

June 11, 2012

Board & Parents & Community Report for Early Release Wednesdays

Prepared by: Dr. Martha Liddell, Superintendent

Columbus School District is currently on “**Academic Watch**” as indicated by the Mississippi Department of Education Accountability system. This is near the bottom. I am committed to following research-based principles that indicate that to dramatically improve student achievement; one very important facet is to improve teachers’ abilities and familiarity with delivering instruction based on the needs of students in ways that help them learn at a more effective rate.

EARLY RELEASE WEDNESDAY (ERW)

As instructional leader for Columbus School District, I propose re-implementing ERWs to give teachers, administrators and instructional coaches dedicated time each week for training and professional development. Title I funds will be used train teachers on how to effectively implement Common Core Standards in their classrooms (www.corestandards.org). Each Wednesday, students will be dismissed at 12:15 p.m. middle & high school so buses can travel to elementary schools where they will be released at 12:45 p.m. Most students will arrive at home or day care an hour and a half earlier on Wednesdays.

ASSISTANCE PLAN FOR PARENTS FOR EARLY RELEASE WEDNESDAY

As a district, we will assist parents who need it by dropping students off at day cares, the Boys and Girls Club or at another address that they specify on Wednesdays. We will assist parents by working with our bus transportation system to make sure their child is dropped off at the after school location parents' recommend that is in the district's attendance area for Wednesdays if the address is different from their home address (for example: Grandmother's house). The district will also inform parents early by letters, emails and the media of the ERW schedule so they will have plenty of time this summer to plan their child's (children) afternoon schedule with regard to ERW.

Lowndes County School District is also an early release Wednesday districts. By effectively implementing ERW and establishing professional learning communities at all their schools, LCSD is now a High Performing school district. Although I am very proud of LCSD success, I truly believe schools in Columbus School District are capable of high achievement as well as we develop an organized comprehensive strategic plan of professional development and leadership for the upcoming school year.

A **CMSD Summer Leadership Institute** is planned for July in Columbus Schools where principals, teachers, parents, Board members, common core and data management specialists will develop the professional development plan (and continuous improvement plan) to move CMSD to high achievement. Educators and the community will be involved in this work. Teamwork will drive student achievement improvement in Columbus Schools over the next three year. It will take everyone working together to get our school district OFF ACADEMIC WATCH.

LOWNDES COUNTY SCHOOL DISTRICT 2012-2013 ACADEMIC CALENDAR (187 DAYS)

Board Approved: March 9, 2012

- Statewide Test Dates
- Teacher Work Day (student holidays)
- School Holiday

Aug. 1, 2, 3- Teacher Work Days/Staff Development
 Aug. 8, 15, 22, 29 - Early Release/Staff Development
 Aug. 6 - Students' First Day

Grading Periods & # Days	
August 3 -- October 5	(44)
October 10 -- December 18	(45)
January 3 -- March 8	(45)
March 18 -- May 22	(47)

		M	T	W	Th	F
AUG 2012				1	2	3
T-23		6	7	8	9	10
S-20		13	14	15	16	17
		20	21	22	22	24
		27	28	29	30	31

SEP 2012		3	4	5	6	7
T-19		10	11	12	13	14
S-19		17	18	19	20	21
		24	25	26	27	28

Sept. 5, 12, 19, 26 - Early Release/Staff Development
 Sept. 3 - Labor Day Holiday
 Sept. 6 - Progress Reports
 Sept. 12 - SATP English II and English II Writing Retests
 Sept. 17, 18, 19, 20, 21 - SATP2 Retests (Online/PP)

OCT 2012		1	2	3	4	5
T-21		8	9	10	11	12
S-21		15	16	17	18	19
		22	23	24	25	26
		29	30	31		

Oct. 3, 10, 17, 24, 31 - Early Release/Staff Development
 Oct. 5 - End of 1st Nine Weeks (K-12)
 Oct. 8, 9 -- Fall Break
 Oct. 11 - Grade reports issued (K-12)

NOV 2012					1	2
T-17		5	6	7	8	9
S-17		12	13	14	15	16
		19	20	21	22	23
		26	27	28	29	30

Nov. 7, 14, 28 - Early Release/Staff Development
 Nov. 13 & 29 - MS Writing Assessment Retest
 Nov. 8 - Progress Reports
 Nov. 19 - 23 - Thanksgiving Holidays (All schools)

