



## READ 180 & SYSTEM 44 SCHEDULE

Start date 9/8

Days	Time	Grade Level	Students
<ul style="list-style-type: none"> <li>Monday</li> <li>Tuesday</li> <li>Wednesday</li> <li>Thursday</li> <li>Friday</li> </ul>	7:30 – 8:00	Third Grade	14 students
<ul style="list-style-type: none"> <li>Monday</li> <li>Tuesday</li> <li>Wednesday</li> <li>Thursday</li> <li>Friday</li> </ul>	11:45 – 12:15	First Grade	1 student
<ul style="list-style-type: none"> <li>Monday</li> <li>Wednesday</li> <li>Thursday</li> <li>Friday</li> </ul>	9:15 – 10:00	Fifth Grade	9 students
<ul style="list-style-type: none"> <li>Monday</li> <li>Wednesday</li> <li>Thursday</li> <li>Friday</li> </ul>	1:15 – 2:00	Fourth Grade	16 students

**Tuesdays are set aside as days for RTI meetings.**

*Gaps in schedule will be filled by supporting teachers and students with tiered interventions and strategies.*



# MURDOCK

ELEMENTARY

## Second and Third Grade EIP Support

Days: Monday – Friday

Hours: 8am – 12pm

### SCHEDULE

TIME	CLASS	CONTENT
8:00 – 8:45	Planning	Planning
8:45– 9:30	Campbell- 4 students	Reading
9:30– 9:45	Planning	Planning
9:50-10:25	Revelas- 6 students	Reading
10:25-11:00	Robbins- 4 students	Reading
11:00– 11:30	Hilliard- 6 students	Reading
11:30-12:00	Gross- 6 students	Reading

# EIP

The K-5 Georgia Standards of Excellence (GSE) define what students should understand and be able to do by the end of each grade. EIP provides 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 EIP supplemental instruction children receive as a support must be evidence based, delivered to small groups, targeted to the area of need, and implemented with fidelity (i.e., consistent with the way it was designed) in addition to, and different from, their general classroom instruction provided for all students.

## Who?

It is important to know who your EIP students are. These students have been identified as below grade level in one or more areas and require additional support and intervention for success.

## Innovative Model:

Grade Levels	Maximum Individual Class Size
Regular Kindergarten	18
Regular Kindergarten with full-time paraprofessional	20
Grades 1-3	21
Grades 4-5	28

## Goal:

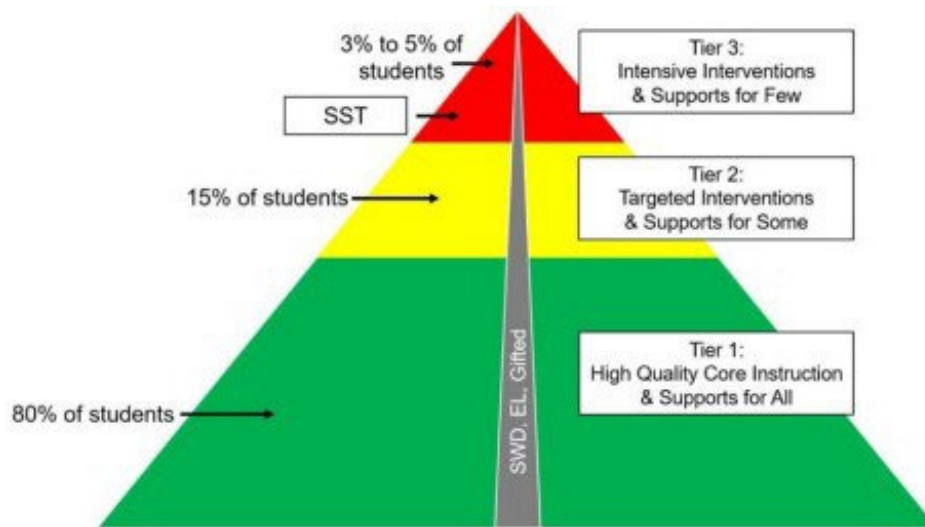
To decrease or eliminate gaps in learning and support high levels of achievement.

- Our goal is to get students to grade level and to a point where they no longer need EIP services.
- The other possible outcome is the identification of students that require more intense support through RTI.

**Exit Criteria:** Documented achievement indicates on or above grade level on two or more assessment tools.

## RTI:

Students receiving EIP services are NOT required to be on a tier. However, teachers should closely monitor growth to determine if more intense systems of support are needed.



## Things to Prepare:

- Space
- Schedule
- Rotations
- Data for Flexible Groups