

Classroom Management Plan

Pearl Ridge Elementary School

Mrs. Au-Grade 4

School Year 2019-2020

Message from the Teacher:



Aloha! I am looking forward to making this school year a fun, interesting and memorable experience for your child. My goal is to help your child become an adaptable, responsible, and caring learner. I expect your child to work his/her hardest at all times. Please keep in mind that a positive two-way, open communication between home and school is key to a successful year. Together, as partners, we will help your child progress and develop academically as well as socially throughout the year. I realize your days may be filled with many activities that keep you busy, however, it is very important to set aside some time to review and discuss your child's assignments with him/her daily. Your child's success in school is the focus of all decision-making at school. If you have any questions, comments, and/or concerns regarding your child's progress during the school year, please feel free to contact me.

General Learner Outcomes (GLOs)

General Learner Outcomes (GLOs) are the overarching goals of standards-based learning for all students in all grade levels. Observable behaviors, which are demonstrated in daily classroom activities, are evidence of GLOs. Student effort, work habits, and behavior are important and evaluated separately from academic performance in the content areas. GLOs is an integral part of PRE and do not exist in isolation. The six GLOs are:

We are a community of learners who strive to become...

GLO 1: Self-directed learners who can be responsible for his/her own learning.

GLO 2: Community Contributors who understand that it is essential for us to work together.

GLO 3: Complex Thinkers who can use critical thinking and problem-solving skills.

GLO 4: Quality Producers who recognize and produce quality performances and quality products.

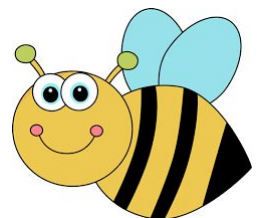
GLO 5: Effective Communicators who can communicate effectively.

GLO 6: Effective and Ethical Users of Technology who use a variety of technologies effectively and ethically.

Classroom Behavior Expectations

To maintain a safe and positive learning environment, there are 3 behavior expectations all students and adults demonstrate at PRE. Please support our classroom learning environment by discussing these behavior expectations with your child.

- **BE Respectful:** "I will treat others kindly."
- **BE Responsible:** "I will make good choices for my learning & behavior."
- **BE Safe:** "I will keep my hands, feet, body, objects, & hurtful words to myself."



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Positive Recognition

Teacher will use discretion to reinforce positive student behaviors.

- ★ Verbal praise
- ★ Superbucks & Brag tags
- ★ Rewards/Privileges

Consequences:

- 1st: Name called verbally or written on board = warning
- 2nd: Name + ✓ = 5 minutes of recess (student will verbalize infraction & expected behavior)
- 3rd: Name + ✓✓ = 1 recess (15 minutes)/Student reflection and note to parent/guardian signed by parent
- 4th: Name + ✓✓✓ = parents notified by teacher/ office referral

***Chapter 19 (HAR 8-19-19) clearly states that all Chapter 19 Class A and B offenses occurring on campus or other HIDOE premises; on HIDOE transportation; or during a HIDOE-sponsored activity or event on or off school property must be reported promptly to Administration.

Classroom Routines, Protocols, and Norms

Routines and protocols are commonplace in education and established for good reason. Familiar procedures increase efficiency and improve classroom management, preserving time and attention for the business of learning. **Routines** for entering/exiting the class, turning in homework, transitioning from one task to another, etc. become automatic through repetition and reinforce the culture for student-centered learning. **Protocols** are structured processes that encourage active listening and reflection. Used effectively, protocols ensure that all voices in a group are heard and valued (Mattoon, 2015).

Our class agreed on these **norms** (shared agreements) to ensure class time is used efficiently and everyone's voice is heard and valued through our established routines/protocols.

- We show up on time and are ready to learn.
- We maintain a positive attitude.
- We are problem solvers.
- We learn from and respect one another.
- We are responsible for our work.

Course Content

Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and Hawaii Content & Performance Standards III (HCPS III) drive the curricula. Classroom instruction will be planned and delivered to address these state standards in a rigorous and relevant manner. As much as possible, topics will be integrated into all subject areas (reading, writing, math, science, social studies, art, health, music, etc.). This poses many engaging learning opportunities to help students better understand the impact they have on the world they live in.

Throughout the year we will strive to work towards **Meeting Standards with Excellence**. Your child will be expected to complete all assignments, including homework, and maintain a positive attitude about his/her educational experience.

