

Harry S. Truman Middle School

Alternative Governance Plan

2013 – 2014

Table of Contents

Overview.....	3
Goal.....	3
Alternative Governance Plan.....	3
Master Schedule Change.....	4
Timberwolves Academies.....	4
Rationale and Research.....	5
About This School.....	6
Staff Presentation.....	7
Appendix.....	7
References.....	17

Overview

Title I School Program Improvement Requirements state that schools in Year 4 of Program Improvement must restructure. The options are:

1. Reopen the school as a charter school
2. Replace all or most of the staff, including the principal
3. Contract with an outside entity to manage the school
4. State takeover
5. Major restructuring

Truman Middle School (TMS) chose option 5 (Major Restructuring).

Goal: Plan and implement a major restructuring of Truman Middle School's master schedule and professional development program that will promote fundamental reforms designed to ensure a significant increase in student achievement and overall student engagement.

Alternative Governance Plan

1. Develop a Response-to-Intervention (RtI) model - including opportunities for enrichment - for ALL students that occurs during the school day.
2. Use current data (diagnostic assessments and grades) to place students in mathematics courses and mathematics intervention courses.
3. Use current data (Scholastic Reading Inventory and grades) to place students in reading intervention courses.
4. Use current data (CELDT, STAR, and grades) to place English Learners into appropriate classes.
5. Develop a co-teaching model to support special education students in mathematics.
6. Provide TMS staff with professional development that is an extension of the FUSD Effective Instruction Professional Development (EIPD) model and the district's work with Rigorous Curriculum Design (RCD) to transition to the CA Common Core State Standards.

The goals were determined based on an AGP Team review of the following:

1. Academic Performance Index (API) history (see Appendix C)
2. Adequate Yearly Progress (AYP) history (see Appendices D-F)
3. Master schedule
4. Student placement (general ed., SpEd, EL, AVID, GATE, etc.)
5. Monitoring of students
6. Monitoring of teachers
7. Monitoring of administrators
8. Professional development
9. Intervention programs
10. Collaboration/Grouping of teachers
11. Past models, configurations, and programs
12. Results of KEYS Survey

Master Schedule Change: To meet the goal of providing opportunities for intervention and enrichment for ALL students during the school day, each class period was reduced by three minutes, and the “Homeroom” section was eliminated. The block of time gained will be used to enable an intervention and enrichment program for all students Monday through Thursday. These intervention and enrichment classes/opportunities will be called “Academies.” On Fridays there will be no Academies; instead, each class period will gain five minutes to allow additional time for project-based learning. (see Bell Schedule in Appendix B)

The purpose of the Enrichment Academies is to motivate and reward students for achieving academically and to provide students with novel and engaging ways to learn new skills and concepts, demonstrate and develop existing talents, and become more engaged with one another and staff members.

The purpose of the Intervention Academies is to provide support for students who need additional time and instruction. This will help ensure all students meet the expectations of the learning standards so they can be prepared to succeed during the current academic year and beyond as they prepare for high school, college, and/or their career.

All teachers and support staff will offer intervention and enrichment opportunities over four-week cycles throughout the school year. During each academy cycle, teachers may alternate intervention and enrichment opportunities based on student need. (see Appendix G for first semester academy cycles)

“Timberwolves Academies”

1. *Enrichment* - Students select an academy based on their interests.
2. *Tutorial* - An opportunity for students to get caught up. Not content-specific. Students select a tutorial or teachers assign students to tutorials based on student need. WEB/AVID students will be trained to assist in tutoring (possibly 2nd quarter).
3. *Intervention* - An opportunity for students to get remediation in courses in which they struggle. Content-Specific. Teacher Directed. Students are assigned by teachers based on grades. A grade of D or F in a course is justification for an intervention assignment.