DEC 2012		3	4	5	6	7
T-12		10	11	12	13	14
S-12		17	18	19	20	21
		24	25	26	27	28
		31				

Dec. 10, 11, 12, 13 - SATP2 Retests
 Dec. 5, 12 - Early Release /Staff Development
 Dec. 18 - End of 2nd nine weeks (K-12)
 Dec. 18 - End of 1st Sem (All schools-60% day)
 Dec. 19 - Dec. 31 - Christmas Holidays (All schools)

JAN 2013			1	2	3	4
T-21		7	8	9	10	11
S-20		14	15	16	17	18
		21	22	23	24	25
		28	29	30	31	

Jan. 1 - New Year's Day Holiday
 Jan. 2 - Professional Development/Student Holiday
 Jan. 9, 16, 23, 30 - Early Release/Staff Development
 Jan. 3 - Students Return
 Jan. 3 - Grade reports issued (K-12)
 Jan. 21 - Martin Luther King Holiday (Weather Day if Needed)

FEB 2013						1
T-19		4	5	6	7	8
S-19		11	12	13	14	15
		18	19	20	21	22
		25	26	27	28	

Feb. 7 - Progress Reports
 Feb. 18 - President's Day Holiday (Weather Day if Needed)
 Feb. 6, 13, 20, 27 - Early Release/Staff Development
 Feb. 28 - MS Writing Assessment, Grades 4 & 7
 Mar. 6 - Early Release/Staff Development

MAR 2013						1
T-15		4	5	6	7	8
S-15		11	12	13	14	15
		18	19	20	21	22
		25	26	27	28	29

Mar. 6 - SATP Eng. II Writing Retest
 Mar. 8 - End of 3rd Nine Weeks (K-12)
 Mar. 11 - 15 - Spring Break (All schools)
 Mar. 20 - SATP Eng II Writing and Retest (FULL DAY)
 Mar. 21 - Grade reports issued (K-12)
 Mar. 19, 20, 21, 22, 25 - SATP 2 Retests
 March 29 - Good Friday Holiday

APR 2013		1	2	3	4	5
T-22		8	9	10	11	12
S-22		15	16	17	18	19
		22	23	24	25	26
		29	30			

Apr. 1 - 30 - English Language Proficiency (TBD)
 Apr. 3, 10, 17, 24 - Early Release/Staff Development
 Apr. 18 - Progress Reports
 Apr. 8 - 26 - MS-CPAS2 (TBA)
 May 6, 7, 8, 9, 10 - SATP (Eng. II, US History, Alg. I, Eng. II, Bio. I)

MAY 2013			1	2	3
T-18		6	7	8	9
S-16		13	14	15	16
		20	21	22	23
		27	28	29	30
					31

May 1 - Mississippi Science Test (Grades 5 & 8)
 May 14, 15, 16 - MCT2, Grades 3-8 (Reading, Writing, Math)
 May 1, 8 and 15 - FULL DAYS
 May 6 - 17 Advanced Placement Exams
 May 22 - End of 4th Nine Weeks (K-12)
 May 22 - Last Day of School (60% Day)
 May 22 - (or later, by school notification) Grade Reports Issued
 May 17 - 19 - Graduation
 May 23, 24 - Teacher Work Days
 May 24 - Last Day for Teachers
 May 27 - Memorial Day Holiday

NOTE: Holidays may be used as make-up days for inclement weather.






