

Classroom Engagement Plan

Component	What	How	When
Rules/Expectations	<p>We have respect for each other and our room. We participate in classroom activities. We work together. We keep ourselves and others safe.</p>	<p><i>Rules will be discussed as a class and how we will accomplish these rules and goals. We will discuss our reasons for having rules. Expectations will be modeled by the teacher and students.</i></p>	<p><i>Rules will be chosen within the first week of school.</i></p>
Routines	<ul style="list-style-type: none"> - Whole group instruction - Bathroom - Hall expectations - Standing in line - Independent work time - TAB in; TAB out and back - Group work - Classroom library - Independent reading -Share out time -Closing circle <p>MANY MORE!</p>	<p><i>I will interactive model the routines. Students will have an opportunity to practice each routine. Some routines will be posted in the classroom.</i></p>	<p><i>Routines will be discussed within the first 6 weeks. Many will be discussed within the first week but continued throughout the first 6.</i></p>
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 each day. We also have Friday fun where students can play with their peers.</p>	<p><i>Using guidelines from Responsive Classroom. Reflect back on positive teacher talk.</i></p>	<p><i>Community building will be present throughout the entire school year. Staying consistent with expectations for respect amongst our E112 family and school is a big piece to building positive community.</i></p>
Social Emotional Learning	<p>-We use the Second Step curriculum which teaches social emotional behavior. Some of these include</p> <ul style="list-style-type: none"> - Empathy/ compassion - Accountability - Sharing 	<p><i>Modeling everyday and providing the students with opportunities to practice these skills.</i></p>	<p><i>Throughout the year</i></p>

Acknowledge/Reinforce Positive Engagement	<ul style="list-style-type: none"> - Specific comments on positive behaviors - Reminders - Prize box 	<i>Practice in routines</i>	<i>Throughout the year</i>
Respond/Redirect to Student Misbehavior	<ul style="list-style-type: none"> - Everyone practicing TAB in. - Non-verbals -Positive priming to do better next time 	<i>Practice in routines</i>	<i>Throughout the year</i>
Responding to Extreme Student Misbehavior	<ul style="list-style-type: none"> - TAB out or remove student depending on severity Evacuate class depending on severity - Call Dean - Follow behavioral chart 	<i>Explicitly teach and model TAB procedures. Everyone practices. Review expectations with students weekly.</i>	<i>Throughout the year</i>
Restorative Practices	<ul style="list-style-type: none"> - Student teacher conferences - Student/ parent/ teacher conferences - Frequent communication between home and school 	<i>Communicate with parents and students about expectations and procedures for conferences.</i>	<i>Throughout the year</i>
Communicating Plan	<ul style="list-style-type: none"> - 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 	<i>I will be sure to communicate with families right away to be sure to set a positive impression. Communication will be open with everyone involved in the school.</i>	<i>Every day throughout the year</i>

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

Responsive classroom book, Second Step, coworkers, Focused instruction

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

Ms. Payne, everyone who enters E112, 2nd grade team, parents and family members.

