

FANNIN COUNTY BOARD OF EDUCATION

Fannin County Schools Staff Development Center

6145 Old Highway 76

Blue Ridge, Georgia 30513

Phone: 706-632-3771 Fax: 706-632-7583

www.fannin.k12.ga.us

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Shannon M. Dillard

BOARD MEMBERS

*Mike Cole
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Fannin County School System Early Intervention Program *Innovative Model*

EIP Program General Information

The Early Intervention Program (EIP), outlined in O.C.G.A. § 20-2-153 and State Board of Education Rule 160-4-2-.17, is designed to provide interventions for students in kindergarten through grade five who are at risk of not reaching or maintaining their academic grade level based on their performance on state or national assessments or performance measures in English Language Arts/Reading, Mathematics, or both to help them meet grade-level expectations within the shortest possible time. Targeted, evidence-based interventions, frequent progress monitoring, and clear criteria will be used by the FCSS Early Intervention Program.

The Early Intervention Program aligns with the Georgia Tiered System of Supports to address the academic and non-academic needs of the whole child. It implements a multi-tiered system of supports focused on prevention, using a data-based decision-making process designed to deliver a continuum of integrated academic, behavior, and well-being instructional and intervention supports. EIP and GaTSS intersect in their shared goal of supporting students' academic success, ensuring students receive the support needed to thrive academically.

The FCSS Early Intervention Program includes targeted, evidence-based interventions, frequent progress monitoring, and clear entrance and exit criteria based on grade-level performance through the Innovative instructional model. The instructional program and interventions align with the requirements of the Georgia Early Literacy Act.

Each year by September 1, the FCSS will submit Innovative Model Assurances to the GaDOE through MyGaDOE (<https://portal.doe.k12.ga.us>). In addition, FCSS will sign an additional assurance form certifying adherence to the Innovative Model's requirements.

**The FCSS EIP Innovative Plan is posted for public review on the district website. Any feedback should be directed to the Director of Curriculum and Instruction.*

The Fannin County School System dThe program does not intend for students to be assigned to EIP on a continuing or permanent basis. The Early Intervention Program Exit Criteria are based on documented student achievement and performance in ELA/Reading, Mathematics, or both. If documented achievement indicates the student consistently meets grade-level the physical plan of any school facility.

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Program Eligibility Criteria

Universal screening is a critical and necessary step in making informed choices about how to meet the unique needs of students at risk of not reaching or maintaining academic grade level performance and receiving EIP services. Eligibility is based on documented student performance that demonstrates the student performing below the normal expectation for the respective grade level in ELA/Reading, Math, or both.

Grade Level	Eligibility Criteria <i>Documented achievement must include <u>two or more</u> of the following and demonstrate the student is performing <u>below</u> grade level in ELA/Reading, mathematics, or both:</i>	Exit Criteria <i>Documented achievement must include <u>two or more</u> of the following and demonstrate the student is performing <u>on or above</u> grade level in ELA/Reading, mathematics, or both:</i>
Kindergarten	<ul style="list-style-type: none"> • Georgia Kindergarten Inventory of Developing Skills (GKIDS) Readiness Check (Not Yet Demonstrated or Emerging on the majority of ELA, mathematics, or both skills assessed) • Local assessment or universal screener • DRC BEACON Early Years assessment • Standardized norm-referenced assessment (below 30th percentile) • Georgia Pre-K Work Sampling System documentation • Student Support Team (SST) Checklist • EIP ELA/Reading Rubric • EIP Mathematics Rubric 	<ul style="list-style-type: none"> • Georgia Kindergarten Inventory of Developing Skills 2.0 (Meets or Exceeds on the majority of ELA, mathematics, or both skills assessed) • Local assessment or universal screener • DRC BEACON Early Years assessment • Standardized norm-referenced assessment (at or above the 30th percentile) • EIP ELA/Reading Rubric • EIP Mathematics Rubric
Grade 1	<ul style="list-style-type: none"> • Not Yet Demonstrated or Emerging on the majority of elements included on the ELA and/or mathematics GKIDS 2.0 • Local assessment or universal screener • DRC BEACON Early Years assessment • Standardized norm-referenced tests (below 30th percentile) 	<ul style="list-style-type: none"> • Local assessment or universal screener • DRC BEACON Early Years Assessment • Standardized norm-referenced assessment (at or above the 30th percentile)

