E. J. Swint Elementary- Home of the Eagles
Where We Soar to Higher Heights





Principal: Mrs. Sarah Stephens
Assistant Principal: Dr. Sharon Jones
Lead Intervention Specialist: Dr. Carmen J. Black

E. J. Swint is located in Jonesboro Georgia.
It is a Clayton County Public School

Vision/Aspiration Statemet

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.

THE IMPORTANCE OF THE EARLY INTERVENTION PROGRAM

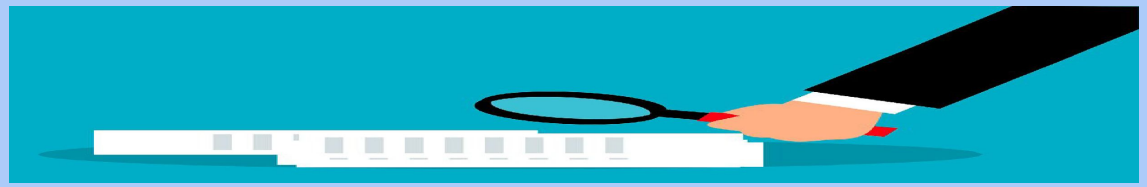


The Early Intervention Program

The Early Intervention Program is important because it is designed to meet students where they are on the learning continuum. The intervention instructors assist students through the utilization of skill and drill practice, real world manipulatives, and data talks. Small group instruction and quick check assessments are also utilized, on a daily basis. Instruction is intentional and an integral part of The Early Intervention Program practice to move students academically toward grade level and beyond.



The Early Intervention Program Objectives



- **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.

GEORGIA'S EARLY INTERVENTION PROGRAM

- Exist in our schools because children start school at a designated chorological age, but differ greatly in their intellectual development and academic experiences,
- Is the first line of defense to support students with academic deficiencies.
  - Places emphasis on instructional remediation and skill mastery.
  - Moves students into early intervention that need the services, provides academic assistance, and transitions students out of the program once the reach grade level performance.



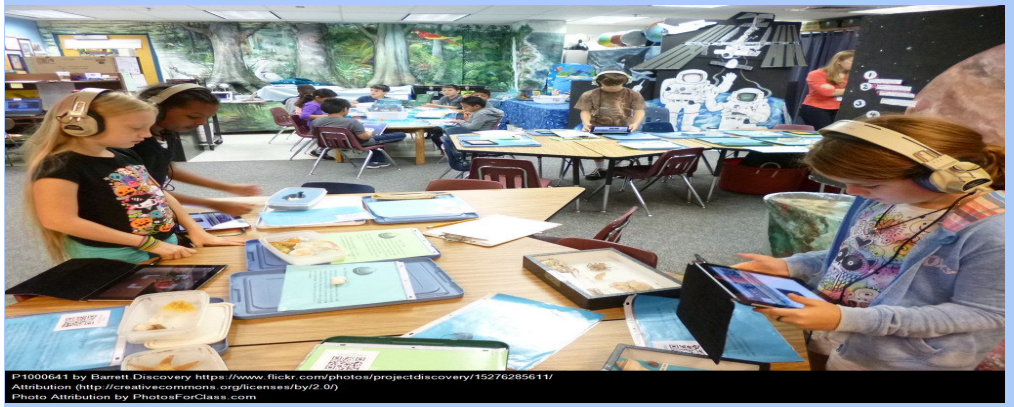
EIP Models Overview

Model	Description	Class Size	Minimum Minutes per Segment
Augmented	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)
Self-Contained	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)
Pull-Out	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)
Innovative	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)

THE EARLY INTERVENTION PROGRAM MODELS UTILIZED ON SWINT'S CAMPUS

Augmented/Push In: The Augmented Push In EIP Model, reduces the teacher pupil ratio, incorporates additional instructional strategies, & provides academic support for EIP students within **the class setting**. This model is also identified as a co-teaching approach. It supports an additional certified teacher being present in the classroom to assist students who are performing below grade level.

