

CLASSROOM MANAGEMENT PLAN

Teacher: Ms. Dooley
2019-2020
Room 107
2nd Grade

Posted Rules:

1. I will work to be the best student I can be.
2. It is my job to help keep us all safe: Safe words, safe actions, safe spaces.
3. I will fix problems and resolve conflicts.
4. I will be brave and try new things.
5. I will give my best effort: Walking feet, quiet voices, soft touches, safe spaces, helpful words.

Attention Signals:

Teacher: 1 - 2 - 3, eyes on me	Students: 1 - 2 eyes on you.
Teacher: Macaroni cheese	Students: Everybody free
Teacher: Wiggle	Students: And wait
Teacher: Five - Four - Three - Two	Students: (Join countdown, return to seats in ready position)
Teacher: All set?	Students: You bet!

CHAMPS Expectations for Classroom Activities and Transitions : See attached

Positive Classroom Environment:

I start every day by greeting every student in a positive manner. I commit to a 3:1 ratio focusing on the positive 3 times before redirecting. When students show positive behavior they receive verbal praise and they also get to move their clips up. Students on white, green and blue clips earn punch card punches. A trip to the treasure box can be earned with ten punches. Students receive Bee Bucks for respectful "star student" behavior in common areas (hallway, cafeteria, etc.) I commit to sharing positive feedback with 5 parents daily, using a schedule to distribute positive feedback with all families over the course of the week.

Corrections and Redirections:

Early stage corrections include:
Proximity

Hit and run verbal redirection
Reassigned seat

Consequences for rule violations include:

Clip down on clip chart
Written work during enrichment activities
Loss of recess/written explanation of why
Write up/family contact
Recess and complete think sheets
Parent phone call
Loss of free time privileges

Beginning and Ending Routines

1. Routine for how students will enter the room:

Take breakfast to table
Take out yellow folder and place it in folder bin
Hang up coat and bookbag on their hook. Return to desk for breakfast. Clean up breakfast in bag and wait for directions.

2. Routine for how students will be instructionally engaged while attendance is taken and for how opening business is conducted:

Students will begin to write homework message in planners.

3. Routine for dealing with tardy students:

Tardy students know not to disturb the class when entering the room. They place their tardy slip in the "Tardy Slip" envelope and begin eating or working. I will approach the student after he or she is settled in and inquire about the tardy.

4. Routine for dealing with students who come to class without necessary materials:

Most student materials are provided in the classroom as communal supplies (pencils, journals, paper, coloring supplies, etc.)

*****Decorative supplies and art supplies are not allowed in the classroom, as

they are a major distraction for this age group. Students with decorative supplies (pencils with toy toppers, mechanical pencils, special pencil bags, hand held sharpeners, toy erasers, markers, glitter, stickers, art supplies) will be reminded "Those are supplies for doing homework at home - please put that in your bookbag and let your parents know that has to stay at home." If students do not follow this reminder, or if students take supplies out a second time, the teacher will hold supplies until an adult picks them up.

If the student's homework or homework/communication folder are missing, the teacher has a conversation with them. If it is a continuing problem the teacher will make a phone call home.

5. Routine for dealing with students returning after an absence:

After returning from an absence, students will pick up missing assignments from the yellow folder bin at the end of the day. Their late work will be collected when their folder is emptied.

6. Routine for wrapping up at end of day/class:

Students need to clean up their work areas and the floor around their work areas if necessary. Each table will be called to gather their belongings. Any announcements needed will be made and handouts for the day will be read so students know what is going home with them.

7. Routine for dismissal:

Tables that have their homework collected, belongings ready to go, and are sitting in "ready position" get to line up first. Students will assemble in number order. When the entire class is ready and in line we walk out as a class, with Rockets departures sitting in hallway outside 107 and park district walking to cafeteria. Teacher must speak with pick up adult before students head home.

Procedures for Managing Student Work

1. Procedures for assigning classwork and homework:

Class work is assigned as we come to each assignment. Students complete 1-4

assignments each day in Math and Reading, with additional graded assignments in Science, Social Studies, Writing, Speaking, and Listening. The work is explained in advance and the expectations are thoroughly discussed.

Homework packets are sent home each Monday and due each Friday. Students will keep a record of daily assignments and should maintain work throughout the week. Packets are NOT to be completed Thursday night, as the work is meant to keep pace with daily assignments.

2. Procedures for collecting completed work:

Completed class work is placed in the turn in bin at each table. Homework is placed in the turn in bin each Friday.

3. Procedures for keeping records and providing feedback to students:

Scores are entered for each assignment as they are graded and papers are returned at the end of every week along with written feedback.

4. Procedures and policies for dealing with late and missing assignments:

Students who have late and missing assignments can turn it in the following day for reduced credit.

If the problem is persistent, the students family will receive a letter and phone call requesting a sit down conference.

Following an absence, students have one day per absence day to turn in work for credit.

TEAM Procedures

At Shoesmith, behavior guidelines in the K-2 Classroom are provided using the acronym, TEAM (T=Talk E=Effort , A=Ask, M=Move) . Detailed breakdowns of behavior expectations are included below and have been discussed with students at length.

Whole class instruction:

T= Voice level 0

E= Active listening, hands on desk, tracking eyes

A= Raise hand silently

M= Stay at desk

Discussion Participation:

T= Voice Level 3 if called on. Voice level 0 if listening.

E= All hands up for every question.

A= Raise hand or use hand signal

M= Stay in assigned carpet spot or at desk. No movement.

Small Group Work:

T= Voice level 1 (whisper)

E= Take turns speaking. Ask follow up questions. Use helping words.

A= Raise hand silently

M= Stay at designated area

Partner Work:

T= Voice level 1 (whisper)

E= Take turns speaking. Ask follow up questions. Use helping words.

A= Raise hand silently

M= Elbow to elbow, knee to knee. Stay at designated area

Walking to Carpet

T= Voice level 0

E= Directly find assigned seat.

A= No questions.

M= Careful, gentle movements.

Walking in Hall

T= Voice level 0

E= Eyes tracking teacher

A= No questions in hall.

M= Two feet in one floor tile. Hands by side.