

Union Elementary

School Improvement Plan

2021-2022



Union Elementary School (3433)
Franklin Community School District (4225)

3990 West Division Road
Bargersville, Indiana 46106
317-346-8200

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**Union Elementary
2021/2022 School Improvement Plan Members**

School Improvement Leaders

Jennifer Stone
Karle Hougland
Molly Lueken
Jennifer Small
Katie Smith

Professional Learning Community Leaders

Jennifer Small
Andrea Clendening

IDOE Reading Plan Leaders

Allison Clark
Monica Purk
Emily Ericson
Andrea Clendening
Katie Smith

Technology Leader

Jennifer Small

Instructional Coach

Karle Hougland

Writing Leaders

Jennifer Stone
Karle Hougland
Andrea Clendening

Safety Team Leaders

Jeff Sewell
Katie Smith
Scott McCombs

Parent Council

Mr. and Mrs. Scott Maynard
Mrs. Kerri Coghil
Dr. Nicole Zulkowski
Mr. and Mrs. Joe Setnor
Mrs. Andrea Martin
Mrs. Kelli Pittman
Mrs. Karle Hougland

KIDS Team

Stevi Cook
Stacey Smith

Monica Purk
Emily Ericson
Katie Smith

Introduction: Description of Curriculum, Description of Assessments

Narrative description of the school, the community, and the educational programs:

Union Elementary School is an Indiana public school located at 3990 West Division Road in Bargersville, Indiana. Union Elementary is one of five elementary schools in the Franklin Community Schools. We were named a Four Star School for our attendance and ISTEP scores in 2006-07, 2012-13, and 2013-14. Union Elementary serves kindergarten through 4th grade. Union offers art, music, media center, STEM, and physical education. We offer a before and after-school child care called Cub Care which operates every day that school is in session. Our school is built on strong and positive relationships, and we are proud to be called the Union Ramblers.

Description and location of curriculum:

Our curriculum at Union Elementary is aligned with the Indiana Academic Standards. The reading (K-4 Wonders McGraw Hill) and math (K-4 Everyday Math) resources help guide and pace our instruction. We provide differentiated instruction in our daily reading and math blocks to ensure each student's learning needs are met. Copies of the curriculum are located in each teacher's classroom. Additional curriculum guides are available upon request. Parents and teachers have access online to all programs.

In addition, Franklin Schools have Essential Learnings (aligned with State Standards) and Employability Skills (aligned with state documents) available to all stakeholders. The district has also added vertical alignment in reading, math, writing, and social studies. The additional documents ensure compliance and pacing for classroom teachers, counselors, and principals. Both resources will be monitored by the principal and PLCs.

Titles and descriptions of assessment instruments to be used in addition to ISTEP+/ILEARN

Franklin Community Schools uses the Northwest Evaluation Association Test (NWEA). NWEA is a web-based benchmark assessment test used to measure individual student achievement and growth. Students in grades K-1 take NWEA MPG Reading and Math. Grades 2-4 take the NWEA MAP Growth benchmark three times each school year (fall, winter, and spring). NWEA MAP Growth measures student growth in the areas of Reading, Math and Language. NWEA provides immediate teacher reports to determine instructional needs and differentiated instruction. Classroom teachers send home NWEA fall, winter, and spring comprehensive reports for parents to review.

Our kindergarten through 2nd grade teachers use DIBELS 8 (Dynamic Indicator of Basic Literacy Skills). The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. The DIBELS benchmark is designed to be short (one minute) fluency measures used to monitor the development of pre-reading and early reading skills. The classroom teachers use the benchmark data to drive instruction and small group intervention in the classroom. The benchmark data reports are sent home to parents three times a year.

We use a variety of tools to progress monitor students in reading and math. The tools we use include NWEA Skills Checklist for grades K-2 and DIBELS 8 (individual skills) in grades K-4. If a student is in the bottom 20% progress monitoring data is collected every two weeks by the teacher providing intervention. The data is discussed in grade level data teams to ensure each student at-risk has appropriate interventions in place.