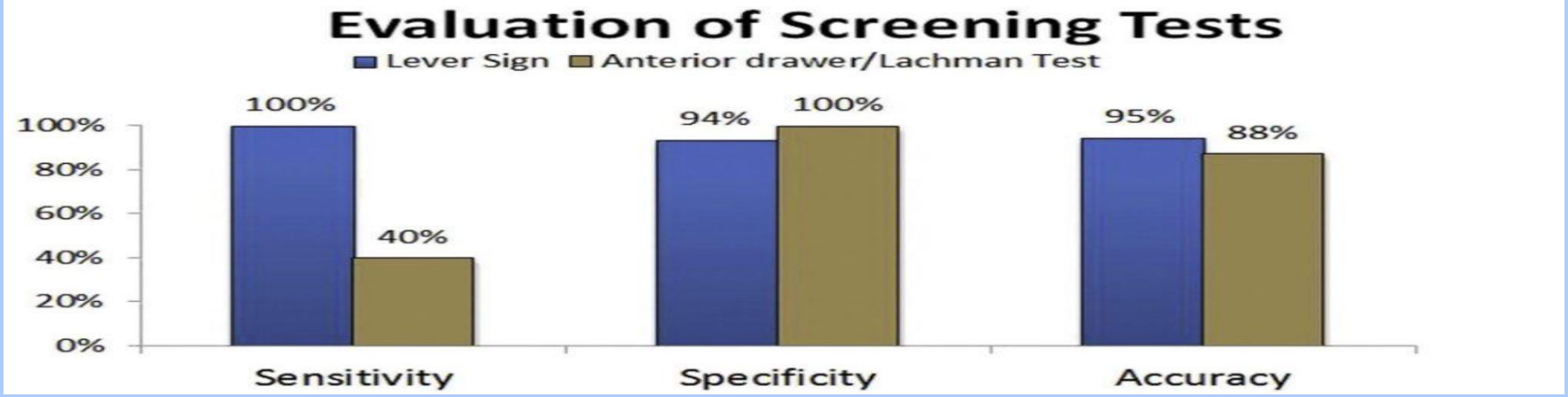
Augmented/Pull Out: The pull out model of EIP moves intervention students into **a separate classroom setting** with a certified teacher. This may be done to **test students one on one** or to reduce the teacher/pupil ratio, while providing instructional services.





Screening and Monitoring

- 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.



ASSESSMENT AND ACCOUNTABILITY

REPORTING PROCEDURES:



Assessments that are administered to students for E.I.P. eligibility are maintained in a secured place by the intervention specialists on the campus.

Likewise, any intervention assistance availed to students' such as, progress monitoring , interval testing, common assessments , and Pre & Post-test in the academic areas of math and reading, are placed in a data notebook or a portfolio file by the E.I.P. Instructor.

Semester files are then examined at the end of each nine week grading period. At that time, all of the intervention specialists evaluate each of their student's progress and determines if a student has made sufficient academic progress to be released from the program.



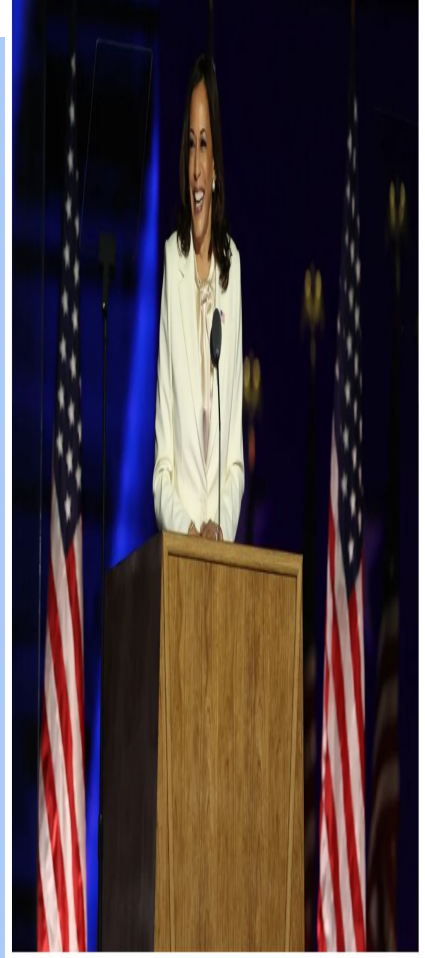
Swint's Early Intervention Parental Information Link

https://123.clayton.k12.ga.us/students-parents

- 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.



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
All Grades	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

Certified Intervention Specialist Providing Eagle Eye Instruction At Swint Elementary



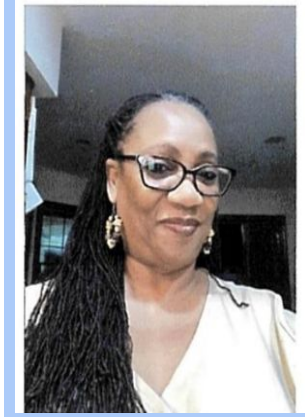
Mr. Shimp



Dr. Black

Mrs. Pritchett





Mrs. Bundrage

Mrs. Seegars



If you have questions or concerns referencing The Early Intervention Program, please email any of the designated members on Swint's Early Intervention Team . They will be happy to assist.

Swint's Intervention Specialist Email Contact

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Dr. Black: Lead Intervention Specialist