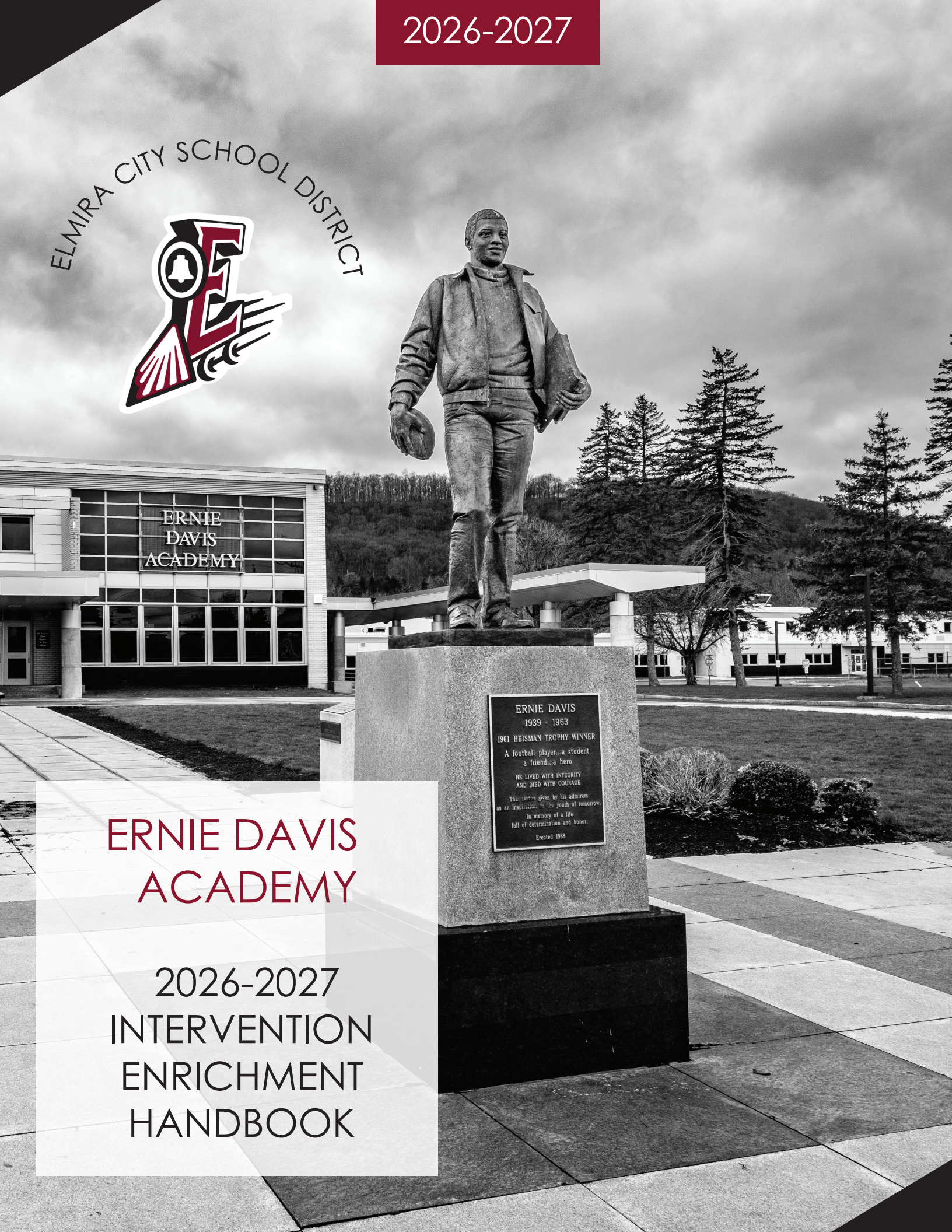
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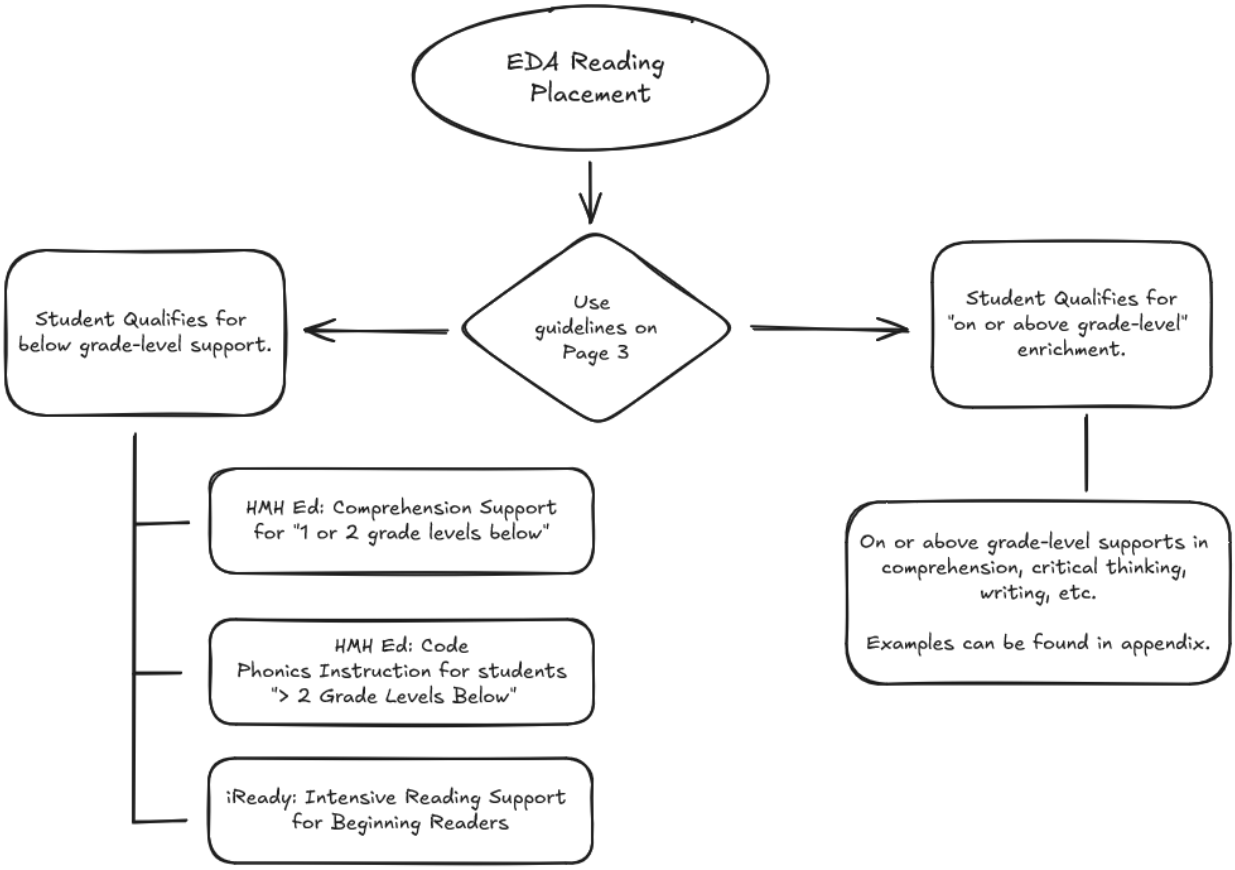
ELMIRA CITY SCHOOL DISTRICT