Enrichment Academy Ideas <i>(Not a complete list)</i>	Enrichment Academy Ideas <i>(continued)</i>	Intervention Academy Ideas
Academic Decathlon	Keyboarding/Typing	Tutorial
Art Lab	Latino Heritage	Mathematics Intervention
Athletics	Nutrition	Language Arts Intervention
Best Buddies™	Personal Fitness	Science Intervention
Cheerleading	Photography	Social Studies Intervention
Chess	Improving Self-Esteem	PE Intervention
Chicano Studies	Sign Language	Music Intervention
Computer Lab	Silent Study and Reading	Computers Intervention
Creative Writing	Spanish Literature	ELD/ALD Intervention

Dance Studio	Speech & Debate	
Drawing	Student Tutors	
Foreign Language		
Forensic Science		
Guitar		
Historical Films		

Rationale and Research

The staff at Truman Middle School bases its decisions regarding curriculum and instruction on the latest research and accepted best practices. Teachers work within their Professional Learning Communities to create quality unit and lesson plans, quality assessments, and determine the best intervention supports for students so all students have an equal chance to succeed. The TMS staff also believes in building capacity and increasing professional knowledge because great schools must adapt to continual change. As we determined the best restructuring plan for Truman students, we based our decisions on research. The quotes below demonstrate how TMS based these all-important decisions on valid, research-based ideas and practices that are proven to work.

- “If students aren’t motivated, it is difficult, if not impossible, to improve their academic achievement, no matter how good the teacher, curriculum or school is.”
- “Higher motivation to learn has been linked not only to better academic performance, but to greater conceptual understanding, satisfaction with school, self-esteem, social adjustment, and school completion rates.”
- “...using rewards to motivate students...can help bring balance to an educational system that expects students to exert effort up front for the promise of rewards that are delayed or difficult to grasp.”

(Center on Education Policy, 2012)

- Teach the same concepts and objectives across the horizontal team
- Use the same formative assessments across the horizontal team
- Meet as a team to review student results after each formative assessment
- Determine, based on formative assessments, which students will need reteach and which will receive enrichment
- Determine if any different strategies to teach the concepts were more effective, and use those for reteach
- Utilize a designated, during the school day, time to provide that teaching and enrichment
(Mooney, T. 2012)
- “Positive Behavioral Interventions and Supports (PBIS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors. PBIS is a process that is consistent with the core principles of RTI. Similar to RTI, PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems.”
(OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports, 2007)

- “The school’s desire for our learners to do their work must be significantly greater than the child’s desire not to do it.”

(Edmonds, R. et al., 1996)

- The proper first response to a changing world is NOT to ask...How should we change, but rather...What do we stand for and why do we exist?

(Collins & Porras, 2004, p. xlv)

About This School

Truman Middle School (TMS) is located in Fontana and serves approximately 1,250 students in grades six through eight. A vast majority of our students are of Hispanic descent (91%), followed by White (4%), and African-American (3%). Cambodian, Chinese, Filipino, Laotian, Samoan, and other Asians, and Pacific Islanders represent 2% of the population. Nearly one-third of our students are English Learners (EL). Of this population, 5% are identified as Advanced, based on their results from the CELDT; 20% are Early Advanced, 14% are Intermediate, 5% are Early Intermediate, and 4% are at the Beginning level. Approximately, 36% of the students at Truman Middle School are Reclassified Fluent English Proficient (RFEP). Additionally, 6% of our students participate in the Gifted and Talented Education (GATE) program, over 10% are identified as Special Education, and 13% participate in the Advancement Via Individual Determination (AVID) program. Over 80% of Truman’s students receive free or reduced lunch thus qualifying our site for Title I funding to improve student learning and instructional practices.

Truman Middle School provides a safe and clean environment serving all students, staff, and community and involves all stakeholders in the creation and review of a Safe Schools Plan. The site contains 51 permanent classrooms, three portables, a state-of-the-art library, three computer labs, a physical fitness room, a "computers-on-wheels" cart, a gymnasium, and boys and girls locker rooms.