Franklin Schools has additional documents and an outlined process for the Dyslexia screening process that includes Universal Screening information and interventions. FCS uses Wonders, NWEA Skills Checklist, and DIBELS 8 as part of the Dyslexia screening process K-2. All information can be found on the district website (www.franklinschools.org).

Statement of Mission, Vision, and Beliefs

Franklin Community Schools

Vision

Franklin Community Schools – where education is student-centered and innovative, and learners are inspired to become great!

Beliefs

In a safe and nurturing environment, students:
Learn at different rates and in different ways
Learn more effectively while actively engaged
Develop positive relationships with adults and peers

Guiding Principles

Individual Student Growth

Franklin Community Schools will provide learning experiences that maximize individual student potential.

Communication

Franklin Community Schools will share and receive information in a clear, concise, and timely manner.

Systemic Continuous Improvement

Franklin Community Schools will utilize a fluid process that engages stakeholders in defining, analyzing and evaluating possible solutions.

Leadership

Franklin Community Schools will identify the potential leaders of tomorrow and facilitate their growth and development.

Trust

Franklin Community Schools will build an atmosphere of confidence through an open and transparent environment.

Union Motto

**Be Safe
Be Kind
Be Your BEST**



Union Demographics

Union Elementary School 2020/21	
Number of Students Kindergarten– 4 th Grade	133
Special Education Percentage (K-4)	9%
English Language Learners Percentage (K-4)	0%
Free and Reduced Percentage (K-4)	21%

Data and Instruction/Intervention

Union Elementary uses benchmark assessments, classroom assessments and progress monitoring to determine instructional celebrations, needs and concerns. NWEA (Northwest Evaluation Association), DIBELS 8 (Dynamic Indicators of Basic Early Literacy Skills), TRC (Text Reading Comprehension), classroom unit assessments and pre/post specific skill assessments to determine and identify instructional as well as intervention needs grades K-4. The ISTEP and IREAD results are used to monitor curriculum mapping gaps. The data is also used when triangulating the data for intervention groups.

The benchmark assessments, IREAD and ILEARN allow us to drill into specific skills within population groups to determine instructional needs and/or concerns. This benchmark data is used to determine interventions and at-risk students. The special education teacher provides push-in and pull-out interventions. We triangulate the data (NWEA, DIBELS, TRC, Lexile Level). Interventions (including online fluency interventions) are monitored bi-weekly. The data is also used in the classroom to spiral in specific skills and to differentiate instruction. The administration provides weekly collaboration time for teachers to review data and monitoring tools.

Parental Participation at Union

Union Elementary School believes that parents significantly impact their child's success in school. Research shows that children whose parents are involved in their child's education are likely to be more successful. Parents and teachers at Union School communicate through phone calls, emails, newsletters, conferences and personal notes. The school uses social media and the school webpage as a tool to push out communication on upcoming events, assessments, and school updates. Our corporation uses a phone system called Blackboard Connect. This enables the school to contact parents for important events, emergency snow days, or the delay of school.

Parents are involved in the day to day routines with their children checking homework, reading newsletters, volunteering at school and communicating with teachers. The Parent Council meets a

few times a year to review data and discuss goals and plans within our school improvement plan. The Union Elementary has a supportive PTO organization, which helps sponsor a variety of events. The Union PTO is dedicated to promoting family participation and student learning.

Safe and Disciplined Learning Environment

Teachers and administrators will continue to increase student and parent awareness and understanding of behavior expectations for classroom and school procedures for the 2021/22 school year. We will utilize better communication tools for sharing behavior management issues. Teachers, administrators, and support staff will develop a plan to address behavior issues that interfere with learning. Behavior RTI will be implemented school-wide. We will use Johnson County Special Services (Earlywood) trained behavior coaches to help model and provide professional development for behavioral issues when needed. The school counselor will provide lessons to help support children with skills in the school and home setting. The school counselor can also make connections for struggling students and families to have Adult and Child support (school and/or home based).