ERNIE DAVIS ACADEMY

2026-2027 INTERVENTION ENRICHMENT HANDBOOK

INTERVENTION/ENRICHMENT ROADMAP



EDA AIS GUIDELINES (ELA)

Qualifying Students:

- NWEA data – students on the trajectory for receiving a 1 or a 2 on the state test
  and
- Growth Measure – Students below grade level expectations
  and
- State Test Performance – Students that receive a 1 or a 2 on the state test

AIS Qualifications			
Grade Level	NWEA Cut Point	Growth Measure	NYS ELA Test
6th grade (spring)	<216	<661	NA
7th grade (fall)	<215	<761	Score of a 1 or 2
7th grade (winter)	<216	<761	NA
7th grade (spring)	<217	<761	NA
8th grade (fall)	<216	<861	Score of a 1 or 2
8th grade (winter)	<217	<861	NA
8th grade (spring)	<218	<861	NA

Note: In the event that changes to this protocol might need to be made for individual students, approval must be received from building administrators based on triangulated data. Evidence of collaboration with vested stakeholders (i.e., reading, special education, speech, etc.) should be included.

Scheduling consideration: In the event that a student's scheduling requirements does not provide for the opportunity to engage in AIS instruction, content area teachers should utilize the literacy-based instructional routines to support the student within content area instruction.

