

Classroom Engagement Plan

School: Lucy Craft Laney

Teacher: Dunbar/Wagemaker

Component	What	How	When
Rules/Expectations	<ul style="list-style-type: none"> ● Be Respectful ● Be Responsible ● Be Safe ● Be Your Best ● Follow directions the first time they are given ● Use only encouraging and supportive language with classmates, adults, and yourselves ● Keep your hands, feet, and objects to yourself ● Only leave the classroom with permission or instructions 	<p>Rules will be discussed as a class and how we will accomplish these rules and goals. We will state clear expectations and reasons for having rules. Expectations will be modeled. Students will add and share what they believe are important to share in our classroom community. If a student's behavior is corrected, the correction will be connected to an expectation that has not been met</p>	<p>Rules will be presented and shared with students on Day One and ongoing throughout the first weeks of school. Rules/Expectations will be revisited after long breaks and when necessary.</p>
Routines	<ul style="list-style-type: none"> ● Carpet time ● Morning Work ● Bathroom ● Hall expectations ● Going to lockers ● Using materials ● Standing in line ● Independent work time ● TAB in; TAB out ● Group work 	<p>We will direct model each routine. Students will have an opportunity to practice each routine. Some routines will be posted in the classroom.</p>	<p>Routines will be discussed within the first 6 weeks. Many will be discussed within the first week but continued throughout the first 6. Routines will be revisited after long breaks and when necessary.</p>

	<ul style="list-style-type: none"> ● Partner talk ● Classroom library ● Book boxes ● Independent Reading ● Use of iPads 		
Relationship Development Community Building	<p>Responsive classroom activities will be used to engage students in the classroom. Morning meeting and closing circle will be used EVERY DAY. Students will talk to one another regularly about content and will build relationships as they learn. We will work on building strong relationships with each student from every section and their families.</p>	<p>Using guidelines from Responsive Classroom. Reflect back on positive teacher talk. Loss of privilege instead of consequences. Students will be given tools to appropriately engage in conversations with one another.</p>	<p>Community building will be present throughout the entire school year. Strong relationships are always a focus.</p>
Social Emotional Learning		<p>Modeling everyday and providing the students with opportunities to practice these skills. Will use Second Step curriculum to support SEL. Students will be taught how to have a restorative conversation.</p>	
Acknowledge/Reinforce Positive Engagement	<p>Students will be acknowledged for making good choices and working hard. Students will get rewarded for attendance and homework completion. Students will earn the opportunity to participate in Friday fun and other pod-wide incentive days.</p>	<p>Students will be told what positive behavior is being reinforced and will know that each month they are working toward a certain number of stars/stickers.</p>	<p>Awards will be given weekly at pod meetings and monthly for attendance. Positive reinforcement will continue throughout the year. Positive phone calls home will be</p>

	Positive phone calls will be made to parents and families.		made every week (minimum 3 students/week).
Respond/Redirect to Student Misbehavior	<ul style="list-style-type: none"> • Everyone practicing TAB in/out • Nonverbals • Consequences connected to misbehavior (loss of privilege) • Restorative conversations with teacher/student 	Practice in routines and connect corrections directly to a school or classroom expectation.	Throughout the year, as needed
Responding to Extreme Student Misbehavior	<ul style="list-style-type: none"> • TAB out • Call Student Support Specialist • Home visit/Parent Conference • Create behavior plan when necessary and include parent/family input 	Explicitly teach and model TAB procedures. Everyone practices. Review expectations with students weekly.	Throughout the year
Restorative Practices	<ul style="list-style-type: none"> • Student teacher conferences • Student/ parent/ teacher conferences • Whole group meetings (Morning/Closing circles) 	Communicate with parents and students about expectations and procedures for conferences. Provide tools for students to engage fully in restorative conversations. Model conversations.	Throughout the year, as needed

Communicating Plan	<ul style="list-style-type: none"> ● Welcome letter ● Family homework/ get to know my student form ● Call home for positive information ● Bi-weekly pod newsletter ● Communication with team members and other staff 	<p>Every family will receive a positive phone call home during the first week/weekend. Any pertinent info will be sent via email blast, homework folder, and text. Communication will be open with everyone involved in the school.</p>	<p>Throughout the year, daily, weekly</p>
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Resources Needed (resource books, student books, Second Step, PD, guest presenters):
Responsive classroom, SEL curriculum
Persons Responsible (Classroom teacher, AEs, Collaborating teachers, volunteers):
Classroom teachers, AEs, SEAs, whole team, all present in C216, students, family members