Technology as a Learning Tool

Technology is embedded in our curriculum and daily practices. The district leaders have developed a technology curriculum to ensure that all students have appropriate skills and safety. Classrooms are equipped with projectors, document cameras, Chromebooks, and Google Classroom accounts. Classroom teachers and coaches use internet access to enrich the curriculum. This wide variety of internet based resources enhance learning.

Jennifer Small, our Facilitator of Instructional Technology, provides information and assistance to all classroom teachers at Union. She also provides professional development with Google in our classroom. Megan Greene is the district Technology Coach. Megan will provide support to teachers in the classroom to engage students with technology.

Current Computer Based Learning Tools for Union Students are Compass Learning, Newsela, Online, Reading Counts, Everyday Math, Wonders Home, Readworks, Prodigy, Math is Fun, Type to Learn, and Starfall.

Professional Development

We believe that professional development must be embedded in our culture. The professional development opportunities must be effective and sustainable to ensure increased student achievement. We have leaders within the school and school district that plan and provide ongoing professional development.

We delegate time each week for our PLC (Professional Learning Community) meetings. This time is used for collaboration and during this time the PLC's explore resources online and complete webinars. The time will focus on NWEA resources, Compass Learning resources, IDOE Literacy Liaison, Everyday Math Curriculum (K-4), Wonders Reading McGraw Hill (K-4). The PLC time will also be used to drill down to data points and specific instruction. The teams will develop a plan for all levels of instructional needs.

During the summer of 2020, teachers received professional development in Wonders, Orton-Gillenham, and 95% Group. The summer of 2021 provided opportunities for online Wonders PD and resources. In grades 3-4, 95% Group will be implemented within the ELA block along with

Wonders. Our instructional coach and kindergarten teacher were trained on Orton-Gillingham in June 2020. Our special education teacher and first grade teacher were trained in Orton-Gillingham in June 2021. Our trained teachers will provide instruction in the classroom (K and 1st) and intervention (2-4). Our special education teacher also had additional training on Wonderworks which is an intervention component of Wonders (adopted ELA resource) that will be used K-4 for at-risk learners.

We will continue to use our adopted reading and math online resources and professional development portal. Wonders and Everyday Math provides an online portal for teachers that includes webinars and resources. These items are reviewed and discussed in the grade level PLCs.

The writing committee will present on a bi-monthly basis to provide resources and examples of writing samples. The writing leaders will use Smekens and 6+1 Traits to ensure consistency. Online Smekens Professional Development will be used throughout the school year to provide support to all teachers. The team will also dive in and share Wonders writing opportunities in weekly lessons.

The technology leader will present on a bi-monthly basis to provide resources and examples of classroom technology resources for students and staff. The technology leader also provides instruction technology instruction before and after school and during lessons when needed.

All new teachers to Franklin Schools receive a three day introduction to our district. This professional development includes curriculum, technology as a tool, district initiatives and resources. The Franklin Schools new teacher group meets with the Curriculum Director throughout the school year. The new teachers in the building meet monthly with the principal and key leaders in the building to review curriculum, expectations, building culture and the evaluation process.

Union Elementary - FCS Priorities: Curriculum, Instruction, Literacy

After wrapping up the *Leading with Focus* book study, Union Elementary determined priorities and goals around curriculum, instruction, and literacy. We will review and monitor three goals. We will collect reflective data at the middle of the year and the end of the year. The principal will also review observation data for additional information. The Instructional Coach will provide professional development to help achieve our goals. After three years with high success of one of the original goals (Teachers will incorporate clear, measurable learning objectives throughout their lessons.), we will move forward with a new goal. This previous goal will still be monitored during observations.

Goal 1: Students will use the daily writing time to develop grade level appropriate writing products that demonstrate mastery of grade level writing essential learnings.

Rationale: Our students need to improve their writing skills. We have several initiatives but are lacking follow through.

