

Crabapple Middle School
Pyramids of Intervention: Academic and Behavioral
2008-2009

Crabapple Middle School incorporates systemic processes and procedures to support student academic and behavior progress. These operating structures provide the framework for all we do to meet the needs of our students.

Attached are visual representations of the programs and structures we have in place to support our students. The majority of programs featured on the academic pyramid have been in place for several years. We revisit them each year and work to revise and refine processes to better meet the needs of our students. We have labeled them as tiers to make the correlation with the state requirements. The newest program added in response to an identified need is the Academic Boot Camp program described in the SIP.

The behavioral pyramid is being implemented for the first time this year. We believe this whole school approach will assist us in maximizing time on task and thereby enhance the level of instruction and student achievement. Staff and students have been introduced to the expectations for behavior at Crabapple Middle School.

More detailed information on any of these programs can be provided upon request. The attachments serve as an overview of our operational structures.

Kimothy Jarrett
Principal

**Fulton County Schools
School Improvement Plan – Due September 5th
2008-09**

School _____Crabapple Middle School_____

Principal _____Dr. Kimothy Jarrett_____

A. What is a priority area for improving Student Achievement at your school? (Include no more than five, complete one form per objective.)

Objective # 1	Performance Measure (s)	2006-07 Baseline (%)	2007-08 Baseline (%)	2008-09 Target/Indicator of Success (%)
Improve Total Math	1. Increase the percentage of FAY 6 th grade students scoring Level 2 or Level 3 on the CRCT Total Math	86	89	91
	2. Increase the percentage of FAY 7 th grade students scoring Level 2 and Level 3 on CRCT Total Math	90	89	91
	3. Increase the percentage of FAY Economically Disadvantaged students scoring Level 2 or Level 3 on CRCT Total Math	69.10	67.55	70
	4. Increase the percentage of Students with Disabilities scoring Level 2 or Level 3 on CRCT Total Math	61.50	62.2*	64
	5. Increase the percentage of FAY 8 th grade students scoring Level 2 or Level 3 on the CRCT Total Math	N/A	89	91
	6. Increase the percentage of FAY 8 th grade students scoring Level 3 on the CRCT Total Math	N/A	31	35

*After summer CRCT testing

What interim indicators will be used to monitor progress during the year for this objective?

Data to be collected	Persons Responsible	Frequency
Checkpoints data, district unit assessments, pre/post tests	Math teachers and Math Support Teacher	Mid-term; end of each unit

B. What initiatives/improvements will be implemented in the area of School Initiatives/Professional Development to support this objective?

Implementation Plan	Persons Responsible	Budget/Resources
-All teachers will participate in Professional Development on the following topics to enhance instruction in the classroom for all students: Differentiated Instruction, Understanding the Framework of Poverty; From Rage to Hope (educating minority students) and What Great Teachers Do Differently -STAR Words content vocabulary	Principal, Assistant Principals, Curriculum Support Teacher, Math Support Teacher	Approximately \$2000.00 for books

Principal Signature _____

Area Superintendent Signature _____

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C. What initiatives/improvements will be implemented in the area of Stakeholder Involvement to support this objective?		
Implementation Plan	Persons Responsible	Budget/Resources
<ul style="list-style-type: none"> -Host Math Parent Nights in September for each grade level; -Implement 'Leader of the Pack' Awards in math for students who show improvement as well as those who excel -Host Noche Hispana (Latino Parent Night) to share information about the school and support programs for students in the school as well as the community -Host South County Parent Meeting to share information about the school and the support programs for their students -Reorganize the student government to give a greater voice to students – Student Council will elect officers from the smaller Husky Huddle Groups; officers will meet monthly with the principal to discuss ideas and concerns; Student Council will lead the 'Extreme Makeover – Restroom Edition' to decorate restrooms for each grade level 	<ul style="list-style-type: none"> -Math Support Teacher; Math teachers -Graduation Coach, Counselors -Graduation Coach, Counselor, A-Team 	<ul style="list-style-type: none"> -N/A; -Certificates will be produced in house with minimal costs TBD -\$50.00 - (coffee/soft drinks/cookies) -PTA grant for campus beautification with the costs determined by the winning designs
D. What initiatives/improvements will be implemented in the area of School Management to support this objective?		
Implementation Plan	Persons Responsible	Budget/Resources
<ul style="list-style-type: none"> -Creation of the position Math Support Teacher to provide direct math instruction for most Level 1 sixth grade and eighth grade students; work with math teachers to analyze pretest data and plan instruction; model sample lessons for teachers; -Newly designed Focus lesson plan template for on-team classes required to show evidence of planning instruction to support identified areas of weakness by unit -Implementation of new school-wide discipline model based on Husky PRIDE – the Husky How To's -Implement ABC program (Academic Boot Camp) – after school detention for students who are chronically late on turning in completed assignments on time <p align="center">ONGOING SCHOOL PROGRAMS TO SUPPORT STUDENT ACHIEVEMENT (see addendum)</p>	<ul style="list-style-type: none"> -New Math Support Teacher – Roylynn Smith -All Math teachers; Math Support Teacher -All staff members -All teachers refer students; CST holds the detention 	<ul style="list-style-type: none"> -IDT allotment plus 10 additional days added to the contract -N/A -N/A -Hourly pay (1.5 hours x 3 days @ week)

