



GIFTED & TALENTED

PROGRAM GUIDE

EMPOWERING MINDS.
IGNITING POTENTIAL.
INSPIRING TOMORROW.



CHALLENGING
YOUNG MINDS



FOSTERING CREATIVITY
& INNOVATION



PREPARING LEADERS
FOR THE FUTURE

GODLEY INDEPENDENT SCHOOL DISTRICT
TOGETHER, WE EMPOWER EXCELLENCE.

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WELCOME TO GODLEY ISD

GIFTED & TALENTED

At Godley ISD, we believe every learner deserves opportunities to be challenged, supported, and inspired. Our Gifted & Talented program is designed to nurture the unique potential of students who demonstrate advanced abilities and provide opportunities for them to explore, question, create, and grow.

Gifted education is more than moving faster or completing more work. It is about providing meaningful opportunities for students to engage with ideas at greater depth, develop their strengths, and become increasingly independent learners.

Our goal is simple:

Challenge students to reach their potential while developing the skills and confidence to become self-directed, lifelong learners.

Inside this guide, you'll discover:

- What gifted education means
- How Godley identifies and serves gifted learners
- What GT looks like across K-12
- How families can participate
- Answers to common questions
- How we evaluate and continually improve our program

01 | WHY GT?

Our Philosophy

At Godley ISD, we believe gifted students deserve learning experiences that challenge them to think beyond what they already know and encourage them to explore what they might discover. Gifted education is not about giving students more work or simply moving them through the curriculum faster. It is about providing opportunities for students to think deeply, make connections, ask meaningful questions, solve complex problems, and pursue ideas that spark their curiosity.

We believe gifted learners need both challenge and support. They need opportunities to experience productive struggle, take intellectual risks, learn from their mistakes, and develop the confidence to keep going when there isn't an easy answer.

Our goal is to help students understand their strengths, recognize that ability comes with responsibility, and become increasingly independent in directing their own learning.

Our Mission

Godley ISD Gifted & Talented provides challenging and meaningful learning experiences that nurture the unique strengths and potential of gifted learners. Through exploration, creativity, critical thinking, and real-world problem solving, we help students become confident, independent, and self-directed lifelong learners.

Our Vision

We want every gifted learner in Godley ISD to be known, challenged, and supported.

We envision students who:

- Think deeply and ask thoughtful questions.
- Embrace challenge rather than avoiding what is difficult.
- Use their strengths to make a difference in their classrooms, schools, and communities.
- Think creatively and critically when faced with new problems.
- Take ownership of their learning and growth.
- See themselves as capable learners who can continue to learn, adapt, and contribute in an ever-changing world.

01 | WHY GT?

What Do Gifted Learners Need?

Gifted learners are not all alike. They have different strengths, interests, personalities, and learning needs. What they share is a need for educational experiences that allow them to grow beyond what comes easily to them.

Gifted learners need opportunities to:

Go Deeper

Explore ideas beyond the surface and examine the why behind what they are learning.

Think Differently

Consider multiple perspectives, question assumptions, and approach problems in original ways.

Be Challenged

Work with complexity and experience productive struggle rather than simply repeating what they already know.

Explore Their Interests

Follow questions, topics, and ideas that spark curiosity and encourage a love of learning.

Create & Solve

Develop original ideas, products, solutions, and explanations that demonstrate their thinking.

Become Independent

Make decisions about their learning, reflect on their progress, and gradually take ownership of the learning process.

Our program is designed to create these opportunities—and to help students grow not only in what they know, but in how they think and learn.

02 | HOW WE CHALLENGE AND INSPIRE

What does gifted education look like in Godley ISD?

At Godley ISD, GT services give students opportunities to explore ideas, investigate questions, create, and solve problems in meaningful ways. Students experience GT learning both in their regular classrooms and through specialized GT instruction.

Continuum of Services

Learning in the Classroom

GT students are part of their regular classroom community, where they learn with a teacher who has specialized GT training. Identified students are grouped together so teachers can better meet their needs through appropriate challenge, pacing, and opportunities to think more deeply.

Being in GT doesn't mean students leave their classroom to learn all day. Much of their learning happens right alongside their classmates, with teachers providing opportunities for GT students to stretch their thinking and work at an appropriate level of challenge.

Gifted in K-5

Identified gifted and talented students in kindergarten through fifth grade participate in a weekly pull-out program at Godley ISD. Through this program, students engage in a variety of learning experiences that develop higher-order thinking, leadership, STEM skills, communication, technology skills, and independent learning.

Gifted in 6-8

In grades six through eight, formally identified GT students are served through advanced academic coursework. These courses offer a differentiated and compacted curriculum, accelerated when appropriate, to meet the needs of gifted learners.

- 6th grade students may choose options for Reading Language Arts and Mathematics.
- 7th grade students may choose options for Reading Language Arts, Mathematics and Science
- 8th grade students may choose options in Reading Language Arts, Mathematics, Science and US History.

Gifted in 9-12

At the high school level, students have access to a wide range of options designed to develop their individual talents and interests. Coursework is differentiated and compacted, and accelerated as appropriate, to challenge advanced learners.

