



Gifted Education Continuum of Services

TIER 3 Identified

Grades 3-12 Area of Identification:
Verbal, Quantitative, Non-verbal

Student has been through formal identification process

Programming:
Instructional programming may include advanced coursework, flexible groups, pullout, personalized learning, enrichment, and/or independent projects

Identified students shared with appropriate staff

TIER 2 High Achievers

Screening for potential services and for effective differentiation

Differentiation within classroom (specific)
Flexible service in small groups (verbal, quantitative, non-verbal)
May receive services for Advanced Math

Tools
ISASP, CogAT, teacher recommendation (TAG or classroom), parent or student request

TIER 1 Core (All Students)

Teachers/Teams are engaged in MTSS process

Differentiation within classroom (general)
Collaboration with teachers/teams as needed
Essential Question: "How will we extend and enrich the learning for students?"

Use MTSS Flow Chart

Center Point-Urbana CSD recognizes its responsibility to identify gifted and talented students within the school district and to provide these students with appropriate instructional adaptations and services to meet their varied needs. These standards are woven throughout our various programs and service continuum as outlined above. Our three tiers are designed to start with the least disruptive enrichment to an accelerated program that allows students to progress into more advanced content areas at an accelerated pace and beyond their chronological years.