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Objective # <u>2</u>	Performance Measure (s)	2006-07 Baseline	2007-08 Baseline	2008-09 Target/Indicator of Success
Improve Total Science	1. Decrease the percentage of FAY 6 th grade students scoring Level 1 on the CRCT Total Science.	12	11	9
	2. Decrease the percentage of FAY 7 th grade students scoring Level 1 on the CRCT Total Science.	11	7	5
	3. Decrease the percentage of FAY 8 th grade students scoring Level 1 on the CRCT Total Science	N/A	19	16

What interim indicators will be used to monitor progress during the year for this objective?

Data to be collected	Persons Responsible	Frequency
-Common pre/post unit assessments -Mock CRCT given to all students	All Science teachers; Curriculum Support Teacher	-At the beginning and end of each unit -Midterm (December)

B. What initiatives/improvements will be implemented in the area of School Initiatives/Professional Development to support this objective?

Implementation Plan	Persons Responsible	Budget/Resources
-All teachers will participate in Professional Development on the following topics to enhance instruction in the classroom for all students: Differentiated Instruction, Understanding the Framework of Poverty; From Rage to Hope (educating minority students) and What Great Teachers Do Differently -Curriculum Support Teacher will work with Science teachers to analyze data from assessments to plan instruction; -Add Mock test to school master calendar -Duty days for science teacher by grade level to develop and then analyze the mid-term assessment	Principal, Assistant Principals, Curriculum Support Teacher, Math Support Teacher All Science teachers; Curriculum Support Teacher	Approximately \$2000.00 for books N/A N/A Duty leave for science teachers

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<p>-Newly designed Focus lesson plan template for on-team classes required to show evidence of planning instruction to support identified areas of weakness by unit -Implementation of new school-wide discipline model based on Husky PRIDE – the Husky How To's -Implement ABC program (Academic Boot Camp) – after school detention for students who are chronically late on turning in completed assignments on time</p> <p align="center">ONGOING SCHOOL PROGRAMS TO SUPPORT STUDENT ACHIEVEMENT (see addendum)</p>	<p>-All Science teachers; Curriculum Support Teacher</p> <p>-All staff members</p> <p>-All teachers refer students; CST holds the detention</p>	<p>N/A</p>
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C. What initiatives/improvements will be implemented in the area of Stakeholder Involvement to support this objective?

Implementation Plan	Persons Responsible	Budget/Resources
<p>-Implement 'Leader of the Pack' Awards in science for students who show improvement as well as those who excel -Host Noche Hispana (Latino Parent Night) to share information about the school and support programs for students in the school as well as the community -Host South County Parent Meeting to share information about the school and the support programs for their students -Reorganize the student government to give a greater voice to students – Student Council will elect officers from the smaller Husky Huddle Groups; officers will meet monthly with the principal to discuss ideas and concerns; Student Council will lead the 'Extreme Makeover – Restroom Edition' to decorate restrooms for each grade level</p>	<p>All science teachers</p> <p>-Graduation Coach, Counselors</p> <p>-Graduation Coach, Counselor, A-Team</p>	<p>Certificates will be produced in house with minimal costs TBD</p> <p>-\$50.00 - (coffee/soft drinks/cookies) -PTA grant for campus beautification with the costs determined by the winning designs</p>