Teachers at TMS meet the No Child Left Behind (NCLB) Highly Qualified Teacher requirement.

Common assessments in the core content areas, classroom formative and summative assessments, as well as, the Academic Performance Index (API) and Annual Yearly Progress (AYP) reports are used to assist teachers in making informed instructional decisions to ensure students receive the most appropriate and rigorous curriculum possible.

All teachers and support staff are committed to improving professional knowledge and skills, and increasing student achievement through the utilization of Response to Intervention (RtI) strategies, behaviorally and academically. We are also committed to increasing the number of students who are Advanced or Proficient on state assessments to meet API and AYP targets, participating in research-based staff development throughout the year, and fostering greater communication between parents and the community to create a proactive and collaborative spirit.

Staff Presentation

The major restructuring plan was presented to the staff by the TMS teachers who served on the AGP Team. At the end of the presentation, teachers sat in their PLC teams and briefly discussed how they could provide interventions and enrichment for students during the school day. At the end of the discussion, Dee Dee Arganda (union representative) conducted a vote by secret ballot. We needed 75% approval by the affected bargaining unit members. The plan was approved by 91% of the teachers.

A *huge* thank you to the AGP team for creating a plan that will be great for students *and* our hard-working staff.

Truman Alternative Governance Plan (AGP) Team

Name	Position
Truman Staff	
1. John Brunner	Teacher, 7 th , 8 th Language Arts, AVID
2. Susan Curtis	Teacher, 7 th Science
3. Marie “Adel” Dantic	Teacher, Special Education
4. Doug Duncan	Teacher, 6 th Mathematics, Science
5. Kim Hall	Principal
6. Virginia “Ginger” Johnson	Teacher, 8 th , Social Studies, AVID
7. Karen McManus	Teacher, 8 th Language Arts, Yearbook/Journalism
8. Karen Mirasol	Teacher, 7 th 8 th Physical Education
9. Shauna Ricks	Comprehensive Student Support Provider
10. Julia Ungar	Teacher, 6 th Language Arts, Social Studies, ELD
Parent	
11. Lorraine Gutierrez	Parent
District Office Staff	
12. David Baker	TOA, English Learner Services
13. Sally Eisenhauer	Itinerant Teacher, Special Education Services
14. Lisa Rivero	Director, Categorical Programs
15. Daniel Todd	Coordinator, Instructional Support Services

Staff Representation – The staff selected for the AGP team worked at Truman for at least seven years and could speak to programs, configurations, and models that had been implemented in the past.

Parent Representation – Mrs. Gutierrez was also a member of the School Site Council and familiar with Truman’s programs and spending.

District Office Representation – Directors from the district office selected staff to represent the following departments: Instructional Services, English Learner Services, Special Education Services, and Categorical Programs.

AGP Team Meetings

Type	Date	Location	Time
Meeting	April 2, 2013	TMS Library	8:30 a.m. – 12:30 p.m.
Meeting	April 10, 2013	TMS Library	8:30 a.m. – 12:30 p.m.
Site Visit	May 7, 2013	Alta Loma High School	9:45 a.m. – 11:45 a.m.
Site Visit	May 8, 2013	Almeria Middle School	7:30 a.m. – 9:00 a.m.
Meeting	May 9, 2013	TMS Library	8:30 a.m. – 12:30 p.m.
Meeting	May 16, 2013	TMS Library	8:30 a.m. – 12:30 p.m.

Bell Schedule

Monday - Thursday

Per. 1	7:30 – 8:17	47 min.
Per. 2	8:21 – 9:10	49 min. (2 min. for pledge and morning announcements)
Per. 3	9:14 – 10:01	47 min.
Per. 4 (Timberwolves Academy)	10:05 – 10:29	24 min.
A Lunch	10:29 – 10:59	30 min.
Per. 5 (A)	11:03 – 11:50	47 min.
Per. 5 (B)	10:33 – 11:20	47 min.
B Lunch	11:20 – 11:50	30 min.
Per. 6	11:54 – 12:41	47 min.
Per. 7	12:45 – 1:32	47 min.