Program:

- Student placement will be based on performance on the Growth Measure (and Code Placement Assessment, as appropriate):
  - Far Below Level (as per Code Placement Assessment): Read 180 Code

    - Below Level & Approaching: Read 180 Comprehension
    - On Level & Above Level: Enrichment
- Classroom supports:
    - The Student Success Team will support teachers at Ernie Davis Academy in implementing the following Instructional Routines to support literacy development within content area instruction (see Appendix A):
        - Do Now Routine
        - Think (Write)-Pair-Share Routine
        - Vocabulary Routine
        - Academic Discussion Routine
        - Analyzing Media Routine
        - Building Fluency Routine
        - Close Reading Routine
        - Peer Feedback Routine
        - Unpack the Prompt Routine

Teachers (Software Guidelines):

Teachers	Software
Reading Teachers	Read 180: Code
AIS Teachers	Read 180: Comprehension

Pacing

Grade Level	Read 180 Workshops *each grade level should begin the year with the Getting Started Module
7th grade	Workshops 1-3 (Reach modules 7-9, as needed)
8th grade	Workshops 4-6 (Reach modules 10-12, as needed)

Exit Criterion:

AIS eligibility will be reevaluated after receiving the intervention for at least ½ of a school year.

1. Students must achieve 2 Growth Measure and/or NWEA scores above the grade level proficiency score. The Growth Measure should be given 2 weeks before the end of the marking period:
    a. 7th grade: 761
    b. 8th grade: 861
2. If students achieve #1, teachers can provide feedback regarding their perceptions regarding the student remaining in AIS. Feedback should indicate whether or not the student should remain in AIS and the rationale for that selection.
3. If students achieve #1, students can provide feedback regarding their preference to remain in AIS. Feedback should indicate whether the student should remain in AIS and the rationale for that selection.
4. If a student is eligible to be removed from AIS, the teacher should connect with the building Guidance Department or Control Clerk to facilitate the change.
5. Note: 3rd marking period exception – If a student achieves proficiency at 2 of the 3 testing points (MP1, MP2, or MP3), they would be eligible for removal after the 3rd MP.

Enrichment Guidelines

Qualifying students: Students that are on or above grade level will qualify for this opportunity.

Program Specifics: Students that qualify for this opportunity will be encouraged to develop their overall literacy skills. Enrichment learning opportunities will focus on comprehension of sophisticated text, building critical thinking skills, developing writing abilities and other opportunities that expand student learning. Teachers are encouraged to utilize student interest in developing activities.

Structure: A 3-station approach will be utilized to provide students with opportunities for independent exploration, use of technology to enhance learning and small group instruction with a highly qualified teacher to enrich their

understanding. Teachers are encouraged to utilize student interest in developing activities.

Activity Examples:

Small group

- Theater
- Read 180 Intervention for students that qualify
- Speaking/discussion
- Video responses
- Research
- Word work: vocabulary
- state test prep – 1-2/month (progress monitoring tool)
- novel studies
- Extending Read 180 scaffolding for higher students (same teaching, different text)
- Conferencing with individual students
- Typing skills
- ReadWorks
- "Rabbit-Hole" Research (see Appendix B)
- Shared reading (class book club)
- Literature Circles
- Coding
- Creative writing
- Genius Hour Projects
- Local History Learning
- Field trips (ex: Wisner Market to volunteer at reading station, CCLD- Steele, etc.)
    - Creating bookmarks/books to give away at the market
    - Reading for Red Bookshelf
- Film/Book Study
- Reader's Theater
- Poetry
    - Writing/performing
    - Classical/Slam/Lyrics
    - Magnetic kits

- Amanda Gorman Mini-Lesson Series “The Hill We Climb”
- Creating children’s books and reading to elementary students
    - In-person/Zoom/YouTube
    - Create a children's book about their rabbit hole research as a way to put together their findings in a cohesive/sharing way
- Keyboarding (online tutorial/course)
- Cursive

1. Computer
2. Read 180: must be required for students that qualify
3. Flocabulary
4. NewsELA
5. Castle Learning
6. YouTube
7. Reading Games
    a. Gimkit
    b. Kahoot
    c. Quizzizz
8. Virtual Tours = Nearpod & Discovery Education
9. Viewing documentary clips (Swank & Learn 360)

Independent Reading (Goal: for students to read independently)

- Regular visits to library
- Accountability process (may be necessary)
- How to choose a book, start a book, abandon book, etc.
- Reading response: book club, reading response, flexibility in responding

- Visit library regularly

Assessment:

- Benchmarks Assessments: Students will re-qualify during each benchmark assessment period (i.e. NWEA, Growth Measure).
- Progress Monitoring: Students will complete a writing response to a NYS test question. This passage will be scored using the NYS rubric. Teachers will conference with students to analyze their performance. This feedback will allow students to further develop their skills in terms of NYS grade-level expectations.

