

SACHEM DISTRICT AIS PLAN

2 Year Full Committee Review & Updated Plan:

3/16/2010

Partial Committee Update (Result of NYSED Assessment cut scores and new regulations):

9/7/2010

Next Full Committee Review Date: March 2012

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Committee Members:

<u>Name</u>	<u>Building</u>	<u>Position</u>
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Paul A. Kopp	District Office	Asst. Superintendent
Paul E. Manzo	District Office	Asst. Superintendent
Jessica DePasquale	District Office	Asst. Administrator for Instructional Support
Gina Conrad	OSS	Special Ed Teacher/Literacy Coach
Matt Wells	Cayuga	Principal
Alicia Matejov-Cohen	Chippewa, Grundy	Reading Teacher
Robin Walsh	Chippewa, OSS	Principal Aide/Speech Teacher
Marie O'Doherty	Gatlot, Lynwood	Professional Developer/Literacy Coach
Dominique Kawas	Grundy	Principal
Lisa Mazziotti	Grundy	Kindergarten Teacher
Tara McCormack	Grundy	3rd Grade Teacher
Nicole Roggemann	Grundy, Chippewa	Resource Room Teacher
Cyndi Rocco	Grundy	Speech Teacher
Patricia Hughes	Lynwood	Reading Teacher
Veronica DeCicco	Merrimac	Principal
Bethany Fredette	Merrimac	Psychologist
Jill Kristoff	Merrimac	5th Grade Teacher
Leah Montoya	Nokomis, OSS	Speech Teacher
Cheryl Scheidet	Tamarac	Principal
Laura Amato	Tecumseh	Principal
Maureen Hines	Tecumseh	Principals' Aide ELA/Reading Teacher
Regen Whiffen	Waverly, Tamarac	Principals' Aide Math/Math Teacher
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Betsy Gennosa	Sagamore	Literacy Coach
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Heather Stumpf	Sagamore	English Chairperson
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Pam Kit	Sequoia	Literacy Coach
John Galligan	East	Assistant Principal
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Board of Education:

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District Office Administration:

James J. Nolan, Superintendent of Schools

Gail A. Grenzig, Assistant Superintendent for Personnel

Jill M. Karp, Assistant Superintendent for Curriculum and Instruction – Elementary

Paul A. Kopp, Assistant Superintendent for Curriculum and Instruction

Paul E. Manzo, Assistant Superintendent for Administration

Bruce H. Singer, Associate Superintendent for Business

AIS Plan Description:

In July 1999, the Board of Regents adopted revisions to Part 100 of the Commissioner's Regulations to align the regulations with new policy relating to standards, assessments, and graduation requirements. Section 100.2(ee) requires school districts to provide academic intervention services to students who score below the State designated performance level on State assessments and/or who are at risk of not achieving the State learning standards. School districts are required to complete a description of academic interventions and review and revise this plan every two years based on student performance results.

Academic intervention services (AIS) are services designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These services include two components:

- Additional instruction that supplements the general curriculum (regular classroom instruction); and /or
- Student support services needed to address barriers to improved academic performance.

The intensity of such services may vary, but must be designed to respond to student needs as indicated through State assessments results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

AIS is provided in English language arts (ELA) and mathematics in grades K-12 and social studies and science in grades 5-12. All elementary buildings and middle schools have in place an Instructional Support Team (IST) that includes a building administrator, school psychologist, social worker, IST facilitator (where applicable), referring teacher, and support personnel as needed. Based on multiple measures, the team determines the intensity and frequency of AIS services which best meet the needs of each identified student. The AIS coordinator will be the IST facilitator at each elementary school, the assistant principal at each middle school, and a designated assistant principal at each of the high schools.

The responsibilities of the AIS coordinator:

- Communicates AIS recommendations to the building principal
- Reviews quarterly the progress of students receiving AIS
- Ensures that record keeping is maintained including AIS information on eSchool and RTI Direct (anticipated September 2011)
- Ensures that parental notification is provided
- Ensures that students who have scores indicating a need for AIS services are assigned the appropriate services

Student review at IST includes:

- A focus on the provision of support and assistance to the teacher and student within the classroom environment
- Identification and summary of teacher and/or parent concerns
- A frame for a discussion of appropriate interventions
- Structure of intervention/support plan for each student
- Determination of the duration of intervention according to AIS criteria
- Determination of the assessment of success of the intervention in accordance with AIS criteria
- Reporting all recommendations to the AIS coordinator or building principal who implements the required notification process for AIS as noted in the plan
- See Appendix 13 & 14 for IST referral forms