D. What initiatives/improvements will be implemented in the area of School Management to support this objective?

Implementation Plan	Persons Responsible	Budget/Resources
<p>-Focus lesson plan template for on-team classes required to plan and deliver support for identified areas of weakness by unit</p>	<p>All Science teachers; Curriculum Support Teacher</p>	<p>N/A</p>

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Objective # <u>3</u>	Performance Measure (s)	2006-07 Baseline	2007-08 Baseline	2008-09 Target/Indicator of Success
Improve Total Language Arts	1. Increase the percentage of FAY 6 th grade students scoring Level 3 on the CRCT Total Language Arts	41	41	44
	2. Increase the percentage of FAY 7 th grade students scoring Level 3 on the CRCT Total Language Arts	47	55	58
	3. Increase the percentage of FAY 8 th grade students scoring Level 3 on the CRCT Total Language Arts	55	66	69

What interim indicators will be used to monitor progress during the year for this objective?

Data to be collected	Persons Responsible	Frequency
-Common assessments; pre/post unit tests	All Language Arts teachers	-TBD at the beginning and end of each unit
-Language Arts mid-term Checkpoints for identified groups (ELL, SWD, Level 1 students)	Language Arts teachers, Curriculum Support Teacher	-December

B. What initiatives/improvements will be implemented in the area of School Initiatives/Professional Development to support this objective?

Implementation Plan	Persons Responsible	Budget/Resources
-STAR Words content vocabulary -Big 6 Research Skills taught through the media center -All teachers will participate in Professional Development on the following topics to enhance instruction in the classroom for all students: Differentiated Instruction, Understanding the Framework of Poverty; From Rage to Hope (educating minority students) and What Great Teachers Do Differently -Curriculum Support Teacher will work with Language Arts teachers to analyze data from assessments to plan instruction; -Newly designed Focus lesson plan template for on-team classes required to show evidence of planning instruction to support identified areas of weakness by unit -Implementation of new school-wide discipline model based on Husky PRIDE –	All Language Arts teachers -All LA teachers; Curriculum Support Teacher -All staff members	Approximately \$2000.00 for books

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<p>The Husky How To's -Implement ABC program (Academic Boot Camp) – after school detention for students who are chronically late on turning in completed assignments on time</p> <p align="center">ONGOING SCHOOL PROGRAMS TO SUPPORT STUDENT ACHIEVEMENT (see addendum)</p>	<p>-All teachers refer students; CST holds the detention</p>	
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C. What initiatives/improvements will be implemented in the area of Stakeholder Involvement to support this objective?

Implementation Plan	Persons Responsible	Budget/Resources
<p>-Implement 'Leader of the Pack' Awards in language arts for students who show improvement as well as those who excel -Host Noche Hispana (Latino Parent Night) to share information about the school and support programs for students in the school as well as the community -Host South County Parent Meeting to share information about the school and the support programs for their students -Reorganize the student government to give a greater voice to students – Student Council will elect officers from the smaller Husky Huddle Groups; officers will meet monthly with the principal to discuss ideas and concerns; Student Council will lead the 'Extreme Makeover – Restroom Edition' to decorate restrooms for each grade level</p>	<p>All Language Arts teachers -Graduation Coach, Counselors -Graduation Coach, Counselor, A-Team</p>	<p>Certificates will be produced in house with minimal costs TBD -\$50.00 - (coffee/soft drinks/cookies) -PTA grant for campus beautification with the costs determined by the winning designs</p>

D. What initiatives/improvements will be implemented in the area of School Management to support this objective?

Implementation Plan	Persons Responsible	Budget/Resources

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Objective # <u>4</u>	Performance Measure (s)	2006-07 Baseline	2007-08 Baseline	2008-09 Target/Indicator of Success
Improve Writing Skills	-Increase the percentage of FAY eighth grade SWD scoring Meets Target or Exceeds Target on the Georgia Middle Grades Writing Assessment	67	70	75
	-Increase the percentage of FAY eighth grade students scoring Exceeds Target on the Georgia Middle Grades Writing Assessment	20	16	20

What interim indicators will be used to monitor progress during the year for this objective?

Data to be collected	Persons Responsible	Frequency
-State writing pretest -Writing Across the Curriculum in all grade levels; 6 th grade Social Studies; 7 th grade Science; 8 th grade Social Studies, Science, Math, Language Arts	-All Language Arts teachers -Content teachers	September, 2008 Throughout the school year

B. What initiatives/improvements will be implemented in the area of School Initiatives/Professional Development to support this objective?