STUDENT DAYS: 1st Semester: 89
 2nd Semester: 92
 181

TEACHER DAYS: 1st Semester: 92
 2nd Semester: 95
 187

Columbus Municipal School District

DRAFT #1F 2012-2013 Academic Calendar

	M	T	W	Th	F	
AUG 2012						1-3 Aug - Teacher Work Days
(20)	6	7	8	9	10	6 Aug - FIRST DAY OF SCHOOL
T3	13	14	15	16	17	8,15,22,29 Aug - Early Release PD
	20	21	22	23	24	
	27	28	29	30	31	
SEP 2012	3	4	5	6	7	3 Sep - Labor Day Holiday
(19)	10	11	12	13	14	6 Sep - Progress Reports
	17	18	19	20	21	12, 17-21 Sep - SATP2 Re-testing
	24	25	26	27	28	5, 12,19,26 Sept - Early Release PD
OCT 2012	1	2	3	4	5	5 Oct - End of 1st 9-Weeks
(21)	8	9	10	11	12	8 Oct - Fall Break Holiday
T1	15	16	17	18	19	9 Oct Parent Teacher Conference Day
	22	23	24	25	26	11 Oct - Report Cards Issued
	29	30	31			3,10,17,24,31 Oct > Early Release PD
NOV 2012				1	2	6 Nov - Election Day
(17)	5	6	7	8	9	8 Nov - Progress Reports Issued
	12	13	14	15	16	14 Nov - Early release day - Amer Ed Week program
	19	20	21	22	23	19-23 Nov - Thanksgiving Holidays
	26	27	28	29	30	29 Nov - Eng II Retest
						7,14,21,28 Nov - Early Release PD
DEC 2012	3	4	5	6	7	10-14 SATP2 Retesting
(14)	10	11	12	13	14	21-31 Dec - Christmas Holidays
	17	18	19	20	21	19 Dec - Full Day
	24	25	26	27	28	20 Dec - End of 2nd 9 weeks - 60%
	31					5,12 Dec - Early Release PD
JAN 2013		1	2	3	4	1-3 Jan - Christmas Holiday
(18)	7	8	9	10	11	4 Jan - Teacher Work Day
T1	14	15	16	17	18	7 Jan - School Resumes
	21	22	23	24	25	10 Jan - Report Cards Issued
	28	29	31	31		21 Jan - Dr. Martin Luther King, Jr. Holiday
						9, 16,23,31 Jan - Early Release PD
FEB 2013					1	7 Feb - Progress Reports Issued
(19)	4	5	6	7	8	18 Feb - President's Day Holiday (Inclement Make-Up if needed)
	11	12	13	14	15	28 Feb - MS Writing Assessment Gr 4 & 7
	18	19	20	21	22	6, 13, 20, 27 Feb - Early Release PD
	25	26	27	28		
MAR 2013					1	6, 18-22 Mar - SATP Retest
(15)	4	5	6	7	8	8 Mar - End of 3rd 9-Weeks
	11	12	13	14	15	11-15 Mar - Spring Break Holidays
	18	19	20	21	22	21 Mar - Report Cards Issued
	25	26	27	28	29	29 Mar - Good Friday Holiday
						6, 20, 27 Mar - Early Release PD
APR 2013	1	2	3	4	5	1 Apr - Easter Monday Holiday (Inclement Make-Up if needed)
(21)	8	9	10	11	12	18 Apr - Progress Reports Issued
	15	16	17	18	19	3, 10,17, 24 Apr - Early Release PD
	22	23	24	25	26	
	29	30				
MAY 2012			1	2	3	1 May - MS Science Test Grades 5 & 8
(16)	6	7	8	9	10	7-10 May SATP2 State Test
T2	13	14	15	16	17	14-17 May MCT2 Testing
	20	21	22	23	24	22 - Last Day of School - 60%
	27	28	30	30	31	23-24 May - Teacher Work Day
						18 May - CHS Graduation
						1,8,15 May - FULL DAYS

-  > Teacher Work Days
-  > Regular School Days
-  > School holidays
-  > Parent-Teacher Conference Day-Student Holiday
-  > Early Release Professional Development

STUDENT DAYS: 1st Semester: 91
 2nd Semester: 89
 180

* Calendar can be adjusted for inclement make-up days if needed
 TEACHER WORK DAYS: 95
 92
 187

NINE CHARACTERISTICS OF HIGH-PERFORMING SCHOOLS

RESEARCH FINDINGS

OSPI reviewed 20 recent research studies that have examined the common characteristics of high performing schools. Some of the studies were reviews of other research that has taken place over many years on the same topic, while others examined these schools in specific settings and locations, such as high performing elementary schools in a large urban setting. This body of research represents findings from both Washington state and around the nation.