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	<ul style="list-style-type: none"> • Student Support Team (SST) Checklist • EIP ELA/Reading Rubric • EIP Mathematics Rubric 	<ul style="list-style-type: none"> • EIP ELA/Reading Rubric • EIP Mathematics Rubric
Grade 2	<ul style="list-style-type: none"> • Local assessment or universal screener • DRC BEACON Early Years assessment • Standardized norm-referenced tests (below 30th percentile) • Student Support Team (SST) Checklist • EIP ELA/Reading Rubric • EIP Mathematics Rubric 	<ul style="list-style-type: none"> • Local assessment or universal screener • DRC BEACON Early Years Assessment • Standardized norm-referenced assessment (at or above the 30th percentile) • EIP ELA/Reading Rubric • EIP Mathematics Rubric
Grade 3	<ul style="list-style-type: none"> • Local assessment or universal screener • DRC BEACON assessment • Standardized norm-referenced tests (below 30th percentile) • Student Support Team (SST) Checklist • EIP ELA/Reading Rubric • EIP Mathematics Rubric 	<ul style="list-style-type: none"> • Local assessment or universal screener • DRC BEACON Early Years Assessment • Standardized norm-referenced assessment (at or above the 30th percentile) • EIP ELA/Reading Rubric • EIP Mathematics Rubric • Georgia Milestones Assessment English (reading status at or above grade level), mathematics, or both (Developing, Proficient, or Distinguished learner proficiency level)
Grades 4-5	<ul style="list-style-type: none"> • Local assessment or universal screener • DRC BEACON assessment • Standardized norm-referenced tests (below 30th percentile) • Student Support Team (SST) Checklist • EIP ELA/Reading Rubric • EIP Mathematics Rubric • Georgia Milestones Assessment English (reading status below grade level), mathematics, or both (Beginning learner proficiency level) 	<ul style="list-style-type: none"> • Local assessment or universal screener • DRC BEACON Early Years Assessment • Standardized norm-referenced assessment (at or above the 30th percentile) • EIP ELA/Reading Rubric • EIP Mathematics Rubric • Georgia Milestones Assessment English (reading status at or above grade level), mathematics, or both (Developing, Proficient, or Distinguished learner proficiency level)

Supporting Document Links:

[Tier 1 Strategies](#)

[Tier 2 Checklist](#)

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[Student Support Team \(Tier 3\) Checklist](#)

[EIP ELA/Reading Rubric](#)

[EIP Mathematics Rubric](#)

Parent/Guardian Notification

Once a student is determined eligible for EIP services, parents/guardians will be notified and offered the opportunity to be involved in EIP-related decisions. Schools will provide a 10-day notice of opportunity to conference about a potential EIP student's performance and the Early Intervention Program.

Supporting Document Link:

[Parent/Guardian Notification](#)

Program Exit Criteria

It is not the intent of the program for students to be assigned to EIP on a continuing or permanent basis. The Early Intervention Program Exit Criteria are based on documented student achievement and performance in ELA/Reading, Mathematics, or both. If documented achievement indicates the student consistently meets grade level performance, the student will be exited from EIP.

Innovative Model

In the FCSS Innovative model, additional instruction will be provided daily through a state-certified teacher who implements interventions and tailors small-group, differentiated instruction to address each student's unique needs. In addition, a classroom teacher, intervention teacher, or paraprofessional will assist with interventions. EIP students will receive instructional support as outlined below.

Grade Level(s)	Maximum System Average Class Size	Minimum Minutes Per Segment
Kindergarten	18	45
Kindergarten with full-time parapro	20	45
Grades 1-3	21	45

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Grades 1-3 with full-time parapro	21	45
Grades 4-5	28	50

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