Eligibility for AIS:

- All new entrants are screened to determine if they need academic intervention support services
- Students in grades K-2 will be eligible for AIS based on their classroom performance, observations, and results on the curricular based measures.
- Students in grades 3-6 will be eligible for AIS if they score below state criteria on NYS assessments in English language arts (ELA), mathematics, science, social studies, and/or below a level 3 on the Terra Nova. In addition, students are eligible based on local performance test levels, class performance, observations, and assessments.
- Students in grades 7-12 will be eligible for AIS if they score below state criteria on NYS assessments in English language arts (ELA), mathematics, science, social studies, and/or a 64 or below on a NYS Regents. In addition, students are eligible based on class performance, observations, and assessments.
- See Appendix 1-4 for details.

Student support services:

Student support services are interventions that address barriers to student progress in state learning standards areas requiring AIS.

Possible barriers to academic progress that student services address include, but are not limited to:

- Attendance problems
- Discipline problems
- Family-related issues
- Health-related issues
- Nutrition-related issues
- Mobility/transfer issues

The IST team or guidance counselors determine which support service interventions best meet the needs of a student requiring AIS. These student support services may include, as needed, school guidance, social work, psychological counseling and intervention; services to improve attendance; coordination of services provided by other agencies; behavior management; and study skills.

Monitoring and Review of Plan:

According to New York State Education Department mandates, the Academic Intervention Services Plan will need to be updated bi-annually. The next update will occur during the 2011-2012 school year.

The building AIS coordinator ensures that the following information is maintained as part of the student's cumulative record folder:

- A record of the student's performance on state assessments. Scores on local assessments to determine eligibility for AIS are also kept on file.
- Documentation of specific AIS provided and dates student received this service.
- A copy of the parent notification that a child is in need of academic intervention services and when these services will be offered.
- A copy of the letter to the parents that indicates that their child is no longer in need of these services.
- Electronic documentation on eSchool (student management system)
- Electronic documentation on RTI direct (anticipated September 2011)

ACADEMIC INTERVENTION SERVICE OPTIONS

Academic Intervention Service Options:

In accordance with state guidelines, a district plan has been created that establishes the Academic Intervention services (AIS) available to students as outlined by grade level in district plan may include:

- Push-in/pull-out instruction
- After school and/or summer support programs (dependent on budgetary factors)
- Differentiated instructional strategies
- Small group support classes
- Researched-based programs in reading and math
- Labs/extra help/tutorial classes
- Extra period(s) during the regular school day
- Within-class staffing that reduces student-teacher ratio

As determined by the building professionals, additional Academic Intervention Services may be provided to any student individually or in small groups. These additional services may include, but are not limited to:

- Psychological services
- Nursing services
- Counseling services
- Social Work services
- Support with attendance issues

The following Academic Intervention Services are available to students as outlined by grade level. Students may receive one or a combination of the services outlined. In each situation, student progress is monitored. This information will be tracked as students move from one grade to the next. Throughout this process, the schools will regularly communicate with parents.

All students:

- **Small Group Support Classes:**

These small group support classes are for students referred by the building principal, guidance counselor or IST team. The specialized services are provided in a small group either in the classroom setting or as a pull out service. The AIS is delivered by a qualified teacher and related directly to the child's needs.

Elementary:

- **Earobics (grades K, 1)**

Earobics software provides individualized, explicit instruction in all areas of reading, plus writing. As students engage with the software, the program automatically adjusts based on each student's individual strengths and weaknesses. All instruction builds on the strengths of each learner, and easy-to-read reports help teachers use real-time data to drive tailored instruction. Through the use of interactive instruction, students can develop their skills, engage with lively instructional characters, and advance as they are ready to advance. Students work on the software independently and speech, reading, and classroom teachers deliver targeted instruction and interventions based on the data.