Implementation Plan	Persons Responsible	Budget/Resources
-STAR Words content vocabulary -Big 6 Research Skills taught through the media center -All teachers will participate in Professional Development on the following topics to enhance instruction in the classroom for all students: Differentiated Instruction, Understanding the Framework of Poverty; From Rage to Hope (educating minority students) and What Great Teachers Do Differently -Curriculum Support Teacher will work with Language Arts teachers to analyze data from assessments to plan instruction -School template designed for basic graphic organizer to be used for writing assignments	All Language Arts teachers Language Arts committee	Approximately \$2000.00 for books

C. What initiatives/improvements will be implemented in the area of Stakeholder Involvement to support this objective?

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Implementation Plan	Persons Responsible	Budget/Resources
Student-Teacher conferences to improve writing skills using a school-wide writing rubric	8 th grade Language Arts teachers	
D. What initiatives/improvements will be implemented in the area of School Management to support this objective?		
Implementation Plan	Persons Responsible	Budget/Resources
State Scoring of pre-writing in September	All LA teachers; Principal	Funded by the district

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Objective # <u>5</u>	Performance Measure (s)	2006-07 Baseline	2007-08 Baseline	2008-09 Target/Indicator of Success
Improve Independent Reading Skills and Motivation	-Increase the percentage of students continuously enrolled during the Reading Counts testing window (9/2/08-4/30/09) accumulating at least 60 points on the Reading Counts testing program; points from at least one non-fiction book must be included	59	75	80

What **interim indicators** will be used to monitor progress during the year for this objective?

Data to be collected	Persons Responsible	Frequency
-Student testing data	Technology Specialist & Media Specialist	Quarterly

B. What initiatives/improvements will be implemented in the area of School Initiatives/Professional Development to support this objective?

Implementation Plan	Persons Responsible	Budget/Resources
-Baskets of high interest books will be created and rotated in the media center -Book Talks monthly before school -Rotate book displays based on interest or genre -Orientation for teachers and students on the new on-line catalog - Destiny	Media Specialist Media Specialist Media Specialist	

C. What initiatives/improvements will be implemented in the area of Stakeholder Involvement to support this objective?

Implementation Plan	Persons Responsible	Budget/Resources
-Kick-off speaker/assembly or other motivational activities -Incentives and awards/coupons	Media Specialist; Administration	\$1000.00 (tentative)

