

Early Intervention Program

What is it?

The purpose of the Early Intervention Program, also known as EIP, 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.

Two EIP models

Copeland is using two different early intervention models; the innovative model and the augmented model. Parents will receive a letter informing them that their child is eligible for EIP services. Please sign the letter and return it to the school.

How are students selected?

Students are placed into the EIP program based on a variety of indicators, which includes results from local and/or State assessments in English language arts/reading and mathematics, EIP Rubrics, and/or portfolios, and/or district criteria checklists.

Benefits of the program:

- Personalized learning
- More frequent small group instruction
- Targeted intervention
- Additional instructional resources

EIP Innovative Model

The Innovative Model ensures that all EIP students receive services that are appropriate and effective for accelerating learning.

The Reading EIP teacher will use 95% Group Inc. to pinpoint deficit skills and determine where to start instruction. For mathematics, EIP teachers will utilize the Moving with Math Connections curriculum for grade K-2 and the Moving with Math Extensions curriculum for grades 3-5. The following classrooms will use the EIP Innovative Model.

EIP Augmented Model

The augmented model incorporates EIP services into the regular group class size by providing an additional certified teacher to reduce the teacher/pupil ratio while providing EIP services. Through this model, students receive more frequent small group instruction that is tailored to their individual needs. The following Learning Interventionists will use the EIP Augmented Model.