Mid-Semester Classroom Reset Kit

A one-week plan for grades 6-12 when routines have slipped, the seating chart has stopped working, and the room needs a fresh start without a lecture.

THIS KIT INCLUDES

- One-week reset plan (this page)
- Seating chart reset planner
- Routine reteach planner with a 10-day hold-the-line tracker
- Student mid-semester check-in (student-facing)
- Positive family contact tracker

WHY A RESET WORKS BETTER THAN A LECTURE

Middle and high school students respond to structure they can see. When the seating changes, one routine is retaught, and students judge their own progress, the message is clear: we are starting fresh, and you are part of it. Pick two steps if your week is full. Momentum matters more than doing everything.

ONE-WEEK RESET PLAN

☐ **Monday**	Ask the class which routine is falling apart. Write their answers down. Tell them what changes this week and why.
☐ **Tuesday**	Launch the new seating chart. Use the seating planner on page 2 to group by how students work now.
☐ **Wednesday**	Reteach one routine: model it, practice it, time it. Start the 10-day tracker on page 3.
☐ **Thursday**	Students complete the mid-semester check-in on page 4. Read every one before Friday.
☐ **Friday**	Make three positive family contacts (page 5). Share one class-wide improvement with students.

Designed for grades 6-12. Print, adapt, and use it without an email gate. Put your own name on it; just leave the small ElevateTheNorm.com line so other teachers can find the current version.

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Seating Chart Reset Planner

Group students by how they work now, not how they looked on day one. Plan the purpose of each seat before you plan the names.

WHAT IS NOT WORKING IN THE CURRENT LAYOUT?

Purpose	Students (names)	Why this grouping
Discussion pairs		
Discussion pairs		
Project groups		
Project groups		
Needs to be near the front		
Keep apart (for now)		
Strong peer support		

BEFORE YOU LAUNCH IT

- [ ] Every student can see the board and reach materials without crossing the room.
- [ ] No student is isolated as a consequence; separation is explained privately, not announced.
- [ ] Students know the new chart is for the next unit, not forever.
- [ ] You have a plan for the first two minutes of class in the new seats.

REVIEW DATE AND WHAT TO CHECK

Routine Reteach Planner

Pick the routine that slipped the most, usually entry or transitions. Reteach it like it is the first week, then hold the line for ten school days.

Routine I am reteaching

What it looks like now (be specific)

What it should look and sound like

Three to five student steps

How I will model it (under two minutes)

How students will practice it

What I do when a student misses a step

10-DAY HOLD-THE-LINE TRACKER

Day	1	2	3	4	5	6	7	8	9	10
Time (min)										
Steps missed										
Fixed by										

If it breaks: name the exact step that failed, reset only that step, model it once, rehearse, and record the new time.

Mid-Semester Check-In

This is for you, not for a grade. Be honest. Your answers help decide what changes in this class for the rest of the semester.

Name _____ Class period _____

Rate yourself so far (circle one)

	Not yet	Sometimes	Usually	Always
I come in ready and start without reminders.	○	○	○	○
I turn in work on time or tell the teacher when I can't.	○	○	○	○
I ask for help when I am stuck.	○	○	○	○
I treat classmates with respect during group work.	○	○	○	○
I understand what my current grade means.	○	○	○	○

What is one thing you are proud of in this class so far?

What is one thing that has gotten in your way?

What is one change YOU will make for the rest of the semester?

What is one change that would help the class run better? (seating, routines, pacing, anything)

Is there anything you want me to know that you have not told me?

Positive Family Contact Tracker

Three good-news contacts this week. Specific beats general: name what the student did and why it mattered. It changes the tone of every hard conversation that comes later.

Date	Student	How (call/email)	Specific good news shared	Response

SENTENCE STARTERS

"I wanted to share something good from class today. ___ did ___, and it made a difference because ___."

"I've noticed ___ has really improved at ___ over the last few weeks."

"No action needed. I just wanted you to know ___ is a positive part of our class."

WHO HAVE I NOT CONTACTED YET THIS SEMESTER?