Homework

Students are given homework daily to review and provide enrichment for concepts and skills learned in class. Fourth graders may spend 45-60 minutes with an additional 20-30 minutes of reading daily. Students are expected to submit their homework the day after it has been assigned; unless instructed otherwise. Homework not completed and/or turned in by 8:00 a.m. will be considered **LATE**.

Each student has an "**incomplete sheet**" (**inc sheet**) kept in their homework binder. Whenever the assignment is not completed on time, misplaced or left at home, the student fills out the sheet along with the reason. The teacher's initials on the left column indicate they have shown me their inc sheet was filled out. Students will get their inc sheet signed by the end of each week. Parents will initial the appropriate column for each missing assignment to acknowledge the student has shown his/her inc sheet to the parent. Assignments marked as "critical" means the student's grade will be affected if not completed.

Students with incomplete HOMEWORK assignments may be expected to stay in class during recess to complete LATE work. Work not finished by the end of the week should be taken home over the weekend to catch up.

Grading Policy

Students are given multiple opportunities to learn & process new information and practice skills needed to meet grade level standards.

Formative Assessments - Class assignments, quizzes, assessments and observations

Marks for Formative Assessments	Progress Descriptors	
+ or A	More than adequate progress, advanced, above the expectation	Expected to meet standards if the present level of excellent performance continues
√ or P	Adequate progress, proficient, at expectation	Expected to meet standards if the present level of acceptable performance continues
√- or PP	Limited progress, Partially Proficient, Approaching expectation	Expected to meet standards if the present level of performance improves
- or N	No progress, Novice, Below expectation	Expected to meet standards if the present level of performance improves considerably

These formative or "along the way" assessments are given to ascertain what the student has learned, as well as, inform the teacher what needs to be reviewed. Daily observation of student learning is also a critical component of grading. Observations or quizzes may either be announced or unannounced, depending on the purpose. The intent is to see how a student applies skills & knowledge s/he has learned.

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Note: Minimal absences/tardies is imperative as it may have a negative impact on your child's progress and grades. Family trips and appointments should be scheduled outside school hours.

Evidence of student achievement will be sent home throughout the quarter to be signed by the parent.

Report Cards

Status reports will provide a **standards-based grade** of the student's achievement up to the current quarter.

Report card grades are standards-based and reflect performance on:

- Select class assignments
- Formative & summative assessments
- Teacher observations
- Classroom participation
- Select homework assignments

Status Report Scale		Proficiency Level Descriptors
ME*	Meets with Excellence	Demonstrates excellent achievement of the targeted standards.
MP	Meets Proficiency	Demonstrates acceptable achievement of the targeted standards.
DP	Developing Proficiency	Is approaching acceptable achievement of the targeted standards.
WB	Well Below Proficiency	Does not demonstrate acceptable achievement of the targeted standards or provides no evidence.

*Students need to work hard to achieve excellence. Much effort on the part of the student must be evident in attitude and work products on a consistent basis.

Attendance

Regular attendance is optimal to ensure students receive the instruction they need to be successful in school. Students are expected to complete all outstanding work within the timeline provided. Absences should be reported to the office (305-9300) by 8:30 am on or before the day of the absence **and a note to accompany your child when he/she returns to school.** Late arrivals: Students who arrive after 7:55 am must receive a tardy pass from the office to be admitted into class. All absences and tardies are recorded.

***Refer to PRE's Attendance Policy** for more details.

Before & After School

Morning campus supervision begins at 7:30 a.m. For safety reasons, students should not be dropped off and left unsupervised prior to 7:30 a.m. Students are not allowed to remain in the classroom after 2:10 p.m. (M, T, Th, F) without prior arrangements between the teacher, parent, and all other applicable parties (e.g. A+). No student may remain in the classroom on Wednesdays (early release day) - these are designated faculty meeting dates.

Restroom & Water Breaks

While the optimal time to take a bathroom (or water) break is during recess, students will not be denied a bathroom break.

Students will have a bathroom log to track the days and times s/he uses the bathroom during class time. After each 10 occurrences, parents will be asked to initial the bathroom log.

If patterns persist, or if a student is leaving the room excessively, a parent/teacher conference may be requested. Students who leave to use the restroom, etc. are responsible for getting the information they may have missed in their absence. Students may bring water bottles and place these in the designated area. They are allowed to drink from their bottle when needed. If there are special circumstances that I need to be aware of, please contact me.