- Advanced Academic Classes in all four core classes
- Dual Credit with Hill College or Tarleton

03 | FINDING POTENTIAL

How Are Students Identified for Gifted & Talented Services?

At Godley ISD, we recognize that gifted potential can look different from student to student. Our identification process uses multiple sources of information to develop a more complete picture of each student's strengths and learning needs.

No single test or score determines whether a student is identified for GT services. Instead, a trained GT committee considers both quantitative and qualitative information when making placement decisions.

Who Can Refer a Student?

A student may be referred for GT consideration by:

- Parents & Guardians
- Teachers & School Staff
- Students & Community Members

All referrals must be submitted to the GT Coordinator. Referrals may be submitted using the google form on the GISD website. Referrals are accepted throughout the school year. A referral begins the GT consideration process; it does not guarantee identification or placement.

Screening

Screening is also an ongoing process. However, Godley offers specific nationally normed assessments to screen reasoning abilities for all students in 2nd grade. The screening results do not change the status of students already identified as GT in Godley.

Identification

Identification decisions are made by a committee of at least three district educators trained in the nature and needs of gifted learners. If a student is identified for GT services, parents are notified of the placement decision and provided an opportunity to accept or decline services. Families are notified of their student's assessment results and identification decision. Parents may request a conference to discuss the results and placement decision with appropriate GT staff.

When Do GT Services Begin?

For students identified for GT services during the school year, services will begin at the start of the following school year. Students new to Godley ISD who are identified through the beginning-of-year screening process will begin GT services during that school year. Kindergarten students identified during the January identification process will begin GT services in March.

03 | FINDING POTENTIAL

Appeals

A parent or staff member may appeal an identification decision made by the committee. The person requesting the appeal must submit this form no more than 20 school days after notifications were sent. A response will be made to the appeal within 6 weeks. Additional assessment and information may be gathered for a final decision.

Multiple Measures Matter

We consider a combination of quantitative and qualitative information, which may include:

Quantitative Information

- Ability and reasoning assessments
- Achievement data
- Other relevant assessment information

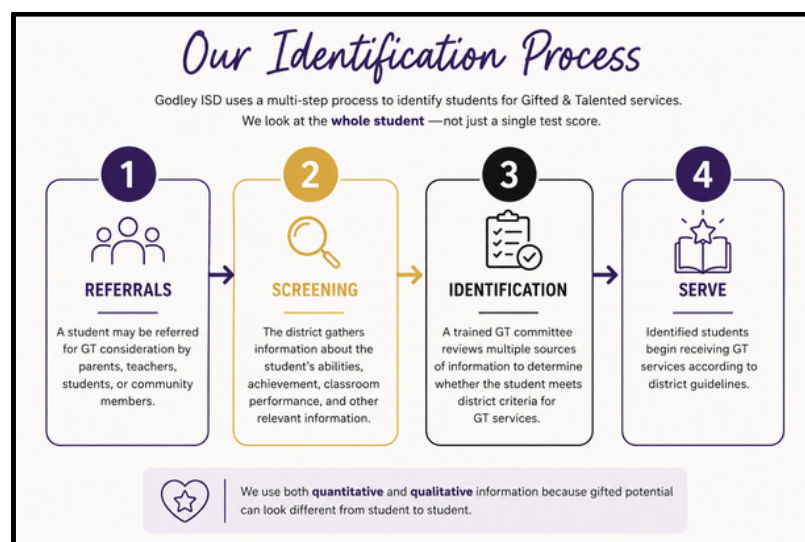
Qualitative Information

- Teacher observations
- Classroom performance
- Student work samples
- Parent Survey results
- Other relevant information

The exact measures used may vary by grade level and identification cycle.

We work to ensure that all students have equitable access to the GT identification process. When appropriate, assessment accommodations and language supports are provided. GT documents are available in English and Spanish. If another language is needed, Godley ISD will work to provide appropriate support.

The goal is to look at the whole student—not just a single score.



04 | GROWING THROUGH CHALLENGE

GT is a Journey

Being identified for GT services is not a one-time event. As students grow, their strengths and learning needs may change, so Godley ISD continually monitors student progress to ensure GT services remain appropriate. Once identified, students continue receiving GT services as long as the program meets their educational needs. Students are not retested each year; instead, teachers and GT staff work together to provide appropriate support and challenge.

When a Student Needs a Break

Furlough

Sometimes circumstances change, and a student may need a temporary break from GT services. A furlough provides a student with a leave of absence from the program for a specific reason and period of time without exiting the program.

Furloughs are considered on a case-by-case basis and are not automatically granted upon request. At the end of the furlough, the student's needs are reviewed and a decision is made about returning to GT, continuing the furlough, or beginning the exit process.

When GT Is No Longer the Right Fit

Exit from the Program

Sometimes a student's needs change, and GT services may no longer be the best fit. Exit decisions are not based on a single grade, test score, or behavior incident. The decision is made through a review of the student's overall needs and performance. State guidelines specify that no single criterion may be used to determine exit. Exit decisions are made by the Campus Placement Committee after reviewing multiple sources of information.