The content of each study was analyzed to determine what characteristics were found most often among high performing schools. Performance was usually measured in terms of high or dramatically improving scores on standardized tests, often in difficult circumstances such as high levels of poverty. In every case, there was no single factor that accounted for the success or improvement. Instead, the research found that high performing schools tend to have a combination of common characteristics. Some reports found as few as five characteristics, while others found many more. OSPI's analysis of these characteristics narrowed these lists into nine areas. These schools have:

1. A clear and shared focus.
2. High standards and expectations for all students.
3. Effective school leadership.
4. High levels of collaboration and communication.
5. Curriculum, instruction and assessments aligned with state standards.
6. Frequent monitoring of learning and teaching.
7. Focused professional development.
8. A supportive learning environment.
9. High levels of parent and community involvement.

Each of these nine characteristics is explained in more detail on the following page. For even more information, refer to the individual studies themselves (see the bibliography of the 20 studies). Other research has focused more narrowly on each of these nine areas and is consistent with the findings of the 20 studies (see the resource list). OSPI's website provides links to various studies and organizations that have conducted this type of research.

NINE CHARACTERISTICS OF HIGH PERFORMING SCHOOLS

Research has shown that there is no silver bullet, no single thing that schools can do to ensure high student performance. Rather, high performing schools tend to have the following nine characteristics.

1. Clear and Shared Focus Everybody knows where they are going and why. The focus is on achieving a shared vision, and all understand their role in achieving the vision. The focus and vision are developed from common beliefs and values, creating a consistent direction for all involved.

2. High Standards and Expectations for All Students Teachers and staff believe that all students can learn and meet high standards. While recognizing that some students must overcome significant barriers, these obstacles are not seen as insurmountable. Students are offered an ambitious and rigorous course of study.

3. Effective School Leadership Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional program and school culture conducive to learning and professional growth. Effective leaders can have different styles and roles—teachers and other staff, including those in the district office, often have a leadership role.

4. High Levels of Collaboration and Communication There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

5. Curriculum, Instruction and Assessment Aligned with Standards The planned and actual curriculum are aligned with the essential academic learning requirements (EALRs). Research-based teaching strategies and materials are used. Staff understand the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.

6. Frequent Monitoring of Learning and Teaching A steady cycle of different assessments identify students who needs help. More support and instruction time is provided, either during the school day or outside normal school hours, to students who need more help. Teaching is adjusted based on frequent monitoring of student progress and needs. Assessment results are used to focus and improve instructional programs.

7. Focused Professional Development A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives.

8. Supportive Learning Environment The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning. Instruction is personalized and small learning environments increase student contact with teachers.

9. High Level of Family and Community Involvement There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Parents, businesses, social service agencies, and community colleges/universities all play a vital role in this effort.

- Dispelling the Myth: High Poverty Schools Exceeding Expectations, Education Trust, 1999.
- Educational Reform and Students at Risk, Vol. I-III, Robert Rossi and Samuel Stringfield, U.S. Department of Education, 1995.
- *Hawthorne Elementary School: The University Perspective*, Bruce Frazee (Trinity University, Texas), Journal of Education for Students Placed At Risk, 1(1), 25-31, 1996.
- Hope for Urban Education: A Study of Nine High-Performing, High-Poverty, Urban Elementary Schools, Charles A. Dana Center, Univ. of Texas (Austin), U.S. Department of Education, 1999.
- Key High School Reform Strategies: An Overview of Research Findings, Mary Visher, David Emanuel, Peter Teitelbaum (MPR Associates), U.S. Department of Education, 1999.
- Leave No Child Behind: An Examination of Chicago's Most Improved Schools and the Leadership Strategies Behind Them, Karen Carlson, Shobha Shagle-Shah, and Delia Ramiriz, Chicago Schools Academic Accountability Council, 1999.
- Monitoring School Quality: An Indicators Report, Daniel Mayer, John Mullens, and Mary Moore (Mathematica Policy Research, Inc.), National Center for Education Statistics, U.S. Department of Education, December 2000.
- Profiles of Successful Schoolwide Programs, Volume 2: Implementing Schoolwide Programs, U.S. Department of Education, 1998 (http://www.ed.gov/pubs/idea_profiles/).
- *Promising Programs for Elementary and Middle Schools: Evidence of Effectiveness and Replicability*, Olatokunbo Fashola and Robert Slavin (Johns Hopkins University), Journal of Education for Students Placed At Risk, 2(3), 251-307, 1997.
- Schooling Practices That Matter Most, Kathleen Cotton, Northwest Regional Educational Laboratory, and Association for Supervision and Curriculum Development, 2000.
- *Stories of Mixed Success: Program Improvement Implementation in Chapter 1 Schools*, Catherine George, James Grisson, and Anne Just (California Department of Education), Journal of Education for Students Placed At Risk, 1(1), 77-93, 1996.
- *Toward an Understanding of Unusually Successful Programs for Economically Disadvantaged Students*, Lorin Anderson and Leonard Pellicer, Journal of Education for Students Placed At Risk, 3(3), 237-263, 1998.
- Turning Around Low-Performing Schools: A Guide for State and Local Leaders, U.S. Department of Education, 1998.