Friday

Per. 1	7:30 – 8:22	52 min.
Per. 2	8:26 – 9:18	52 min. (Pledge only - no announcements)
Per. 3	9:22 – 10:14	52 min.
A Lunch	10:14 – 10:44	30 min.
Per. 5 (A)	10:48 – 11:40	52 min.
Per. 5 (B)	10:18 – 11:10	52 min.
B Lunch	11:10 – 11:40	30 min.
Per. 6	11:44 – 12:36	52 min.
Per. 7	12:40 – 1:32	52 min.

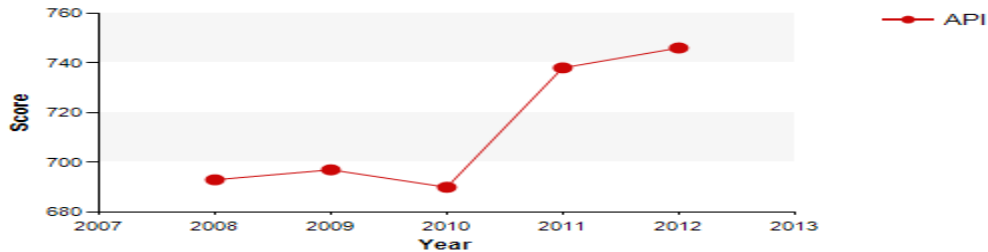
No Academy classes on Fridays.

API Scores for Harry S. Truman Middle School

	2008	2009	2010	2011	2012
API Score	693	697	690	738	746

TEST SCORES

Harry S. Truman Middle School: API Test Score



California Standards Tests

**Grade 6:
English Language Arts**

2012 47%
2011 38%
2010 35%
2009 41%

**Grade 7:
English Language Arts**

2012 53%
2011 44%
2010 37%
2009 36%

**Grade 8:
English Language Arts**

2012 45%
2011 47%
2010 35%
2009 36%

Math

2012 45%
2011 41%
2010 36%
2009 44%

Algebra I

2012 82%
2011 87%
2010 75%
2009 N/A

Algebra 1

2012 28%
2011 34%
2010 36%
2009 35%

Math

2012 29%
2011 33%
2010 33%
2009 31%

Geometry

2012 75%
2011 N/A
2010 N/A
2009 N/A

History

2012 39%
2011 43%
2010 26%
2009 28%

Science

2012 45%
2011 62%
2010 32%
2009 9%

AYP: 2012
Met 14 out of 21 Criteria

English-Language Arts
Target 95%
Met all participation rate criteria? Yes

Mathematics
Target 95%
Met all participation rate criteria? Yes

GROUPS	English-Language Arts					Mathematics				
	Enrollment First Day of Testing	Number of Students Tested	Met 2012 AYP Rate	Met 2012 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Met 2012 AYP Rate	Met 2012 AYP Criteria	Alternative Method
Schoolwide	1271	1268	100	Yes		1270	1266	100	Yes	
Black or African American	42	42	100	--		42	42	100	--	
American Indian or Alaska Native	2	2	100	--		2	2	100	--	
Asian	15	15	100	--		15	15	100	--	
Filipino	5	5	100	--		5	5	100	--	
Hispanic or Latino	1130	1127	100	Yes		1129	1125	100	Yes	
Native Hawaiian or Pacific Islander	10	10	100	--		10	10	100	--	
White	67	67	100	--		67	67	100	--	
Two or More Races	0	0	--	--		0	0	--	--	
Socioeconomically Disadvantaged	1162	1160	100	Yes		1161	1158	100	Yes	
English Learners	836	834	100	Yes		836	833	100	Yes	
Students with Disabilities	210	208	99	Yes		210	208	99	Yes	