If a student or parent is considering leaving the program, the family will have an opportunity to discuss the decision with the appropriate GT staff and campus committee. A student who exits the GT program may apply for re-admittance no earlier than one school year from his/her exit date. The student must have a full re-evaluation and qualify for re-admittance.

Moving to a New School

Transfer Students

If a student moves to Godley ISD after participating in a GT program in another district, the district reviews the student's previous GT identification and available assessment information to determine appropriate placement. The district GT committee may request that a local GT evaluation be completed. Additional procedures may apply to students transferring into Godley ISD, including provisional placement or additional assessment when needed.

05 | PARTNERS IN POTENTIAL

Supporting gifted learners is a team effort.

Gifted students are more than their performance at school. Their interests, strengths, questions, and experiences continue beyond the classroom. When families, teachers, and the community work together, students have more opportunities to explore those strengths and grow as learners. At Godley ISD, we value families as partners in supporting gifted students and welcome their questions, ideas, and involvement in our program.

How Can Families Support Their GT Student?

Encourage Curiosity

Take your child's questions seriously—even the really big, strange, or unexpected ones.

Make Room for Interests

Give students opportunities to explore topics they care about, whether that's through books, hobbies, museums, projects, conversations, or experiences.

Embrace Productive Struggle

Gifted students don't always need the answer. Sometimes they need time, encouragement, and permission to wrestle with a difficult problem.

Celebrate Growth

Recognize effort, persistence, creativity, and new ways of thinking—not just correct answers or high grades.

Stay Connected

Reach out to your child's teacher or the GT Coordinator when you have questions, concerns, or ideas to share.

A Voice for Our GT Community

Godley ISD's GT Task Force brings together parents, teachers, and community members who share an interest in supporting and strengthening gifted education.

Godley ISD reviews the GT program each year using the Texas State Plan for Gifted/Talented Education. The GT Task Force provides feedback and recommendations as part of this ongoing process.

Want to Be Involved?

We welcome parents and community members who are interested in contributing to the conversation around gifted education in Godley ISD.

Interested in joining the GT Task Force?

Contact the GT Coordinator to learn more.

05 | PARTNERS IN POTENTIAL

Questions Families Often Ask

About My Child

Will my child be retested every year?

No. Students are not retested each year to remain in the program.

Will my child remain in GT next year?

Yes, as long as the program continues to meet the student's educational needs.

Can a student receiving Special Education or other services participate in GT?

Yes. Gifted students have a wide range of learning needs, and students receiving other services may also be eligible for GT services.

About the GT Classroom

Will my child have to make up everything they miss during GT pull-out?

No. Students are still responsible for mastering required curriculum. If a teacher determines that missed work is necessary for learning, additional time will be provided to complete it.

Will my child have GT homework?

K-5 GT assignments are generally completed during GT class or over a designated period of time.

HAVE A QUESTION?

We want to hear from you.

Whether you have a question about identification, services, your child's experience, or gifted education in general, please reach out.

Gifted & Talented Department

Godley ISD

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06 | REFLECTING & IMPROVING

A program that grows with our students.

Gifted education should never be a "set it and forget it" program. As our students, schools, and community change, we continue to look at our program, listen to feedback, and consider how we can better serve gifted learners.

Godley ISD uses ongoing reflection and evaluation to ensure that GT services remain meaningful, challenging, and responsive to student needs.

Annual Program Evaluation

Each year, the GT program is reviewed using the Texas State Plan for the Education of Gifted/Talented Students. The review process helps the district identify strengths, consider areas for growth, and make recommendations for continued improvement.

A Shared Responsibility

Program improvement isn't the responsibility of one person. Feedback and perspective from teachers, families, students, administrators, and community members help us understand what is working and where we can continue to grow.

Professional Learning

Teachers who serve gifted students receive specialized professional learning in gifted education. Ongoing learning helps educators better understand gifted learners and develop instructional practices that provide appropriate challenge and support.

Our Commitment to Growth

We will continue to ask questions, listen to our community, learn from our students, and look for ways to make gifted education stronger. Because the goal isn't simply to have a GT program. The goal is to have a GT program that makes a difference.

Our Program Is Guided By

- Texas State Plan for the Education of Gifted/Talented Students
- Texas Education Agency Guidelines
- Godley ISD Board Policy
- Annual Program Evaluation
- Feedback from Our GT Community

06 | REFLECTING & IMPROVING

State Goal for Services for Gifted/Talented Students

Students who participate in services designed for gifted/talented students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performances that reflect individuality and creativity and are advanced in relation to students of similar age, experience, or environment. High school graduates who have participated in services for gifted/talented students will have produced products and performances of professional quality as part of their program services.

State Definition of Gifted/Talented Students

A gifted/talented student is a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who

- exhibits high performance capability in an intellectual, creative, or artistic area;
- possesses an unusual capacity for leadership; or
- excels in a specific academic field. (Texas Education Code §29.121)

The Texas State Plan for the Education of Gifted/Talented Students

This guide provides an overview of Godley ISD's Gifted & Talented Program. Program procedures are governed by applicable federal and state law, the Texas State Plan for the Education of Gifted/Talented Students, and Godley ISD Board Policy.