Achievement and Growth Models	
Accountability Status	ACADEMIC WATCH
Quality of Distinction Index (QDI)	143
Growth Status	NOT MET
Graduation Rate	72.4
High School Completion Index (HSCI)	166.9

Notes: Applies to Districts and Schools only if grades 4 or higher are served.
 Accountability Status: Star School, High Performing, Successful, Academic Watch,
 Low Performing, At Risk of Failing, Failing.

NCLB Adequate Yearly Progress and Title I Improvement Area	
Reading/Language	Not Met
Mathematics	Not Met
Other Academic Indicators	Not Met
Title I Improvement Status	Not Met

Notes: Minimum N for inclusion of subgroup in AYP model is 40.
 Title I Improvement Status: Improvement Year 1, Improvement Year 2, Corrective Action,
 Restructuring Plan, Restructuring. Blank means not identified for improvement.

Other Academic Indicator	
Attendance Rate (Percentage)	34
4-Year Cohort Graduation Rate	87

Notes: Attendance Rate Target = 85% or Increase Over Prior Year.
 Graduation Rate Target = 85% or Increase Over Prior Year.

Adequate Yearly Progress Subgroup Results	
SubGroup	Reading/Language
All Students	YES
Students With Disabilities	NO
Limited English Proficient	<MIN
Economically Disadvantaged	YES
Asian	<MIN
Black	YES
Hispanic	<MIN
Native American	<MIN
White	YES
	Mathematics
	YES
	NO
	<MIN
	YES
	<MIN
	YES
	<MIN
	<MIN
	YES

Notes: Minimum N for inclusion of subgroup in AYP model is 40.
 Yes=Met AYP, *Yes=Met by Safe Harbor, No=Not Met.



Columbus School District

State Accountability Rating

ACADEMIC WATCH 2011

QDI - 143

GRADUATION RATE 72.4%

GROWTH STATUS

NOT MET

AYP NOT MET

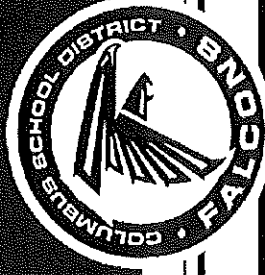
IN READING/LANGUAGE

OR MATH

NCLB: "100% Proficient or Above by 2014" How are we doing?

"D"

Face the Facts
First, Then Focus
on Improvement



Mississippi Curriculum Test, 2nd Edition

Grade Level	Number Tested	Mean Scale Score	% Minimal	% Basic	% Proficient	% Advanced
Language Arts						
3	371	147.2	14.6	45.6	31.0	8.9
4	319	149.3	10.3	37.3	42.3	10.0
5	311	147.2	15.8	39.2	41.8	3.2
6	313	146.8	13.1	43.5	40.9	2.6
7	304	149.0	11.2	38.5	48.7	1.6
8	292	146.7	14.7	44.5	39.0	1.7
Mathematics						
3	370	151.8	8.9	28.6	53.5	8.9
4	319	151.5	12.2	29.8	51.7	6.3
5	313	148.7	20.4	32.3	39.8	8.3
6	313	148.7	25.6	30.0	35.8	8.6
7	305	149.9	18.0	25.2	50.2	6.6
8	292	150.4	13.4	31.5	47.3	7.9

Note: Minimum N-count for reporting is 10 students.