Percent Proficient - Annual Measurable Objectives (AMOs)

English-Language Arts
Target 78.4 %
Met all percent proficient rate criteria? No

Mathematics
Target 79.0 %
Met all percent proficient rate criteria? No

GROUPS	English-Language Arts					Mathematics				
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2012 AYP Criteria	Alternative Method
Schoolwide	1202	578	48.1	Yes	SH	1201	423	35.2	No	
Black or African American	37	19	51.4	--		37	10	27.0	--	
American Indian or Alaska Native	2	--	--	--		2	--	--	--	
Asian	13	11	84.6	--		13	9	69.2	--	
Filipino	5	--	--	--		5	--	--	--	
Hispanic or Latino	1073	504	47.0	Yes	SH	1072	377	35.2	No	
Native Hawaiian or Pacific Islander				10	-- --	--		10	-- --	--
White				62	35 56.5	--		62	20 32.3	--
Two or More Races				0	-- --	--		0	-- --	--
Socioeconomically Disadvantaged				1101	516 46.9	No		1100	378 34.4	No
English Learners				800	356 44.5	Yes	SH	799	275 34.4	No
Students with Disabilities				203	71 35.0	No		203	57 28.1	No

AYP: 2011
Met 18 out of 21 criteria

	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2011 AYP Criteria	Alternative Method
GROUPS										
Schoolwide	1298	1296	100	Yes		1298	1295	100	Yes	
Black or African American	45	45	100	--		45	45	100	--	
American Indian or Alaska Native	5	5	100	--		5	5	100	--	
Asian	13	13	100	--		13	13	100	--	
Filipino	5	5	100	--		5	5	100	--	
Hispanic or Latino	1149	1147	100	Yes		1149	1146	100	Yes	
Native Hawaiian or Pacific Islander	10	10	100	--		10	10	100	--	
White	70	70	100	--		70	70	100	--	
Two or More Races	0	0	--	--		0	0	--	--	
Socioeconomically Disadvantaged	1171	1170	100	Yes		1171	1169	100	Yes	
English Learners	822	822	100	Yes		822	822	100	Yes	
Students with Disabilities	205	203	99	Yes		205	202	99	Yes	

Percent Proficient - Annual Measurable Objectives (AMOs)

	English-Language Arts Target 67.6 % Met all percent proficient rate criteria? Yes					Mathematics Target 68.5 % Met all percent proficient rate criteria? No				
	Valid Score	Number At or Above Proficien t	Percent At or Above Proficien t	Met 2011 AYP Criteri a	Alternativ e Method	Valid Score	Number At or Above Proficien t	Percent At or Above Proficien t	Met 2011 AYP Criteri a	Alternativ e Method
GROUPS										
Schoolwide	1198	515	43.0	Yes	SH	1197	413	34.5	No	
Black or African American	40	23	57.5	--		40	13	32.5	--	
American Indian or Alaska Native	5	--	--	--		5	--	--	--	
Asian	10	--	--	--		10	--	--	--	
Filipino	4	--	--	--		4	--	--	--	
Hispanic or Latino	1068	446	41.8	Yes	SH	1067	359	33.6	No	
Native Hawaiian or Pacific Islander	10	--	--	--		10	--	--	--	
White	61	31	50.8	--		61	26	42.6	--	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	1096	468	42.7	Yes	SH	1095	378	34.5	Yes	SH
English Learners	772	289	37.4	Yes	SH	772	249	32.3	No	
Students with Disabilities	188	72	38.3	Yes	SH	187	58	31.0	Yes	SH