EDA AIS GUIDELINES (Math)

AIS Qualifications			
Grade Level	NWEA Cut Point	iReady Diagnostic Score	NYS ELA Test
6th grade (spring)	<224	495	NA
7th grade (fall)	<217	508	Score of a 1 or 2
7th grade (winter)	<221	508	NA
7th grade (spring)	<224	508	NA
8th grade (fall)	<224	518	Score of a 1 or 2
8th grade (winter)	<228	518	NA
8th grade (spring)	<231	518	NA

AIS Structure Guidelines

1 grade level below (iReady Diagnostic) 7th grade: 495-507 8th grade: 508-517	2 grade levels below (iReady Diagnostic) 7th grade: 480-494 8th grade: 495-507	3 and more grade levels below (iReady Diagnostic) 7th grade: <479 8th grade: <494

• Classroom supports provided by the math teacher (I.e. small group instruction, reteaching, differentiated learning, etc.)	• Classroom supports provided by the math teacher (I.e. small group instruction, reteaching, differentiated learning, etc.)
	• IReady computer software
		• Classroom supports provided by the math teacher (I.e. small group instruction, reteaching, differentiated learning, etc.)
		• IReady computer software
		• Small group instruction
		  ○ Learning Lab (non-instruction, requires pay)
		  ○ ASP (instructional)
		  ○ Prep AIS

Learning Lab (5 days/week, 20 minutes/day, non-instructional):

Note: This time period includes students that are in AIS Math.

- Mondays: SEL (Nearpod resources)
- Tuesday: ½ of the students – iReady software & ½ of the students – iReady small group
- Wednesday: switch groups

- Thursday: see Tuesday
- Friday: See Wednesday

Appendix A: **Instructional Routines**

Do Now Routine

The Do Now routine focuses students' attention on a brief and accountable academic task as soon as they enter the classroom.

1. **Assign the Task:** Display the Do Now at the start of each class in the same place every day.
2. **Partner Discussion and Feedback:** After students work independently, direct partners to share their responses twice, restate their partner's idea, and provide productive feedback using response frames.
3. **Facilitate Whole-Group Reporting and Scoring:** Check for understanding and students' ability to complete the frames correctly.

Think (Write)-Pair-Share Routine

Structured, brief partner interactions also ensure a context for each student to respond, particularly when time constraints do not allow for extensive reporting within the larger group. Students share responses to a lesson question or prompt with an assigned partner in preparation for a whole-group discussion.

1. **Think/Write (Optional):** Students independently reflect on a question or task and may write a brief response when the task demands.
2. **Pair:** Partners discuss their ideas and prepare to potentially contribute them within the larger group.
3. **Share:** Students share their ideas within the larger group and listen attentively to classmates' contributions.

Vocabulary Routine

The Vocabulary routine helps students acquire and use new academic and content-area words. This routine helps teachers explicitly teach academic vocabulary, high-utility words that students will encounter across content areas (e.g., analysis, consequences) and content-area words that build conceptual knowledge (e.g. volcanic, patriot) for a specific text or unit of study.

1. **Pronounce:** Say the word and have students repeat it twice.
2. **Clarify the Part of Speech:** Specify the part of speech.
3. **Rate Word Knowledge:** When teaching content-area words (or if time permits for academic vocabulary) have students rate their word knowledge both prior to and following instruction.
4. **Explain Meaning:** Build a mental image with an example that you can reference as you explain the meaning. Provide the meaning and have students write the meaning. Make connections to the example to help students grasp the nuances of the meaning.
5. **Discuss Examples:** Complete the example frame with two relevant ideas, point out the grammar target(s), and have students complete their own example. Then facilitate partner discussion before whole-group reporting.
6. **Deepen Understanding:** Time permitting, pose an additional question and have students share their responses using a response frame that guides accurate use of the word and relevant content.
7. **Review:** When time permits, read aloud frames and have students choose the correct target word to complete them.

<u>Unpack the prompt Routine</u>

Unpack the Prompt supports deeper analyses of writing prompts so students can better understand the purpose, topic, audience, format and criteria for writing success

1. **Analyze Purpose:** Review POW (Plan, Organize, Write) and have students break apart the task, locating key words and phrases that state directions.
2. **Clarify Topic:** Students identify key words and phrases that show the topic they are expected to write about.
3. **Identify Audience:** Students determine the audience for the writing task.
4. **Identify the Writing Type:** Students look for key words in the assignment that reveal the writing type.
5. **Examine Expectations:** Students paraphrase the prompt and synthesize the information they learned.

<u>Analyzing Media Routine</u>

The Analyzing Media routine provides students with a listening and note-taking scaffold to focus their attention and lighten the listening load during lessons with multimedia.