NOT THERE YET

MS REPORT CARD, 2011 DATA

DAILY SCHOOL SCHEDULES FOR 2012-2013
ALL ELEMENTARY STUDENTS
PRE KINDERGARTEN - 5TH GRADE

Cook, Fairview, Franklin, Sale & Stokes-Beard	Elementary Regular Schedule
Teachers Report (Duty Teachers Report @ 7:15 AM)	7:00 AM (7:30 AM)
Breakfast	7:20 -7:40 AM
Student Day Begins (First Bell @ 7:45 AM)	7:45 AM
Student Day Ends (Monday, Tuesday, Thursday, & Friday) (Last Bell @ 3:00 PM)	2:25 PM (3:00 PM)
Student Day Ends EARLY RELEASE WEDNESDAY (Teacher PD/PLCs: 1:00 PM – 3:30 PM)	12:45 PM
Teacher Day Ends	3:00 PM (3:30 PM)

* 8-hour Teacher Workday Schedule w/30 Minute Daily Planning Period

Note to Principals: My revisions to schedule you've submitted are noted in red. A strategic focus on increasing the instructional time for teacher and learning promotes exponential growth in student achievement over time will be addressed by giving students more time to receive high quality instruction for the upcoming school year.

Academic Watch is not a true reflection of the work you've done as principals; however, CMSD is presently a D on the new state rating system and unfortunately the media will report that not our best intentions. In June, I'm confident we will have better results based on the MAP data I've reviewed and the work you've done this year.

For FY 2012-2013, we will have an additional instructional hour (Success Time) built in the schedule that will include remediation and enrichment. We will also run a within-day BOOST SCHEDULE 2 days per week (Tuesday & Thursday). I'll develop the BOOST schedule along with elementary principals in July and establish a committee to develop Common Report Cards for 2012-2013. .

The approved schedule on the next page recoups some of the instructional time lost when we started releasing students @ 2:25 PM a few years ago. That's hard to justify with the # of students we still have performing below Proficient in our district.

– Martha Liddell

Columbus Middle School

Bell Schedules
2012-2013

Regular Schedule (M, T, Th, F)

Period	Time
Breakfast	7:45-8:05
Warning/Tardy Bell	8:04/8:05
1 st Period	8:05-9:05
2 nd Period	9:08-10:08
3 rd Period	10:11-11:11
4 th Period	11:14-12:29
1 st Lunch	11:14-11:39
2 nd Lunch	11:39-12:04
3 rd Lunch	12:04-12:29
5 th Period	12:32-1:32
6 th Period	1:35-2:35
7 th Period	2:38-3:38
Dismissal	3:38

Wednesday Early Dismissal Schedule

Period	Time
Breakfast	7:45-8:05
Warning/Tardy Bell	8:04/8:05
* 1 st Period	8:05-9:15
* 2 nd Period	9:18-10:28
4 th Period	10:31-12:15
1 st Lunch	10:45-11:10
2 nd Lunch	11:10-11:35
3 rd Lunch	11:35-12:00
Dismissal	12:15

*Note: CMS will operate on a modified block schedule on Wednesdays. Students will rotate classes every third Wednesday.

Block A	Block B	Block C
1 st , 2 nd , & 4 th Periods	3 rd , 5 th , and 4 th Periods	6 th , 7 th , and 4 th Periods

Columbus High School

Bell Schedules
2012-2013

Regular Schedule (M, T, Th, F)

Period	Time
Breakfast	7:40-8:05
Tardy Bell	8:05
1 st Period	8:05-9:58
2 nd Period	9:02-9:50
3 rd Period	9:54-10:42
4 th Period	10:46-12:33
1 st Lunch	10:46-11:13
2 nd Lunch	11:13-11:40
3 rd Lunch	11:40-12:07
4 th Lunch	12:07-12:33
5 th Period	12:37-1:37
6 th Period	1:41-2:41
7 th Period	2:45-3:45
Dismissal	3:45

Wednesday Early Dismissal Schedule

Period	Time
Breakfast	7:40-8:05
Tardy Bell	8:05
1 st Period	8:05-8:53
2 nd Period	8:57-9:45
3 rd Period	9:49-10:37
4 th Period	10:41-12:15
1 st Lunch	10:41-11:05
2 nd Lunch	11:05-11:29
3 rd Lunch	11:29-11:52
4 th Lunch	11:52-12:15
Dismissal	12:15