- Double Dose Foundations (grades K, 1, 2)**
 Sachem students in grades K, 1, and 2 are instructed in Wilson Foundations. It is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Foundations is based upon the Wilson Reading System® principles and serves as a prevention program to help reduce reading and spelling failure. In addition to the daily whole class lesson, the students who struggle in general education classrooms (in the lowest 30th percentile) should also have additional Foundations targeted instruction in a small group setting. Sachem delivers this targeted instruction in Double Dose Foundations, where a certified reading teacher or speech teacher works in a small group to remediate these skills.
- 1:1 (grades 1, 2)**
 It serves the lowest-achieving first and second graders. These students are not mastering the complex set of literacy concepts that make reading and writing possible. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued.
- Remedial Reading (grades K-5)**
 Students in Grades K – 5 may receive Remedial Reading services as a result of an AIS mandate or an IST request. Services are provided by a certified Reading Specialist with a frequency/duration of 3x/week for 30 minutes or 2x/week for 45 minutes. The services are fluid (students may enter and exit during the academic year) and can be provided via a push-in or pull-out model.
- Remedial Math (grades K-5)**
 Students in Grades K – 5 may receive Remedial Math services as a result of an AIS mandate or an IST request. These services are provided by a specialized math teacher with a frequency/duration of 2x/week for 30 minutes or 2x/week for 45 minutes. The services may be fluid (students may enter and exit during the academic year) and are generally provided in a pull-out model.
- Summer Reading Program (grades K-2)**
 Sachem provides struggling readers an opportunity for summer literacy during a four week summer reading program, four days a week. This comprehensive program is one and a half hours in length, and focuses on early literacy improvement. It is taught by elementary teachers and reading specialists.
- Summer Math Program (grade 2)**
 Sachem provides struggling math students an opportunity for summer literacy during the four week program, four days a week. This comprehensive program is one and a half hours in length, and focuses on mathematical numeracy, computation and math concepts. It is taught by elementary teachers and/or mathematics specialists.
- Before/ After School AIS Program (grades 3-8)**
 Sachem provides struggling math or ELA students an opportunity for a before or after school AIS program. Transportation is provided during an early route, or a late bus. In the elementary schools the program is 18 weeks, prior to a state assessment, once a week for an hour each session. In the middle schools the program is 10 weeks, prior to the state assessment, twice a week for an hour each session.

- **Just Words (grades 4-12)**
Wilson Just Words® provides a curriculum for the study of word structure through the six syllable types in English and the most common Latin roots. It is a highly explicit, multisensory decoding and spelling program for students in grades 4 -12 and adults who do not require intensive intervention but do require explicit decoding and spelling instruction due to word-level deficits. Just Words is based on the research validated Wilson Reading System® and moves at an accelerated pace by focusing primarily on the concentrated study of word structure for reading and spelling. It is delivered by a certified reading or English teacher.

Middle School and High School:

- **Remedial Math (grades 6-8)**
Students in Grades 6-8 may receive Remedial Math services as a result of an AIS mandate or an IST request. Services are provided by a certified elementary or mathematics teacher. The course is a full year course meeting for 40 minutes on an every other day basis.
- **Remedial Reading (grades 6-8)**
Students in Grades 6-8 may receive Remedial Reading services as a result of an AIS mandate or an IST request. Services are provided by a certified elementary, literacy or English teacher. The course is a full year course meeting for 40 minutes on an every other day basis.
- **Before/ After School AIS Program (grades 3-8)**
Sachem provides struggling math or ELA students an opportunity for a before or after school AIS program. Transportation is provided during an early route, or a late bus. In the elementary schools the program is 18 weeks, prior to a state assessment, once a week for an hour each session. In the middle schools the program is 10 weeks, prior to the state assessment, twice a week for an hour each session.
- **Just Words (grades 4-12)**
Wilson Just Words® provides a curriculum for the study of word structure through the six syllable types in English and the most common Latin roots. It is a highly explicit, multisensory decoding and spelling program for students in grades 4 -12 and adults who do not require intensive intervention but do require explicit decoding and spelling instruction due to word-level deficits. Just Words is based on the research validated Wilson Reading System® and moves at an accelerated pace by focusing primarily on the concentrated study of word structure for reading and spelling. It is delivered by a certified reading or English teacher.
- **Extra Help Sessions: (grades 6-12)**
During extra help sessions, students are mandated to attend individualized tutorials beyond their regular school day. These sessions may be before school during zero period, or scheduled after school during 9th period.
- **Academic Literacy class (grades 9-12)**
In academic literacy, students will work individually or in small groups to strengthen their vocabulary, comprehension, and research skills. It is a full year course, alternating days receiving .5 credits toward graduation.
- **Regents Support Workshops (grades 9-12)**
In regents support workshops, students will work individually or in small groups to strengthen skills in the content area deficits. It is a full year course on alternating days receiving .5 credits toward graduation.

- **Extended Math Courses (grades 9-12)**

In extended math courses, students are provided with an additional lab period for a full year alternating days. The extra class time allows small group instruction to accommodate more challenging math concepts.

