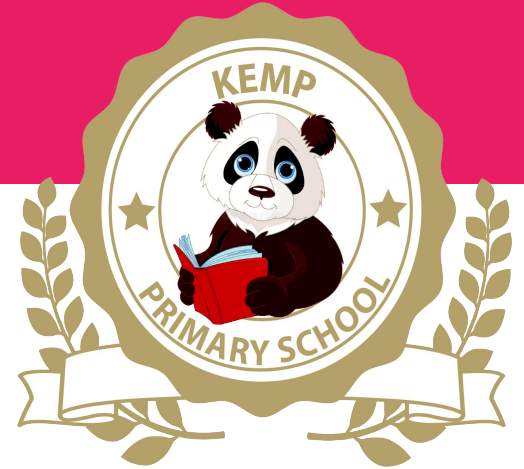


# Welcome to the Early Intervention Program(EIP) Overview

Building a Better Tomorrow Today  
2024-2025

Principal, J Anesa Nauck  
Assistant Principal, Joy Harris  
EIP Program Lead, April Wilson



# CCPS Mission and Vision

## **Vision/Aspiration Statement**

The vision of Clayton County Public Schools is to prepare ALL graduates to have the skills to pursue and accomplish college, post-secondary training, and/or career opportunities in order to live and compete successfully in a global society.

## **Mission Statement**

The mission of Clayton County Public Schools is to empower scholars to achieve academic, professional, and personal goals by providing equitable access and experiences that build skills in literacy, creativity, critical thinking, and collaboration.

# Kemp Primary Mission and Vision

## Mission Statement

Our mission at Kemp Primary is for all students to achieve academic excellence in a safe, orderly environment with highly qualified teachers and parental support.

## Vision Statement

The vision of Kemp Primary is to enable all students to become disciplined leaders, responsible citizens, and productive life - long learners.

# Introduction to EIP

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Children start school at a designated chronological age, but differ greatly in their individual development and experience base. The Early Intervention Program (EIP) is designed to serve students who are at risk of not reaching or maintaining academic grade level. The purpose of the Early Intervention Program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time.

# **Kemp Primary Early Intervention Program Teachers**

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**April Wilson- EIP Program Lead**

**David Smith- Kindergarten EIP Lead**

**Alison Pearson- 1<sup>st</sup> Grade EIP Lead/Co- Lead**

**Ja- Courtney Jenkins- 2<sup>nd</sup> Grade EIP Lead**

# EIP Program Objectives

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- ❖ **Targeted Support:** Provide interventions for students at risk of not meeting grade-level expectations in English Language Arts/Reading and Mathematics.
- ❖ **Short-term Assistance:** Aim to help students reach grade-level expectations quickly, avoiding long-term EIP placement.
- ❖ **Evidence-based Interventions:** Implement targeted, evidence-based interventions with frequent progress monitoring.
- ❖ **Alignment:** Ensure reading interventions align with the Georgia Early Literacy Act and state-approved materials.
- ❖ **Compliance:** Require annual assurance from LEAs to adhere to evidence-based practices for EIP funding.
- ❖ **Integration with MTSS:** Align with Georgia Tiered System of Supports (GaTSS) for comprehensive academic and non-academic support.
- ❖ **Flexible Support Tiers:** Use data to move students fluidly between tiered supports (Tiers 1, 2, and 3).
- ❖ **Parental Involvement:** Involve parents in EIP decisions and provide opportunities for engagement.
- ❖ **Clear Exit Criteria:** Exit students from EIP once they consistently meet grade-level performance.



# EIP Models Overview

Model	Description	Class Size	Minimum Minutes per Segment
<b>Augmented</b>	Incorporates EIP services into the regular class with an additional certified teacher to lower the teacher/pupil ratio. Co-teaching approach.	Varies by grade	45 minutes (K-3) 50 minutes (4-5)
<b>Self-Contained</b>	EIP students receive interventions within a reduced class size. The teacher provides both subject-area content and interventions.	14 (max)	45 minutes (K-3) 50 minutes (4-5)
<b>Pull-Out</b>	EIP students are removed from the general classroom to receive interventions in a small group setting by an EIP teacher.	14 (max)	45 minutes (K-3) 50 minutes (4-5)
<b>Innovative</b>	Customized interventions or practices beyond state services, designed to accelerate learning, based on the unique needs of students and staff.	Varies by design	45 minutes (K-3) 50 minutes (4-5)

# Screening and Monitoring

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- ❖ Universal Screening: Conducted three times a year to identify students at risk
- ❖ in academics, behavior, or well-being.
- ❖ Screening Assessments: Brief, valid, and reliable assessments administered to all students.
- ❖ Data Analysis: Use screening data and additional data sources to verify risk status.
- ❖ Progress Monitoring: Continuous tracking of student progress with frequent assessments.
- ❖ Interpretation of Data: Evaluate core curriculum effectiveness and instructional fidelity if more than 20% of students need additional support.
- ❖ Decision-Making: Use data to determine eligibility for EIP and necessary interventions.



# Entrance and Exit Criteria

Grade Level	Criteria Type	Criteria
Kindergarten - Grade 2	Entrance	Below grade level in ELA/Math, NWEA MAP: Below 30th percentile, Amira: Below 30th percentile, Acadience: Well below benchmark, EIP Checklist, Retained students automatically served
Grades 3-5	Entrance	Below grade level in ELA/Math, NWEA MAP: Below 30th percentile, Amira: Below 30th percentile, GMAS: Beginning Learner, EIP Checklist, Retained students automatically served
<b>All Grades</b>	Exit	On or above grade level in ELA/Math, Local assessment, DRC BEACON, Standardized norm-referenced: At or above 30th percentile, GMAS: Developing, Proficient, or Distinguished Learner proficiency, Reading Status of At or Above Grade Level

# Parent Involvement in EIP

## Crucial for Success:

- ❖ Active participation boosts academic performance and motivation.
- ❖ Enhances understanding of child's needs and support provided through EIP.
- ❖ Creates a strong support system, reinforcing learning at home and school.

## Notification Process:

- ❖ School identifies eligible students and notifies parents of placement reasons.
- ❖ Provides a 10-day notice for parents to meet with teachers.
- ❖ Parents can opt-in later within the same school year if they initially decline.

## Encouragement to Engage:

- ❖ Maintain regular meetings with teachers to discuss progress.
- ❖ Volunteer in the classroom and participate in school activities.
- ❖ Join school events, parent-teacher associations, and workshops to strengthen the home-school partnership, benefiting the student's overall development.

# Questions About our Early Intervention Program (EIP)

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Please contact April Wilson EIP Program Lead for any questions.

Email: [april.wilson@clayton.k12.ga.us](mailto:april.wilson@clayton.k12.ga.us)

(678)610-4300