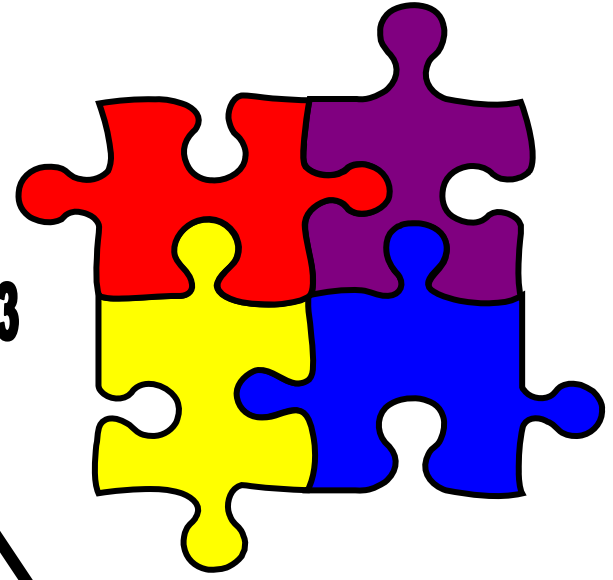
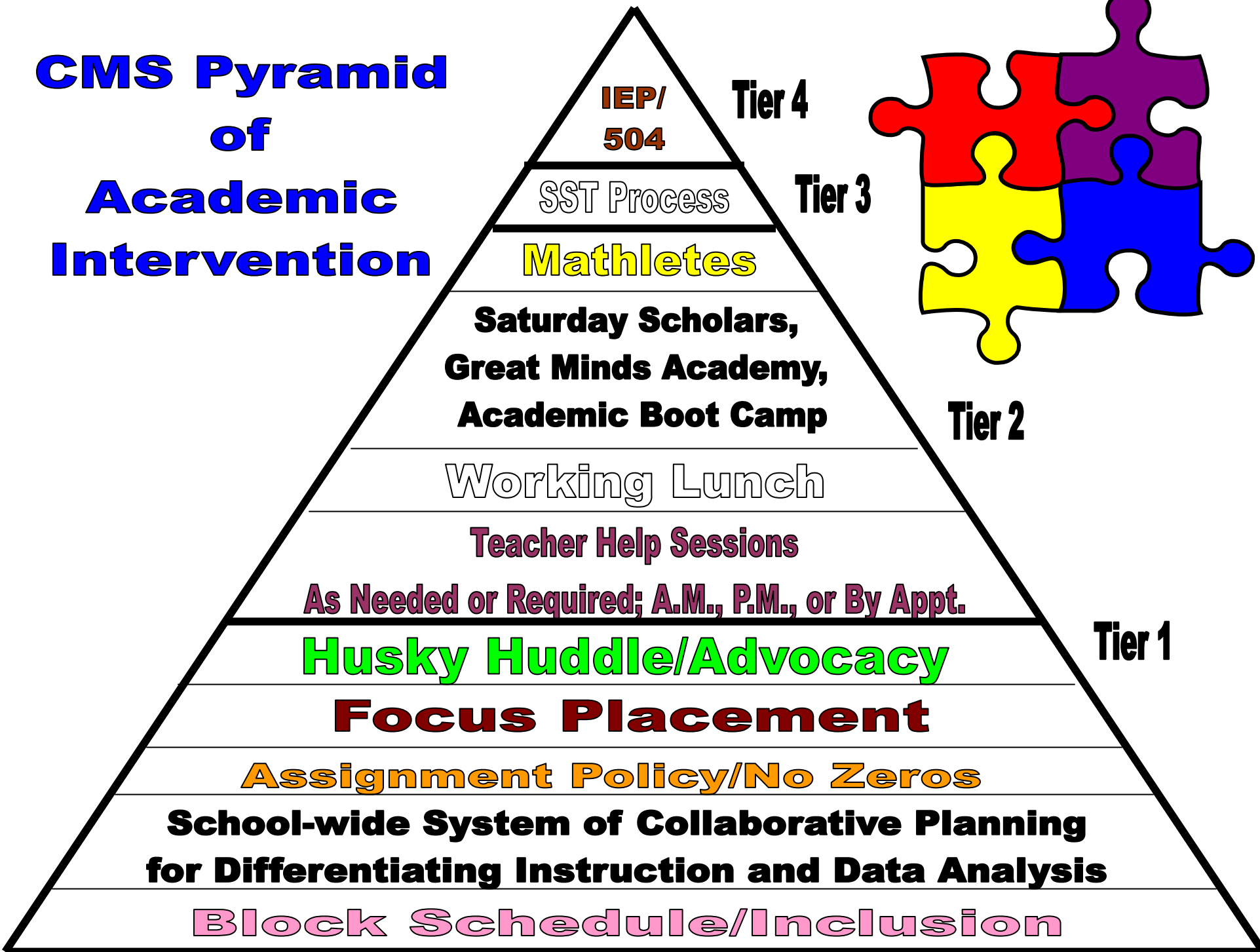
D. What initiatives/improvements will be implemented in the area of School Management to support this objective?

Implementation Plan	Persons Responsible	Budget/Resources

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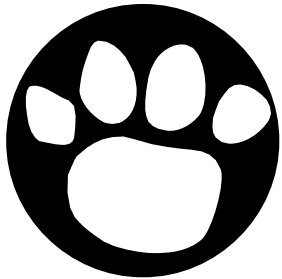
**CMS Pyramid
of
Academic
Intervention**