Parent Notification and Involvement:

The building AIS coordinator ensures that the parent and/or guardian is notified in writing by the principal of the school that the student attends that their child will be receiving AIS. This notification is provided in English and translated, when appropriate, into the native language or mode of communication of the parent. The commencement of services notification includes:

- The reason the student needs such services,
- A summary of the services to be provided to the student
- See Appendix 9 for sample

Parents are notified in writing of the ending of the academic intervention services. Such notices are provided in English and translated when appropriate. (see Appendix 10 for sample. Translated documents will be available when necessary.)

Parents of the students receiving academic intervention services are provided ongoing communication with school personnel.

- Opportunities are provided, at least once a semester, to meet with their child's regular teacher and any other personnel providing AIS services.
- Reports on student progress are provided quarterly.

Appendix 1

Academic Intervention Services Plan K-2

	<u>Literacy Criteria</u> (any or all)	<u>Math and/or Content Area Criteria</u> (any or all)	<u>AIS Service Options</u>	<u>Frequency and Duration</u>	<u>AIS Progress Reporting</u>	<u>Exit Criteria</u>
K	<ul style="list-style-type: none"> Below a score of 44 on the IGDl Below grade level results on Kindergarten Screening Instruments (DTKR) Instructional Support Team (IST) recommendation Consistent failure on FUNdations probes Below grade level results on Earobics data 	<ul style="list-style-type: none"> Classroom assessment IST recommendation C.E.L.F. screener 	<ul style="list-style-type: none"> Speech and Language remediation Earobics FUNdations double dose Small group support Push-in support Summer Reading Program 	<ul style="list-style-type: none"> 1 – 4 times per week 15 – 30 minute sessions 	<ul style="list-style-type: none"> Report Card Progress report Data collection Teacher evaluation Exit letters Parent/Teacher conferences 	<ul style="list-style-type: none"> Results of FUNdations probes and or unit tests Text Level C or higher IST recommendation (with significant progress monitoring documentation)
1	<ul style="list-style-type: none"> Text levels A or B Failure of two consecutive FUNdations unit tests IST recommendation 89 or below on the phonological composite of the CTOPP Below grade level results on Earobics data 	<ul style="list-style-type: none"> Below a 23 on the Saxon Screening tool for 1st grade IST recommendation Below a 70% average on three consecutive Saxon district wide classroom assessments and/or benchmark tests C.E.L.F. screener 	<ul style="list-style-type: none"> Remedial Reading Remedial Math Earobics FUNdations double dose Reading Recovery Small group support Push-in support Summer Reading Program 	<ul style="list-style-type: none"> 1 – 4 times per week 30 minute sessions 	<ul style="list-style-type: none"> Report Card Progress report Data collection Teacher evaluation Exit letters Parent/Teacher conferences 	<ul style="list-style-type: none"> Above 70% on 3 consecutive Saxon math benchmarks and/or written assessments Passing 2 consecutive FUNdations probes and or unit tests Text Level I or higher IST recommendation (with significant progress monitoring documentation)
2	<ul style="list-style-type: none"> Text levels H (level 14) or below – based on benchmarks Failure of two consecutive FUNdations unit tests IST recommendation 	<ul style="list-style-type: none"> Below a 17 on the Saxon Screening tool for 2nd grade IST recommendation Below a 70% average on three consecutive Saxon district wide classroom assessments and/or benchmark tests C.E.L.F. screener 	<ul style="list-style-type: none"> Summer Math Program Remedial Reading Remedial Math FUNdations double dose Reading Recovery Small group support Push-in support Summer Reading Program 	<ul style="list-style-type: none"> 2 – 4 times per week 30 minute sessions 	<ul style="list-style-type: none"> Report Card Progress report Data collection Teacher evaluation Exit letters Parent/Teacher conferences 	<ul style="list-style-type: none"> Above 70% on 3 consecutive Saxon math benchmarks and/or written assessments Passing 2 consecutive FUNdations probes and or unit tests Text Level L or higher IST recommendation (with significant progress monitoring documentation)