Measure: In PLCs, we will create end of the year criteria based on FCS writing essential learnings for each grade level.
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Goal 2: Teachers will incorporate a weekly classroom meeting to facilitate intentional conversations about individual and community culture. "Living and Learning Together"

Rationale: Create a safe environment connecting with guiding principles of trust and individual student growth.

Measure: Students and staff will create an environment of acceptance for all.

Goal 3: Students will read independently each day to foster a love for reading and increase reading stamina. The length of independent reading for each grade level will be determined in PLC.

Rationale: We want to create a love for reading in ALL students and build reading stamina.

Measure: We will measure reading stamina (how long a student can focus on reading without interruptions). This will be measured at the beginning of the year, middle of the year, and end of the year.

Summary of Data

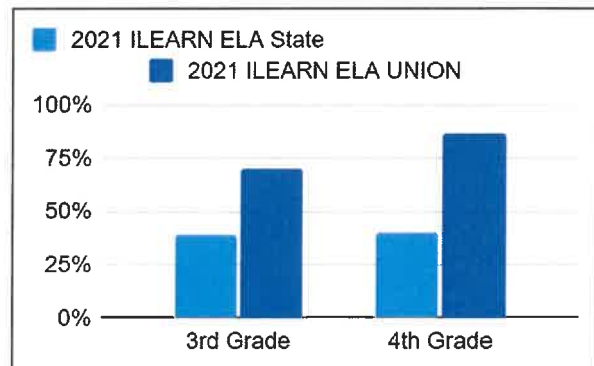
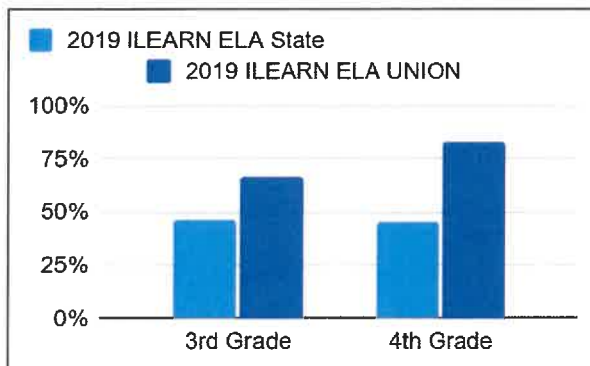
Union Attendance

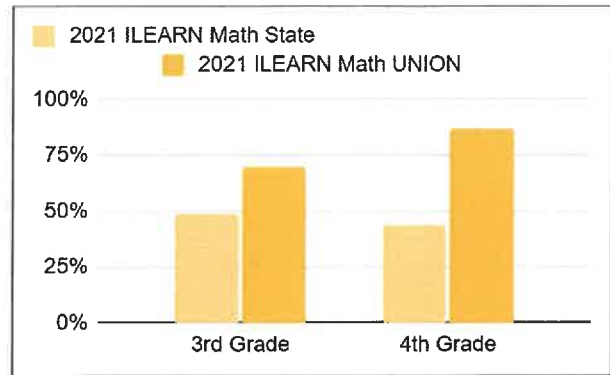
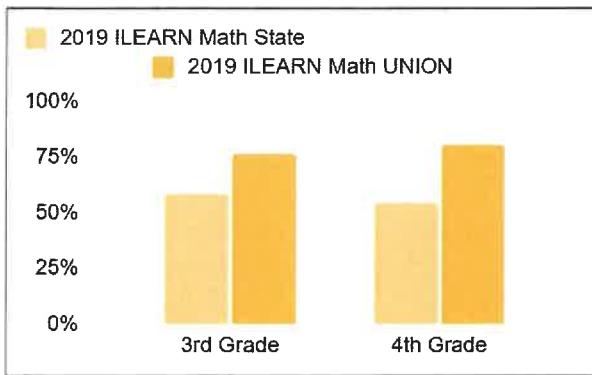
Attendance	2018/19	2019/20	2020/21	Projection 2021/22	Projection 2022/23	Projection 2023/24
K-4	97.3%	97%	97.9%	98%	99%	100%

Strategy/Conclusion: Attendance

We have discontinued attendance incentives for this school year due to COVID.

