)	Some evidence (1)	Many examples (2)
Is willing to take responsibilities for outcomes	Not present (0)	Some evidence (1)	Many examples (2)
Is committed to quality and completion of projects	Not present (0)	Some evidence (1)	Many examples (2)
Is mentally tough and can face criticism and discouragement	Not present (0)	Some evidence (1)	Many examples (2)
Is respected by peers	Not present (0)	Some evidence (1)	Many examples (2)
Has a quality that makes people listen to him/her	Not present (0)	Some evidence (1)	Many examples (2)
Has the ability to organize people and resources to accomplish goals	Not present (0)	Some evidence (1)	Many examples (2)
Is savvy and knowledgeable	Not present (0)	Some evidence (1)	Many examples (2)

Total points: _____

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Nomination for Performing Arts Ability in Music

Student Name _____ School Site _____ Date _____

Main music media of student _____ Nominated by _____

Performs expressively with accurate pitch	Not present (0)	Some evidence (1)	Many examples (2)
Demonstrates remarkable ability on an instrument including voice	Not present (0)	Some evidence (1)	Many examples (2)
Creates original compositions	Not present (0)	Some evidence (1)	Many examples (2)
Has performed publicly	Not present (0)	Some evidence (1)	Many examples (2)
Is committed to quality performances and works to improve	Not present (0)	Some evidence (1)	Many examples (2)
Has a resume or a list of performances	Not present (0)	Some evidence (1)	Many examples (2)
Performs independently as well as in a group	Not present (0)	Some evidence (1)	Many examples (2)
Has received awards in district, regional, state or national competitions	Not present (0)	Some evidence (1)	Many examples (2)
Can improvise within an ensemble	Not present (0)	Some evidence (1)	Many examples (2)
Demonstrates creative ability in melody, rhythm, harmony, and form	Not present (0)	Some evidence (1)	Many examples (2)

Total points: _____

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Nomination for Performing Arts Ability in Dance

Student Name _____ School Site _____ Date _____

Evidence/Examples Submitted by _____ Type of Dance _____

Nominated by _____

Uses body movement to express or mimic feelings	Not present (0)	Some evidence (1)	Many examples (2)
Has received awards at regional, state or national level for performance(s)	Not present (0)	Some evidence (1)	Many examples (2)
Uses originality in interpretations	Not present (0)	Some evidence (1)	Many examples (2)
Creates dances which interpret music	Not present (0)	Some evidence (1)	Many examples (2)
Is committed to quality performances and works to improve	Not present (0)	Some evidence (1)	Many examples (2)
Has a resume or a list of performances	Not present (0)	Some evidence (1)	Many examples (2)
Performs independently as well as in a group	Not present (0)	Some evidence (1)	Many examples (2)
Handles body movement with extraordinary ease and poise	Not present (0)	Some evidence (1)	Many examples (2)
Adapts to different forms of dance	Not present (0)	Some evidence (1)	Many examples (2)
Exhibits elaborate thinking in improvisations	Not present (0)	Some evidence (1)	Many examples (2)

Total points: _____

PIEDMONT PUBLIC SCHOOLS **GIFTED & TALENTED**

Nomination for Visual Arts Ability

Student Name _____ School Site _____ Date _____

Evidence /Examples Submitted by _____ Nominated by _____

Creates drawings, painting, or sculptures, OR participates in school or district Art sponsored contests to demonstrate artistic ability.	Not present (0)	Some evidence (1)	Many examples (2)
Remembers in detail items, places, or pictures seen.	Not present (0)	Some evidence (1)	Many examples (2)
Has advanced eye-hand coordination.	Not present (0)	Some evidence (1)	Many examples (2)
Embellishes art work with fine detail.	Not present (0)	Some evidence (1)	Many examples (2)
Has won a prize or prizes at a juried art show.	Not present (0)	Some evidence (1)	Many examples (2)
Is mentally tough and can face criticism and discouragement	Not present (0)	Some evidence (1)	Many examples (2)
Shows attention to texture, color, and balance.	Not present (0)	Some evidence (1)	Many examples (2)
Responds emotionally to photos, paintings, or sculptures.	Not present (0)	Some evidence (1)	Many examples (2)
Shares own feelings and moods through drawings, paintings, or sculptures	Not present (0)	Some evidence (1)	Many examples (2)
Has advanced technical skill in drawing.	Not present (0)	Some evidence (1)	Many examples (2)

Total points: _____

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Nomination for Performing Arts Ability in Drama

Student Name _____ School Site _____ Date _____

Evidence /Examples Submitted by _____ Nominated by _____

Performs in theater or film productions	Not present (0)	Some evidence (1)	Many examples (2)
Performance has been recognized at regional, state or national level OR has received awards in regional, state, or national competitions	Not present (0)	Some evidence (1)	Many examples (2)
Uses originality in interpretation, identifies with mood and motivations of character	Not present (0)	Some evidence (1)	Many examples (2)
Maintains character throughout the performance, holds the audience's attention	Not present (0)	Some evidence (1)	Many examples (2)
Is committed to quality performances and works to improve	Not present (0)	Some evidence (1)	Many examples (2)
Has a resume or a list of performances	Not present (0)	Some evidence (1)	Many examples (2)
Uses gestures or facial expressions to communicate feelings	Not present (0)	Some evidence (1)	Many examples (2)
Participates in Drama Club, school contests, school performance, or other events to exhibit talent	Not present (0)	Some evidence (1)	Many examples (2)
Readily adapts to different forms of drama	Not present (0)	Some evidence (1)	Many examples (2)
Imitates others, uses voice to reflect change of idea or mood	Not present (0)	Some evidence (1)	Many examples (2)

Total points: _____