Appendix 2

Academic Intervention Services Plan 3-5

	<u>Literacy Criteria</u> (any or all)	<u>Math and/or Content Area Criteria</u> (any or all)	<u>AIS Service Options</u>	<u>Frequency and Duration</u>	<u>AIS Progress Reporting</u>	<u>Exit Criteria</u>
3	<ul style="list-style-type: none"> • 6 points on district-wide matrix including multiple measures; Terra Nova results, text level, and teacher recommendation (see Appendix 6) • IST recommendation 	6 points on 2 nd grade district-wide matrix including multiple measures; Terra Nova results, classroom performance level, and teacher recommendation (see Appendix 5) <ul style="list-style-type: none"> • IST recommendation • Below 70% on three consecutive Saxon district wide classroom assessments • C.E.L.F. screener 	<ul style="list-style-type: none"> • Remedial Reading • Remedial Math • Small group support • Push-in support 	<ul style="list-style-type: none"> • 2 – 3 times per week • 30 – 45 minute sessions 	<ul style="list-style-type: none"> • Report Card • Progress report • Data collection • Teacher evaluation • Exit letters 	<ul style="list-style-type: none"> • Above 70% on 3 consecutive Saxon math benchmarks and/or written assessments • A level 3 or 4 on 3rd grade NYS ELA and/or math assessment • IST recommendation (with significant progress monitoring documentation)
4	<ul style="list-style-type: none"> • Below a level 3 on 3rd grade NYS ELA exam • IST recommendation 	<ul style="list-style-type: none"> • Below a level 3 on 3rd grade NYS Math exam • IST recommendation • Below 70% average on 3 consecutive Saxon district wide assessments or benchmarks • C.E.L.F. screener 	<ul style="list-style-type: none"> • Remedial Reading • Remedial Math • Just Words • Before/After School AIS • Small group support • Push-in support 	<ul style="list-style-type: none"> • 2 – 5 times per week • 30 – 45 minute sessions 	<ul style="list-style-type: none"> • Report Card • Progress report • Data collection • Teacher evaluation • Exit letters 	<ul style="list-style-type: none"> • Above 70% on 3 consecutive Saxon math benchmarks and/or cumulative tests • A level 3 or 4 on 4th grade NYS ELA and/or math assessment • IST recommendation (with significant progress monitoring documentation)
5	<ul style="list-style-type: none"> • Below a level 3 on 4th grade NYS ELA exam • IST recommendation 	<ul style="list-style-type: none"> • Below a level 3 on 4th grade NYS Math exam • Below a level 3 on 4th grade NYS Science exam • IST recommendation • Below 70% on three consecutive Saxon district wide classroom assessments 	<ul style="list-style-type: none"> • Remedial Reading • Remedial Math • Just Words • Before/ After School AIS • Small group support • Push-in support 	<ul style="list-style-type: none"> • 2 – 5 times per week • 30 – 45 minute sessions 	<ul style="list-style-type: none"> • Report Card • Progress report • Data collection • Teacher evaluation • Exit letters 	<ul style="list-style-type: none"> • Above 70% on 3 consecutive Saxon math benchmarks and/or cumulative tests • A level 3 or 4 on 5th grade NYS ELA and/or math assessment • IST recommendation (with significant progress monitoring documentation)

Appendix 3

Academic Intervention Services Plan Middle School 6-8

	English Criteria (any or all)	Math Criteria (any or all)	Social Studies Criteria (any or all)	Science Criteria (any or all)	AIS Provided	Frequency and Duration	AIS Progress Reporting	Exit Criteria
6	<ul style="list-style-type: none"> Below a level 3 on 5th grade NYS ELA exam GRADE Assessment results IST recommendation 	<ul style="list-style-type: none"> Below a level 3 on 5th grade NYS Math exam IST recommendation 	<ul style="list-style-type: none"> Below a level 3 on 5th grade S.S. exam IST recommendation 	<ul style="list-style-type: none"> 64 or below on the 5th grade science final IST recommendation 	<ul style="list-style-type: none"> Remedial Math Remedial Reading Small group support After School AIS Just Words Extra help 	<ul style="list-style-type: none"> Daily or alternating days 43 minute periods 	<ul style="list-style-type: none"> Quarterly Report Cards Progress Reports Exit letters Parent/teacher conferences 	<ul style="list-style-type: none"> Results of 6th grade NYS ELA exam Results of 6th grade NYS Math exam IST recommendation
7	<ul style="list-style-type: none"> Below a level 3 on 6th grade NYS ELA exam GRADE Assessment results IST recommendation 	<ul style="list-style-type: none"> Below a level 3 on 6th grade NYS Math exam IST recommendation 	<ul style="list-style-type: none"> 64 or below on the 6th grade S.S. final IST recommendation 	<ul style="list-style-type: none"> 64 or below on the 6th grade science final IST recommendation 	<ul style="list-style-type: none"> Remedial Math Remedial Reading Small group support After School AIS Just Words Extra help 	<ul style="list-style-type: none"> Alternating days 43 minute periods 	<ul style="list-style-type: none"> Quarterly Report Cards Progress Reports Exit letters Parent/teacher conferences 	<ul style="list-style-type: none"> Results of 7th grade NYS ELA exam Results of 7th grade NYS Math exam IST recommendation
8	<ul style="list-style-type: none"> Below a level 3 on 7th grade NYS ELA exam GRADE Assessment results IST recommendation 	<ul style="list-style-type: none"> Below a level 3 on 7th grade NYS Math exam IST recommendation 	<ul style="list-style-type: none"> 64 or below on the 7th grade social studies final IST recommendation 	<ul style="list-style-type: none"> 64 or below on the 7th grade science final IST recommendation 	<ul style="list-style-type: none"> Remedial Math Remedial Reading Small group support After School AIS Just Words Extra help 	<ul style="list-style-type: none"> Alternating days 43 minute periods 	<ul style="list-style-type: none"> Quarterly Report Cards Progress Reports Exit letters Parent/teacher conferences 	<ul style="list-style-type: none"> Results of 8th grade NYS ELA exam Results of 8th grade NYS Math exam IST recommendation