1. **Set Purpose for Initial Viewing:** Students watch the video (or listen to the audio and jot down something they've learned from the initial viewing/listening).
2. **Discuss Initial Responses:** Display and model effective use of frames to share initial responses with lesson partners and the unified class.
3. **Set Purpose for Second Viewing:** Students learn content-area words, look at the outline, and watch the video a second time.
4. **Complete the Media Outline:** Partners collaboratively complete the outline.
5. **Write Essential Understandings:** Students construct written responses about essential understandings of the media.
6. **Interact and Report:** Students exchange and compare media understandings and reflections.

<u>Academic Discussion Routine</u>

The Academic Discussion routine encourages active participation by all students as they listen attentively and contribute ideas using an academic register. Use this structured routine to encourage collaborative conversations that develop advanced listening, speaking, reading and writing skills.

1. **Brainstorm Ideas:** Assign the task and guide independent reflection and idea generation.
2. **Respond in Writing**: Demonstrate how to use response frames to develop ideas in academic register.
3. **Exchange and Record Ideas:** Promote productive partner interactions with attentive listening tasks.
4. **Report and Compare Ideas**: Support students as they report, elaborate, compare and record ideas.

<u>Building Fluency Routines</u>

The Building Fluency routines provide various levels of support as students read text multiple times for different purposes. Teachers scaffold support and gradually decrease the scaffolds as students become proficient. Choose the routine that best fits students' needs and goals.

1. Modeled Fluent Reading Routine
    a. Preview the text to practice reading fluently and to chunk the text into manageable sections. Model appropriate pace and expression.

    b. Ask a question or assign a task to give students an accountable role and to define the purpose for reading.
    c. Read the text aloud with students as they follow along. Model fluent reading that sounds like natural speech.
    d. Review responses to the question.
2. Oral Cloze Routine
    a. Prepare the phrasing and words for omission from the text.
    b. Explain that the goal is to get students reading fluently before responding to comprehension questions.
    c. Read the text aloud and model fluent reading.
    d. Monitor for fluent reading.
3. Independent Reading Routine
    a. Explain that students will read the text silently on their own.
    b. Assign the question or task to define the purpose for reading.
    c. Monitor students as they read silently, redirecting them as necessary.
    d. Review the question in a group discussion.
4. Choral Reading Routine
    a. Explain that all students will read the text aloud together, focusing on fluency.
    b. Practice reading the first sentence together.
    c. Read aloud with students.

<u>Close Reading Routine</u>

The Close Reading routine guides students to read text more than once, focusing on a different purpose each time. Use Close Reading to cultivate a deep understanding of a text as students focus on identifying essential text evidence.

1. **Set Purpose:** Students learn the purpose of each of three readings and the importance of using evidence to support their ideas.
2. **First Read:** Students read the entire text and summarize it.
3. **Second Read:** Students read chunks of a text to examine language and ideas.
4. **Third read:** Students reread in order to gather evidence to respond to a question, answer a prompt, engage in a discussion, or complete a task.
5. **Report:** Students report their ideas in a class discussion.

<u>Peer Feedback Routine</u>

The Peer Feedback routine is a structured and accountable revision strategy for student writing. Use this routine after students have completed a draft of their writing to support students in sharing actionable, targeted, and precise feedback.

1. **Self-Assess:** Students read their drafts silently and rate their own writing.
2. **Rate:** Partners score each other's writing based on the criteria in the rubric.
3. **Write Feedback:** Students use sentence frames to write feedback.
4. **Share Feedback:** Partners share positive feedback and suggestions for revision.
5. **Summarize and Record:** Students summarize their partner's feedback and record a plan for revision.

Appendix B

Rabbit Hole Research



Have you even been browsing the internet and ended up down a "rabbit hole?" It may seem like you have wasted precious time, but it doesn't necessarily have to be that way.

<u>How to use Rabbit Hole Research with Students</u>:

1. Have students choose a "point of entry" into their research: *What do I want to learn about, or how to do? [write topic in journal]*
2. Conduct a basic search of that topic and write down in journal 2-3 facts, steps, or points of interest from the research.
3. Notice: Where does this lead? Continue the process of digging deeper or changing direction, and write down 1-3 facts, steps or points of interest for each turn taken.
4. Consider using a graphic organizer to keep track of student learning.
5. Reflect:

a. I started at _____ and ended at _____
b. I learned about _____
c. I learned to _____
d. I learned that _____
e. Something I'd like to learn more about is _____

6. Students should share their learning progression every 1-2 weeks depending on your rotation schedule.

Considerations: Create your own Rabbit Hole Research entry and walk students through your thinking. Metacognition is important!