



### HELPFUL HOMEWORK TIPS

- **Help your child develop a study area.** Designate a well-lit place to complete homework. Keep supplies like paper, pencils, glue, and scissors within reach.
- **Set a regular time for studying.** Some kids work best in the afternoon, following a snack and play period; others may prefer to wait until after dinner.
- **Help your child make a plan.** On heavy homework nights or when there's an especially hefty assignment to tackle, encourage your child break up the work into manageable chunks. Create a work schedule for the night, if necessary, and take time for a 15-minute break every hour, if possible.
- **Keep distractions to a minimum.** This means no TV, loud music, or phone calls.
- **Make sure your child does his/her own work.** Learning occurs when you think for yourself and make your own mistakes. Parents can make suggestions and help with directions, but it's a kid's job to do the learning.

Dawson County Schools

## EARLY INTERVENTION PROGRAM (EIP)



2021-2022 School Year

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## Purpose of Early Intervention

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.

The Early Intervention Program Placement and Exit Criteria are based on documented student performance in ELA/reading and mathematics.

The EIP Program is a part of the Response to Intervention (RTI) framework for providing support to students. The EIP Program provides a structure for additional instruction to ensure students meet grade level expectations at the elementary level.

Every child has potential to succeed! We want to help!



## Response to Intervention The Georgia Student Achievement Pyramid of Interventions



### **Tier 1: Standards-Based Classroom Learning:**

All students participate in general education learning that includes: • Universal screening to target groups in need of specific instructional and/or behavioral support. • Implementation of the Georgia Performance Standards (GPS) through a standards-based classroom structure. • Differentiation of instruction including fluid, flexible grouping, multiple means of learning and demonstration of learning. • Progress monitoring of learning through multiple formative assessments. • Positive behavior supports.

### **Tier 2: Needs-Based Learning:**

*In addition to Tier 1*, targeted students participate in learning that is different by including: • Standard intervention protocol process for identifying and providing research based interventions based on need and resources. • On-going progress monitoring to measure student response to intervention and guide decision-making.

### **Tier 3: SST-Driven Learning:**

*In addition to Tier 1 and Tier 2*, targeted students participate in learning that is different by including: • Intensive, formalized problem solving to identify individual student needs. • Targeted research based intervention tailored to individual needs. • Frequent progress monitoring and analysis of student response to intervention(s).

Specialized programs, methodologies, or instructional deliveries. • Greater frequency of progress monitoring of student response to intervention(s).