AYP: 2010
Met 12 of 21 Criteria

GROUPS	English-Language Arts Target 95% Met all participation rate criteria? Yes					Mathematics Target 95% Met all participation rate criteria? Yes				
	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method	Enrollment First Day of Testing	Number of Students Tested	Rate	Met 2010 AYP Criteria	Alternative Method
Schoolwide	1184	1181	100	Yes		1183	1179	100	Yes	
Black or African American	48	48	100	--		48	48	100	--	
American Indian or Alaska Native	4	4	100	--		4	4	100	--	
Asian	10	10	100	--		10	10	100	--	
Filipino	3	3	100	--		3	3	100	--	
Hispanic or Latino	1052	1049	100	Yes		1051	1048	100	Yes	
Native Hawaiian or Pacific Islander	11	11	100	--		11	11	100	--	
White	55	55	100	--		55	54	99	--	
Two or More Races	1	1	100	--		1	1	99	--	
Socioeconomically Disadvantaged	784	782	100	Yes		783	780	100	Yes	
English Learners	723	723	100	Yes		723	723	100	Yes	
Students with Disabilities	174	174	100	Yes		174	174	100	Yes	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 56.8 % Met all percent proficient rate criteria? No					Mathematics Target 58.0 % Met all percent proficient rate criteria? No				
	Valid Score	Number At or Above Proficien t	Percent At or Above Proficien t	Met 2010 AYP Criteri a	Alternativ e Method	Valid Score	Number At or Above Proficien t	Percent At or Above Proficien t	Met 2010 AYP Criteri a	Alternativ e Method
Schoolwide	1082	392	36.2	No		1081	327	30.2	No	
Black or African American	40	16	40.0	--		40	11	27.5	--	
American Indian or Alaska Native	4	--	--	--		4	--	--	--	
Asian	8	--	--	--		8	--	--	--	
Filipino	3	--	--	--		3	--	--	--	
Hispanic or Latino	963	344	35.7	No		962	288	29.9	No	
Native Hawaiian or Pacific Islander	11	1	9.1	--		11	1	9.1	--	
White	52	21	40.4	--		52	19	36.5	--	
Two or More Races	1	--	--	--		1	--	--	--	
Socioeconomically Disadvantaged	736	249	33.8	No		735	208	28.3	No	
English Learners	669	201	30.0	No		669	179	26.8	No	
Students with Disabilities	169	55	32.5	Yes	SH	169	35	20.7	No	

August 2013

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			1	2
5	6	7	8	9
			First Day of School TMS Academy All School	TMS Academy All School
12	13	14	15	16
TMS Academy All School	TMS Academy All School	TMS Academy All School	TMS Academy All School	Regular Friday Schedule
19	20	21	22	23
7th and 8 th grade enrichment 6 th grade Academy	7th and 8 th grade enrichment 6 th grade Academy	7th and 8 th grade enrichment 6 th grade Academy	7th and 8 th grade enrichment 6 th grade Academy	Regular Friday Schedule
26	27	28	29	30
7th and 8 th grade enrichment 6 th grade Academy	7th and 8 th grade enrichment 6 th grade Academy	7th and 8 th grade enrichment 6 th grade Academy	7th and 8 th grade enrichment 6 th grade Academy	Regular Friday Schedule

September 2013

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	3	4	5	6
Labor Day No School	7th and 8 th grade enrichment 6 th grade Academy	7th and 8 th grade enrichment 6 th grade Academy	7th and 8 th grade enrichment 6 th grade Academy	Regular Friday Schedule
9	10	11	12	13
7th and 8 th grade enrichment 6 th grade Academy	7th and 8 th grade enrichment 6 th grade Academy	7th and 8 th grade enrichment 6 th grade Academy	7th and 8 th grade enrichment 6 th grade Academy	Regular Friday Schedule
16	17	18	19	20
Enrichment/ Intervention Cycle #1	Enrichment/ Intervention Cycle #1	Enrichment/ Intervention Cycle #1	Enrichment/ Intervention Cycle #1	Regular Friday Schedule
23	24	25	26	27
Enrichment/ Intervention Cycle #1	Enrichment/ Intervention Cycle #1	Enrichment/ Intervention Cycle #1	Enrichment/ Intervention Cycle #1	Regular Friday Schedule
30				
Enrichment/ Intervention Cycle #1				

