

First 4 Weeks of School

Building a positive academic community

Follow these weekly plans in combination with the book, *Building an Academic Community*. Be sure to cover the weekly goals while you are starting your content, sample plans are included.

Important Reminders:

Interactive modeling should be introduced and continued as needed for the following:

- Quiet Signals: five up, chime, call and response, etc.
- Procedure / start of class routine / do now- visual
- End of class routine
- Use of Chromebooks
- Procedure when leaving room: bathroom, office, nurse, etc
- Lining Up for fire drills - “right and tight”
- Keeping track of assignments
- Sharpening Pencils
- Use of Supplies
- Take a Break/Zen Zone
- Voice levels - visual
- Flexible Seating
- Transitions between activities

First day of school:

Goals for Day 1:

- Help students start building a sense of belonging and significance. Build the classroom community.
- Communicate a vision of students as capable learners. Support students by modeling important behaviors and skills then give them time to practice.
- Build a sense of competence about the academic work ahead. Use active and interactive learning experiences that will get them excited about the academic content.
- Introduce the rules and calmly redirect the misbehavior. When building the rules and expectations with the students, emphasize that the rules are in place to foster success, collaboration, accountability, and safety. Calmly redirect any misbehavior, express that the redirection is to be followed by an immediate change in behavior. Redirecting language can be found on page 40.
- Review locker procedures. Be sure to go over locker conduct, common courtesy, and how to open their lock. For most students, this will be their first year with a locker.

First day of school:

Day 1 Example:

HOMEROOM TEACHERS: please review locker etiquette, how to open their locks, and expectations. Students go to lockers before homeroom, before & after lunch, and after 9th period for dismissal. While students are at their lockers, help them organize their space, remind them their lunches do not go in their locker, they will be in homeroom lunch bins. **CELL PHONES ARE TO REMAIN IN THEIR LOCKER FOR THE DURATION OF THE SCHOOL DAY.**

1. Greet each student at the door. As they enter have a way for them to know where to sit
2. While students enter, have welcome message displayed with what the students should be doing
 - a. As they are mingling take note of their interactions, who is friendly with who, etc.
3. Help students know who is in their class, name tags, name games, etc. (page 28)
4. Be sure when discussing the vision you have for the class and the year, use “envisioning language” (page 30 & 31). Envisioning language is beneficial when building academic mindset and academic behaviors.
5. Have a share (example: what is an object you would include in a self portrait to show something about your interests or personality? More shares on page 29) Students can share with partner or table group, then invite classmates to share whole group. Another option would be parallel lines, page 33.
6. Complete a brain break or activity such as switch (more examples on page 34)
7. When reviewing expectations or modeling expected behavior, be sure to use [Interactive modeling](#) (pages 36-37)
 - a. Demonstrate to students the expectations and have them model the expectations with immediate feedback
 - b. Ask questions as you and other students demonstrate the task or expectations to ensure the student understanding of the task is clear and correct
8. Plant seeds about goal setting and ask open ended questions (page 42)

Week 1:

Goals for Week 1:

- Foster positive teacher-student and student-student connections. Teach content using simple interactive learning to help build a community where trust and cooperation thrive.
- Create a classroom that is safe, predictable, and conducive to learning.
- Assess students' academic skills, and offer opportunities to practice.
- Teach students how to set SMART goals. Guide students in setting academic (math & ela), social (science), and behavioral (social studies) goals for the school year.

Week 1:

Week 1 Example: (activities completed throughout the week and reinforced daily)

1. Greet each student at the door. While students enter, have welcome message displayed with what the students should be doing
 - a. Be sure to include a share on each daily message and allow students time to share in their group or whole class
2. Help students know who is in their class, name tags, name games, etc. (page 28)
3. Review expectations and routines using Interactive modeling
 - a. Demonstrate to students the expectations and have them model the expectations with immediate feedback
 - b. Ask questions as you and other students demonstrate the task or expectations to ensure the student understanding of the task is clear and correct
4. During initial knowledge assessment or review of past content, provide practice/review for skills students have not mastered.
5. Establish and model academic skills. Here are some things to consider:
 - a. How students will ask for help
 - b. Keeping track of homework/assignments
 - c. Keep track of time
 - d. If they have finished early
 - e. Note-taking
6. Help students with speaking and listening skills, some ideas are on page 54
7. Review/introduce new brain breaks (pages 56 & 57)
8. Begin to connect the rules with their SMART goals. To work with SMART goals, reference pages 58-60.
 - a. academic (math & ela), social (science), and behavioral (social studies)
 - i. [SMART Goal forms](#)
 1. Complete these forms with your students after discussing their Spring 2021 MAP scores (academic), ways to communicate and be in the school community (social), how we interact and show respect in the classroom (behavioral)
 - ii. [SMART Goal video](#)
 - iii. [Show OKRs](#) that are used for companies like Google, Windows, and Microsoft.

