

Classroom Engagement Plan

School: Lucy Craft Laney at Cleveland Park

Grade: High 5, half and full day

Teacher(s): Emily Moran, Michelle Frey, Molly Vinje

Component	What	How	When
Rules/Expectations	<p>I can listen.</p> <p>I can have a safe body.</p> <p>I can use a nice voice.</p>	<p>The teacher and AE will explicitly teach the 3 classroom expectations. The teachers (including specialists), AE, MRC (Minnesota Reading Corps) volunteer will re-teach, redirect and model the expectations throughout the school year.</p>	<p>Students will practice the classroom expectations and routines at all times. Even during Specialist classes, getting breakfast/lunch, while walking in/out from/out the buses, and in the hallways.</p>
Routines	<p>I can walk in line.</p> <p>I can clean up.</p> <p>I can make a friend.</p>	<p>Through the use of song students will be prepared to walk in their line in the hallway, clean up the classroom after a variety of activities. These processes will be retaught and re-explained as needed. Practice is the foundation of High 5 understanding. Students will be supported and encouraged to make friends with support from teachers and volunteers as needed or requested.</p>	<p>Routines are taught and practiced throughout the day in the classroom, hallway, specialists, lunchroom, bus line, buses, bathrooms and the playground.</p>
Relationship Development Community Building	<p>I can try at Morning Meeting.</p> <p>I can try at Closing Circle.</p>	<p>Relationships will be fostered through the greeting of every student as they arrive and more formally during Morning Meeting/Closing Circle. Through the Activity portion of Morning Meeting students will become familiar with, then comfortable with their teachers and peers and will feel safe and supported.</p>	<p>Morning Meeting will occur daily for all High 5 sessions. The 'risk factor' for the Greeting and Activity will be increased based on the level of comfort of the group. The sense of community will evolve with the group. Also, students will greet peers, family members, staff and/or guests with a quiet wave.</p>
Social Emotional Learning	<p>I can be safe at school.</p> <p>I can be a</p>	<p>A constant and unrelenting focus on every child's feeling of safety at school and while on the way</p>	<p>Through community-building and clear expectations all students will feel and act safely</p>

	part of the Lucy Laney family.	<i>to/from school will be nurtured throughout every moment of High 5. From the greeting of every child to the redirection from undesirable actions, each child will find their own sense of safety as a student at Lucy Craft Laney within the classroom expectations</i>	<i>while at school and on the bus to/from school. High 5 students will participate in Lucy Laney school-wide events, both during and after school.</i>
Acknowledge/Reinforce Positive Engagement	I can be a SEEDS-quality teacher.	<i>An affirmation is stating a fact. “High 5 students are walking in the hall.” “You are writing your name.” “We are using our inside voice.” An affirmation is not praise. Affirmations can be given to any student at all times and are always positive! Teachers will notice and comment on the positive/desired actions and words that students are using. In essence, we are catching students ‘doing well’.</i>	<i>Affirmations and positive talk are used by all adults in contact with High 5 students at all times. Calm and reassuring adult/student interactions are the foundation to strong relationships and feelings of trust.</i>
Respond/Redirect to Student Misbehavior	I can try.	<i>High 5 students are learning and practicing everything at all times. Mistakes are a natural part of the human experience. When a child does not quite reach a classroom expectation they are approached in a positive and respectful manner. Some such examples would be to have a student ‘take-a-break’ in the classroom or be re-taught the expectation. All student can practice and attempt the skill once more.</i>	<i>As needed, on an individual student-by-student basis.</i>
Responding to Extreme Student Misbehavior	I can be safe I can try again.	<i>All staff will utilize the TAB (take a break) strategy to address minor student behavior issues before they become extreme. If a behavior becomes severe/extreme staff will respond by consulting the district behavior policy and implementing procedures from the</i>	<i>The behavior policy is implemented at all times, including on the bus, at the park, and on fieldtrips.</i>

		policy. Some possible outcomes may be; phone call to parent(s), natural consequences, loss of privileges, etc. Behavior deans will be utilized in the most extreme cases.	
Restorative Practices	I can try again.	Staff will support students after a situation occurs in any of the following ways; ‘fix it’ strategy (peer to peer problem solving), staff mediation (one on one or with a small group of students), or ‘family meeting’ (large group refocusing session, spontaneous and sparsely-used). Closing Meetings can be used to regroup the classroom after a difficult day. Morning Meetings will set a positive group dynamic the next school day.	Restorative practices will be implemented as needed with the student(s) involved. Staff will apply the strategy that best suits the situation.
Communicating Plan	Teachers will keep parent(s) and administration informed.	Staff will communicate with families about their child’s social/emotional and behavioral progress in the manner that the parents prefer. Some such forms of communication are; email, phone calls, notes in the take-home folder, in-person/meetings, conferences, or home visits. Staff will confer with grade-level team members, social worker, school psychologist, High 5 DPF, ECSE, behavior deans or administration for problem solving purposes.	Parent(s) will be notified of a situation the day it occurs. Student behavior needs will be discussed during non-student time with the appropriate staff members. Team meetings (Tuesday 7:30-8:20) are an ideal time to problem solve.

Resources Needed (resource books, student books, Second Step, PD, guest presenters): SEEDS training for any staff that interact with High 5 students (behavior deans, specialists, administration, bus drivers, lunchroom staff), Relationship building-focused summer institute (support staff in connecting with students/families/school community in positive ways)

Persons Responsible (Classroom teacher, AEs, Collaborating teachers, volunteers): All adults in the High 5 student’s life are ‘responsible’ for supporting the child’s progress toward mastery of the classroom expectations and routines. Those adults include, but are not limited to, the following: classroom teacher, AE (Assistant Educator), MRC volunteer, High 5 program coach/mentor, classroom volunteer, parents, family member (siblings included), neighbors, friends and peers. Support staff, such as social workers, school nurses, cafeteria workers, behavior support staff and the like are all positive supporters of every student’s success.

