

First Grade - Classroom Engagement Plan

Component	What	How	When
Rules/Expectations	Students will create a list of important rules, discuss them, and decide 3-5 rules that they think will help them be successful.	Through our discussion of Hopes and Dreams, students will talk about what our classroom needs to look like for those dreams to happen.	Within the 1 st week these discussions will start happening.
Routines	Morning Meeting Take a Break In and Out of Rooms Transitions Walk in halls/stairs Lunch room Choosing a book Working independently Bathroom Dismissal Recess Lockers	- interactive modeling - y-charts - guided discovery/practice - repeated practice - procedural posters and pictures -try again/fix it -friendly reminder	Large focus in beginning of year, but repeated practice as needed throughout the year.
Relationship Development Community Building	Morning Meeting Team Building activities from R.C. & Yoga Calm C.A.R.E.S. (cooperation, assertion, responsibility, empathy, self-control) Zones of Regulation Playworks Innocent Classroom	Positive language and modeling from myself and other staff Repeated activities Intentional relationship-building ENVoY nonverbal strategies	Every day throughout the year. Creating relationships and a strong classroom community will have an emphasis at the beginning of the year, but activities and lessons throughout the year will continue to maintain those relationships.
Social Emotional Learning	Accountability Talking about feelings Appropriate response to feelings Creating and maintaining friendships Fixing a mistake/misbehavior Restorative circles	C.A.R.E.S. Logical Consequences Zones of regulation Direct teacher modeling	Throughout the year.

Acknowledge/Reinforce Positive Engagement	Specific and constructive feedback (academic and behavioral) Positive redirections	Teacher language – positive priming Comment on behaviors but not specific students (at least try not to single students out) Monthly awards	Every day throughout the year.
Respond/Redirect to Student Misbehavior	Verbal and nonverbal cues and redirections Take a Break In and Out of Rooms Explicit directions and expectations. Breathing and yoga calm	Teach and practice cues and non-verbal cues. Repeated practice.	Throughout the year.
Responding to Extreme Student Misbehavior	Take a Break In and Out of Rooms Sensory breaks Individual conference Follow behavior chart Repeated routines and practice to prevent extreme misbehavior	Follow behavior plan. Teach and model practices, yoga calm, etc. Restorative meeting and language from teacher	Teach beginning of the year and practice throughout.
Restorative Practices	Restorative Circle Language Conference Fix it plan	Model and repeated practice Reflection	Throughout the year.
Communication Plan	Students' progress, areas of strength, and areas of growth. What is happening in the classroom. Building family relationships	Monthly newsletter Calls home Home visits Website and email	Every day throughout the year.

Resources Needed (resource books, student books, PD, guest presenters):

R.C. and Yoga Calm books, classroom books for rules, social skills and C.A.R.E.S., Innocent Classroom, Anne Garity

Persons Responsible (Classroom teacher, AEs, Collaborating teachers, volunteers):

Myself, everyone the enters my classroom or interacts with my students, co-teachers, and AE.