To be completed daily: [Closing the school day](#) Page 49 - Watch this [video](#) for a great way to close the day

- At the end of each math/ela class
- All period 9 classes

Goals for Week 2:

- Establish expectations for self-control.
- Establish expectations for academic behaviors. Students come to each class with varying levels of skill. Review expectations of coming to class on time, completing homework, and participating productively.
- Invest students in the rules. Refer to SMART goals created in week one to connect with the rules and expectations. Show how in order to reach those goals, we need to continue to build connections and develop a sense of belonging and responsibility for a positive learning community.
- Teach logical consequences. Making mistakes is part of learning. Logical consequences help students develop self-control and a desire to follow the rules.

Week 2:

Week 2 Example: (activities completed throughout the week and reinforced daily)

1. Greet each student at the door. While students enter, have welcome message displayed with what the students should be doing
 - a. Be sure to include a share on each daily message and allow students time to share in their group or whole class
2. Review expectations and routines using Interactive modeling
 - a. Demonstrate to students the expectations and have them model the expectations with immediate feedback
 - b. Ask questions as you and other students demonstrate the task or expectations to ensure the student understanding of the task is clear and correct
3. Have students reflect on their SMART goals and what they need to do or continue to do in order to achieve them. Ask about obstacles they may need to overcome to achieve their goal.
4. Teaching your content and giving students a chance to become familiar with materials.
 - a. Ideas include:
 - i. [Textbook scavenger hunt](#) (page 67)
 - ii. Anchor charts for student reference of expectations (pages 68 & 69)
5. Help students with time management. Discuss ways each student can ensure they have time for all activities and school work, reference pages 71 and 72
6. Review/introduce new brain breaks (page 73)
7. Continue to connect the rules with their SMART goals. Review pages 74-77 to assist with making the rules come alive.
8. Introduce logical consequences. These are meant to set clear limits and redirect misbehavior.
 - a. Read more on pages 79-82

To be completed daily: [Closing the school day](#) Page 65

- At the end of each math/ela class
- All period 9 classes

Goals for Week 3:

- Continue building a positive classroom community. Continue to give students the opportunity to work cooperatively, state opinions, practice routines, and socialize responsibly.
- Use instructional practices that build academic and social-emotional skills for success. Interactive learning structures can allow students to learn through social interactions.
- Provide an appropriate amount of academic challenge. Challenge students to push themselves academically to communicate that you respect them, want them to succeed, and you believe they can.
- Recognize and respond to chronic misbehavior and emotional outbursts. Work on understanding when a student is in flight, fight, or freeze mode. Work through calm-down strategies and regulating their feelings.

Week 3:

Week 3 Example: (activities completed throughout the week and reinforced daily)

1. Greet each student at the door. While students enter, have welcome message displayed with what the students should be doing
 - a. Be sure to include a share on each daily message and allow students time to share in their group or whole class
2. Be sure to continue building community. If a student chooses, the students should have work on display. At any given time, student work should be displayed. Ask students if it's okay for you to display each piece of work you plan to put up. You can display work in progress or completed work. Continue to change out student work every few weeks.
3. Discuss ways for students to practice communicating, focus on ways to appropriately to disagree
4. When introducing and practicing transitions between tasks, be sure to use teacher language and reinforcing phrases. Consider using the materials on pages 89 and 90 to assist in the discussions of expectations and/or logical consequences.
5. Help students with time management. Discuss ways each student can ensure they have time for all activities and school work, reference pages 71 and 72
6. Review/introduce new brain breaks (page 100)
7. As you begin to teach content, review pages 85 through 110
 - a. Topics discussed:
 - i. Interactive learning structures
 - ii. Active teaching
 - iii. Student practice
 - iv. Teaching discipline
8. Use logical consequences as needed

To be completed daily: [Closing the school day](#) Pages 90 and 91

- At the end of each math/ela class
- All period 9 classes

Goals for Week 4:

- Assess the classroom culture. Assess your efforts from the past few weeks. Celebrate successes, identify areas that still need work, and make a plan to strengthen the classroom community.
- Have students assess their progress toward their academic goals. Have students review their SMART goals they set during week one.
- Establish proactive teacher-care routines. Keep self care routines going strong. Check in with yourself and colleagues.

Week 4:

Week 4 Example: (activities completed throughout the week and reinforced daily)

1. Greet each student at the door. While students enter, have welcome message displayed with what the students should be doing
 - a. Be sure to include a share on each daily message and allow students time to share in their group or whole class
2. Assess the classroom community you have spent the past few weeks creating. Use page 114 to help you in this reflection.
3. Have students reflect on their SMART goals that were created in week 1. Use page 115 to complete this activity.
4. Relate goals and progress to the routines and expectations that you have set over the past few weeks. Have students point out what has helped them stay on track to reach their goals. Have students fill out a self-assessment for their SMART goal, page 126
5. Continue to use envisioning language when communicating expectations and encourage success.
6. Review/introduce new brain breaks (page 124)
7. As you begin to teach content, review pages 121 through 123
 - a. Topics discussed:
 - i. Planning learning objectives
 - ii. Lower and higher level learning objectives
 - iii. Interactive learning structure
8. Use logical consequences as needed
9. Begin to set or continue with self care routines and checking in on your team. Use pages 118-120

To be completed daily: Closing the school day Page 117

- At the end of each math/ela class
- All period 9 classes