Appendix 4

Academic Intervention Services Plan High School 9-12

	English Criteria (any or all)	Math Criteria (any or all)	Social Studies Criteria (any or all)	Science Criteria (any or all)	AIS Provided	Frequency and Duration	AIS Progress Reporting	Exit Criteria
9	<ul style="list-style-type: none"> Below a level 3 on 8th grade NYS ELA exam GRADE Assessment results IST/guidance recommendation 	<ul style="list-style-type: none"> Below Level 3 on NYS 8th Grade math Assessment IST/guidance recommendation 0 – 5 points on 8th grade math matrix (see Appendix 8) 	<ul style="list-style-type: none"> Below 3 on NYS 8th Grade SS assessment IST/guidance recommendation 	<ul style="list-style-type: none"> Below 3 on NYS 8th Grade science assessment IST/guidance recommendation 	<ul style="list-style-type: none"> Academic Literacy I class Integrated Algebra 2 year class 9th period Regents Support Regents workshop science Regents workshop math 	<ul style="list-style-type: none"> Daily or alternating days 43 minute periods 	<ul style="list-style-type: none"> Quarterly report cards, progress report from AIS teachers 	<ul style="list-style-type: none"> Meeting or exceeding district multiple measures criteria
10	<ul style="list-style-type: none"> 10 points on 10th grade AIS matrix (see Appendix 7) 	<ul style="list-style-type: none"> Integrated Algebra exam results teacher recommendation 	<ul style="list-style-type: none"> District SS assessment teacher recommendation 	<ul style="list-style-type: none"> 64 or below Lab Science Regents teacher recommendation 	<ul style="list-style-type: none"> Academic Literacy II class Algebra 2 year class Regents workshop science Regents workshop math 	<ul style="list-style-type: none"> Daily or alternating days 43 minute periods 	<ul style="list-style-type: none"> Quarterly report cards, progress report from AIS teachers 	<ul style="list-style-type: none"> Meeting or exceeding district multiple measures criteria
11	<ul style="list-style-type: none"> 7 points on 11th grade AIS matrix (see Appendix 7) 	<ul style="list-style-type: none"> 64 or below on Geometry Regents teacher recommendation 	<ul style="list-style-type: none"> 64 or below Global History Regents teacher recommendation 	<ul style="list-style-type: none"> 64 or below 10th grade science assessments teacher recommendation 	<ul style="list-style-type: none"> Academic Literacy III class Geometry extension Regents workshop 	<ul style="list-style-type: none"> Daily or alternating days 43 minute periods 	<ul style="list-style-type: none"> Quarterly report cards, progress report from AIS teachers 	<ul style="list-style-type: none"> Meeting or exceeding district multiple measures criteria
12	<ul style="list-style-type: none"> 64 or below on NYS English Regents 	<ul style="list-style-type: none"> 64 or below on Algebra II and Trigonometry Regents teacher recommendation 	<ul style="list-style-type: none"> 64 or below U.S. History Regents teacher recommendation 	<ul style="list-style-type: none"> 64 or below 11th grade science Regents teacher recommendation 	<ul style="list-style-type: none"> Academic Literacy IV class Science Regents workshop 	<ul style="list-style-type: none"> Daily or alternating days 43 minute periods 	<ul style="list-style-type: none"> Quarterly report cards, progress report from AIS teachers 	<ul style="list-style-type: none"> Meeting or exceeding district multiple measures criteria

