

Mrs. Lemmie's Classroom Engagement Plan

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 -Ask questions when you are not sure about something -Use only encouraging and supportive language with classmates, adults, and yourself -Keep your hands, feet, and objects to yourself -Only leave the classroom with permission -Have fun! 	<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 family community.</p> <p>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 - Taking a break in and out of the classroom - Group work - Partner talk - Classroom library- Independent reading -Breakfast- Lunch- Snack- Recess 	<p>I will direct model each routine. Students will have an opportunity to practice each routine. Certain 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>
Relationship Development Community Building	<p>Responsive classroom activities will be used</p>	<p>Using guidelines from Responsive Classroom. Reflect back on positive teacher talk. Loss of</p>	<p>Community building will be present throughout the entire school year. Strong relationships are</p>

	<p>to engage students in the classroom. Morning meeting, afternoon 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. I will work on building strong relationships with each student and their families.</p>	<p>privilege instead of consequences. Students will be given tools to appropriately engage in conversations with one another.</p>	<p>always a focus.</p>
<p>Social Emotional Learning</p>	<p>Classroom values: -Confidence -Compassion -Curiosity -Critical thinking -Integrity</p>	<p>Modeling everyday and providing the students with opportunities to practice these skills. We will use Second Step curriculum to support SEL as well as weekly RAK (Random Acts of Kindness) lessons and activities. Students will be taught how to have a restorative conversation.</p>	<p>Throughout the year. Weekly Second Step lesson, sometimes with another 2nd grade classroom. Weekly RAK lesson with entire 2nd grade family. Connecting our work back to our classroom vision.</p>
<p>Acknowledge/Reinforce Positive Engagement</p>	<p>-Students will be acknowledged for making good choices and working hard. -AWESOME day phone calls will be made to parents and families. -Happy Notes will go home to parents and families. -Prize box -Extra recess/ Extra choice time -Dance Party -Friday Fun -Lunch Party (lunch in the classroom with Mrs. Lemmie)</p>	<p>Students will be told/modeled what positive behavior looks like, feels like, and hears like. Every student will have a chance to participate in an activity acknowledging appropriate classroom engagement throughout the year.</p>	<p>Positive reinforcement will continue throughout the year. Positive phone calls home will be made every week. Happy Notes will be sent home daily and/or weekly.</p>
<p>Respond/Redirect to Student Misbehavior</p>	<p>- Everyone practicing taking a break in and out of the classroom. - Non-verbals -Consequences connected to misbehavior</p>	<p>Practice in routines and connect corrections directly to a school or classroom expectation.</p>	<p>Throughout the year/as needed</p>

	(loss of privilege) -Restorative conversations with teacher/student		
Responding to Extreme Student Misbehavior	- Take a break in another classroom -Phone call home for Parent Pep talk - Call Dean/Administrator -Create behavior plan when necessary with parent/family -Create behavior plan when necessary with parent/family and dean/administrator	Explicitly teach and model take a break procedures. Everyone practices. Review expectations with students weekly.	Throughout the year
Restorative Practices	- Student /teacher conferences - Student/ parent/ teacher conferences - Whole group meetings (Morning/Afternoon/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
Communicating Plan	- Meet the teacher letter - Family homework/ get to know my student form - Call home for positive information - Monthly news letter - Communication with team members and other staff -Available by email always	Every family will receive a positive phone call home during the first week/weekend. Any pertinent info will be sent via take home folder and robo call (if applicable). Communication will be open with everyone involved in the school.	Everyday throughout the year

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

Responsive classroom book, Second Step, coworkers, Focused instruction

Persons Responsible (Classroom teacher, AEs, SEAs, Collaborating teachers, volunteers): Mrs. Lemmie, E117 family, 2nd grade team, parents and extended family members.