Husky How To's

Settings	Classrooms	Hallways	Restroom	Cafeteria	Media Center/ Computer Lab	Assembly/ Program/ Fieldwork	Arrival/ Dismissal
Be Respectful	<ul style="list-style-type: none"> Listen to others Be kind and caring Respect yourself, your peers, adults and school property Bully Free Zone 	<ul style="list-style-type: none"> Walk on the right side Respect the space of others Walk single-file or by twos Bully Free Zone 	<ul style="list-style-type: none"> Keep noise level to a minimum Respect the privacy of others Bully Free Zone 	<ul style="list-style-type: none"> Wait patiently and quietly Respect the space of others Remember your manners Be polite when ordering Bully Free Zone 	<ul style="list-style-type: none"> Use your time wisely Respect yourself, your peers, adults and school property Remain with class Bully Free Zone 	<ul style="list-style-type: none"> Raise hand for questions & respectfully respond to speaker Clap when appropriate Respect the space of others Bully Free Zone 	<ul style="list-style-type: none"> Keep noise level to a minimum Respect yourself, your peers, adults and school property Bully Free Zone
Be Responsible	<ul style="list-style-type: none"> Follow rules Use appropriate language and gestures Keep a safe environment "Tell" vs. Tattle Be on time to class Put things where they belong Clean up appropriately Handle tools/equipment with care 	<ul style="list-style-type: none"> Go directly to your assigned area Signed Agenda pass 	<ul style="list-style-type: none"> Go, Flush, Wash, Leave 	<ul style="list-style-type: none"> Know your lunch number Get everything you need for lunch before sitting Pick up after yourself Remain seated as assigned Remain seated until dismissed by teacher or lunch room monitor 	<ul style="list-style-type: none"> Care for Media Center materials Log off when you leave the computer Know your Reading Counts log in Signed Agenda pass 	<ul style="list-style-type: none"> Sit quietly Respect the space of others Remain seated as assigned Remain seated until dismissed by teacher/counselor/administrator Complete Fieldwork assignments 	<ul style="list-style-type: none"> Follow bus expectations Follow safety procedures in the parking lot and bus zone Be on time to school Come directly into the building upon arrival If you arrive before 8:05 am, go directly to the cafeteria Eat breakfast and go to the restroom before going to homeroom Go directly to your destination at an appropriate pace
Be Willing to Learn	<ul style="list-style-type: none"> Do your own work. Complete all assignments Be prepared with supplies & assignments Own your learning needs 	<ul style="list-style-type: none"> Follow posted expectations 	<ul style="list-style-type: none"> Follow posted expectations 	<ul style="list-style-type: none"> Follow posted expectations 	<ul style="list-style-type: none"> Follow posted expectations 	<ul style="list-style-type: none"> Focus on the program or activity 	<ul style="list-style-type: none"> Follow posted expectations Learn dismissal procedures (grade level, according to bell schedule) Listen to given instructions Take materials home to complete assignments
Be a Team Player	<ul style="list-style-type: none"> Keep a positive attitude Do your part – be an active learner Participate appropriately 	<ul style="list-style-type: none"> Keep noise level to a minimum 	<ul style="list-style-type: none"> Keep it clean 	<ul style="list-style-type: none"> Clean your area well Keep noise level to a minimum 	<ul style="list-style-type: none"> Keep noise level to a minimum 	<ul style="list-style-type: none"> Participate in the fun Show school spirit Stay with your class/team 	<ul style="list-style-type: none"> Follow rules and expectations Follow traffic flow Respect the space of others Be conscious of responsibility of getting to destination Students staying for after-school activities leave on second bell

CMS Pyramid of Behavioral Intervention



Level 2

Level 3

Level 1

Severe Behaviors

Teachers must attach a copy of your documentation to the office referral. Parent contact must also occur prior to turning in office referral.

Moderate Behaviors

Teachers must document the use of at least three (3) interventions for negative student behavior before moving to the next level. The interventions with an asterisk (*) are required.

- | | | |
|----------------------------------|-----------------------------------|-----------------------------------|
| N. Team Time-out | R. Sign Agenda Daily | W. Conference with Huddle Teacher |
| O. School Time-out | S. Peer Mediation | X. *Parent –Teacher Conference |
| P. Behavior Improvement Contract | T. Teacher Detention | Y. Adapted Travel Plan |
| Q. * Counselor Referral | U. Lunch Detention (Team Teacher) | Z. Other _____ |
| V. Loss of Locker | | |

Mild Behaviors

Teachers must document the use of at least five (5) interventions for negative student behavior before moving to the next level. The intervention with an asterisk (*) is required as the final step.

- | | | |
|-------------------------|---|------------------------------------|
| A. Signed Agenda Weekly | E. Warning – Verbal or Non-Verbal | J. Classroom Privilege Restriction |
| B. Peer Mediation | F. Parent Email | K. Teacher Detention |
| C. Change Seating | G. Student-Teacher Conference | L. Teacher Timeout |
| D. Proximity Control | H. Adapted Travel/Locker Plan | M. Other _____ |
| | I. * Teacher Level 1 Detention Conference | |

Automatic Office Referrals

The following offenses are examples of behaviors that should be referred immediately to the office:

- | | | |
|--------------------------------|-------------------------|--|
| ▪ Any and All Illegal Activity | ▪ Physical Altercations | ▪ Teacher Disrespect/Profanity |
| ▪ Skipping Class | ▪ Vandalism | ▪ Cell Phone Out/Visible in Class |
| ▪ Drugs/Alcohol Possession | ▪ Weapons Possession | ▪ Gang Activity |
| ▪ Harassment | ▪ Insubordination | <i>(Fulton County Code of Conduct)</i> |

After a teacher has issued the first referral, the teacher must document three additional interventions prior to the student's second office referral is submitted to Administration.