October 2013

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	1	2	3	4
	Enrichment/ Intervention Cycle #1	Enrichment/ Intervention Cycle #1	Enrichment/ Intervention Cycle #1	Regular Friday Schedule
7	8	9	10	11
Enrichment/ Intervention Cycle #1	Enrichment/ Intervention Cycle #1	Enrichment/ Intervention Cycle #1	Enrichment/ Intervention Cycle #1	Regular Friday Schedule (End of Quarter 1)
14	15	16	17	18
Parent/ Teacher Conference Week → (Next Academy Chosen)	Parent/ Teacher Conference Week →	Parent/ Teacher Conference Week →	Parent/ Teacher Conference Week →	Regular Friday Schedule
21	22	23	24	25
Enrichment/ Intervention Cycle #2	Enrichment/ Intervention Cycle #2	Enrichment/ Intervention Cycle #2	Enrichment/ Intervention Cycle #2	Regular Friday Schedule
28	29	30	31	
Enrichment/ Intervention Cycle #2	Enrichment/ Intervention Cycle #2	Enrichment/ Intervention Cycle #2	Enrichment/ Intervention Cycle #2	

November 2013

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				1
				Regular Friday Schedule
4	5	6	7	8
Enrichment/ Intervention Cycle #2	Enrichment/ Intervention Cycle #2	Enrichment/ Intervention Cycle #2	Enrichment/ Intervention Cycle #2	Regular Friday Schedule
11	12	13	14	15
Enrichment/ Intervention Cycle #2 (Next Academy Chosen)	Enrichment/ Intervention Cycle #2	Enrichment/ Intervention Cycle #2	Enrichment/ Intervention Cycle #2	Regular Friday Schedule
18	19	20	21	22
Enrichment/ Intervention Cycle #3	Enrichment/ Intervention Cycle #3	Enrichment/ Intervention Cycle #3	Enrichment/ Intervention Cycle #3	Regular Friday Schedule
25	26	27	28	29
Fall Break No School	Fall Break No School	Fall Break No School	Fall Break No School	Fall Break No School

December 2013

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	3	4	5	6
Enrichment/ Intervention Cycle #3	Enrichment/ Intervention Cycle #3	Enrichment/ Intervention Cycle #3	Enrichment/ Intervention Cycle #3	Regular Friday Schedule
9	10	11	12	13
Enrichment/ Intervention Cycle #3	Enrichment/ Intervention Cycle #3	Enrichment/ Intervention Cycle #3	Enrichment/ Intervention Cycle #3	Regular Friday Schedule
16	17	18	19	20
Enrichment/ Intervention Cycle #3 (Next Academy Chosen)	Enrichment/ Intervention Cycle #3	Enrichment/ Intervention Cycle #3	Enrichment/ Intervention Cycle #3	Minimum Day
23	24	25	26	27
Winter Break No School	Winter Break No School	Winter Break No School	Winter Break No School	Winter Break No School
30	31			

References

Association for Effective Schools, Inc. (1996). *What is effective schools research?* Retrieved from

<http://www.mes.org/esr.html>

Center on Education Policy. (2012). *Student Motivation: An overlooked piece of school reform.* Retrieved from

www.cep-dc.org

Collins, C. and Porras, J. (2004). *Built to last: Successful habits of visionary companies.* Harper Collins

Publishers: New York.

Mooney, T. (2012). *Implementing reteach and enrichment on your campus.* Retrieved from

<http://www.texasprincipal.org/index.php/texas-principals-education-help-support-team/entry/implementing-reteach-and-enrichment-on-your-campus>

OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports.(2007). *Response to*

intervention (RTI) & PBIS. Retrieved from <http://www.pbis.org/school/rti.aspx>