Students who receive 11 or more interventions in an individual teacher's class should be referred to administration upon all subsequent behavior issues.

Behavior Intervention Record

Student's Name _____ Grade _____ Homeroom _____

Mother's Name _____ Phone #s: Home _____ Work _____

Father's Name _____ Phone #s: Home _____ Work _____

All interventions for behaviors contrary to the *Husky How To's* will be recorded by the teacher on the *Behavior Intervention Record*. Refer to the *CMS Pyramid of Prevention and Intervention* when documenting the intervention used to deter the behavior from occurring in the classroom. When you have completed the Mild and Moderate interventions, please make a copy of this record to submit with the discipline referral as a record of the interventions used to modify student behavior.

No.	Date	Description of Behavior	Intervention Used	Teacher Action
1				
2				
3				
4				
5		<i>Teacher Level 1 Detention Conference</i>		
6				
7		<i>Counselor Referral</i>		
8		<i>Parent –Teacher Conference</i>		
Student's First Discipline Referral				
9				
10		<i>Counselor Referral</i>		
11		<i>Parent –Teacher Conference</i>		
Student's Second Discipline Referral				
Referred to office for any additional behavior issues				

CMS Expectations for Staff Supervision



Every student is everyone's responsibility!
We are ALL teachers! Your presence is important, your **SUPERVISION** is critical!
We are always on duty when we are in the presence of students!

CLASSROOM

- ☺ Remind students of your classroom expectations
- ☺ Never leave students unattended
- ☺ Circulate and use proximity
- ☺ Greet and dismiss students at your door & monitor them as they arrive/leave your room
- ☺ Lock your door when your class is out of the room

RESTROOM

- ☺ Remind students of RR expectations
- ☺ Check the restroom prior to students entering
- ☺ Only allow as many students at a time as there are stall or urinals
- ☺ When finished, students should line up and wait for their teacher or report to their designated area
- ☺ Check the restroom when all students have cleared the area

HALLWAY

- ☺ Remind students of hallway expectations
- ☺ Walk along side students to designated area for drop off and pick up
- ☺ Ensure students are following their dismissal patterns

CAFETERIA

- ☺ Remind students of the cafeteria expectations
- ☺ Stay on schedule – arrive and dismiss on time
- ☺ Assign table washers and sweepers for the year and turn in list to grade level AP. Instruct students on procedures for each task

DISMISSAL

- ☺ Remind students to go directly to their bus/car pool
- ☺ Remind students to walk, not run
- ☺ Report to your assigned duty station and closely monitor that area
- ☺ Know which bell your 8/9 students should be dismissed on for each day

CMS **Expectations for Class Changes**



Listed below are the school-wide expectations for class changes.
All teachers are class change supervisors.

Regular Class Change*

- ❖ Class must end on time
- ❖ Teachers should be at their door
- ❖ Students line up in designated hallway waiting area prior to entering class

Class Change to Connections

- ❖ Dismissing teachers walk classes to gym hall intersection
- ❖ Connections teachers will be at their doors to receive students

Class Change to Academics

- ❖ Connections teachers will walk classes to mural
- ❖ 7th grade – 2 Team teachers per team meet students at mural and escort them to 300 hall
- ❖ 8th grade – Gaffney/Hudley supervise 800/900 intersection; Melton/PE staff walk students to the mural; White/Williams supervise the 600/900 intersection
- ❖ Academic teachers at their doors to receive students

To Lunch and Lunch Dismissal

- ❖ Walk your class to lunch at the scheduled time following hallway expectations
- ❖ Return to cafeteria at scheduled time to retrieve your class
- ❖ Check seating area prior to dismissing students
- ❖ Assigned table washers and sweepers should clean area (teachers should create a yearlong schedule and turn it in to grade level administrator for reference on lunch duty)

*Academic teams submit locker schedule to Kimothy for approval.