ISTEP/ILEARN Data	2016/17 ISTEP	2017/18 ISTEP	2018/19 ILEARN	2019/20 ILEARN	2020/21 ILEARN	Projection 2021/22 ILEARN	Projection 2022/23 ILEARN
ELA Passing %	83.9%	70%	69%	UNV	74%	80%	85%
Math Passing %	83.9%	80%	77%	UNV	77%	80%	85%
ELA/M Passing %	80.4%	62%	70%	UNV	68%	80%	85%





Conclusions: Student Achievement, Based on ISTEP/ILEARN Data

We have continued to perform above the state average over the last five years. We anticipate being above district and state average in ELA and Math for the 2021/22 school year. During PLC time, teachers will collaborate and dive into instructional gaps found in the data. The team will use the data to determine instructional needs in the ELA Block, Math Block and/or Focused Instruction Block. Teachers will continue to provide additional support and interventions in the areas of English/Language Arts and Mathematics in an attempt to increase individual student growth in all academic areas.

IREAD Data	2017/18	2018/19	2019/20	2020/21	Projection 2021/22	Projection 2022/23
% Pass	93%	96.8%	UNV	93%	95%	100%

Conclusions: Student Achievement, Based on IREAD Data

We have continued to perform above the state average and district average over the past four years. We will continue to provide a scientifically-based core reading program, grounded in the five components of reading in an uninterrupted 90+ ELA Block. Our online intervention and special education teacher will provide intervention support for our at-risk students identified through benchmark data.

Student Support/Interventions

We will continue to monitor data for instructional needs in the classroom. We will triangulate the data to determine response to instructional needs. Students needing additional support outside the tier 1 block will receive support by one of the research based interventions listed below. The intervention will depend on individual student needs. The response to instruction will be monitored by benchmark data, progress monitoring data and classroom performance.

Parents will receive an intervention letter if their child is removed from the classroom for intervention. The KIDS Team process will also review data and progress on all students in intervention groups. The goal is for each student to discontinue from intervention when the support is not needed to be successful in the classroom.

During the summer FCS provides remediation support through a district program along with special education services. The district provides in person summer learning along with online intervention support (Waterford). These programs are all determined by individual student needs.

Tier 1 - Wonders and Everyday Math

Kindergarten and 1st Grade provide an Orton-Gillenham lesson 30 minutes a day during the reading block. 3rd and 4th Grade offers 95% Group lessons 30 minutes a day during the reading block.

Tier 2 Support - Wonder Wonderworks K-4

Tier 1 and/or Tier 2 Support - Compass Learning (Online) Grades 1-4

*Individualized learning and differentiated instruction aligned with students NWEA reading and math benchmark data.

Tier 2 and/or Tier 3 Support - Orton-Gillenham, 95% Group, and/or Wonderworks

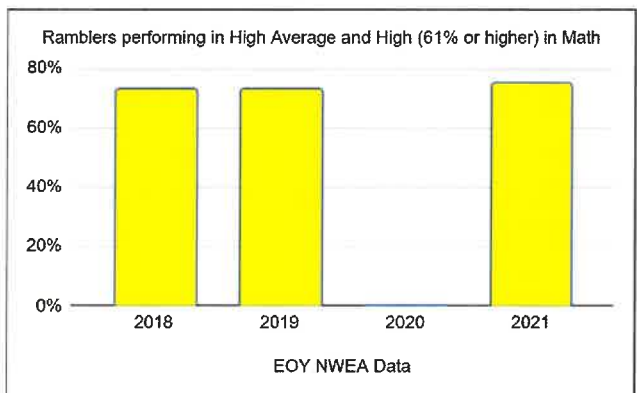
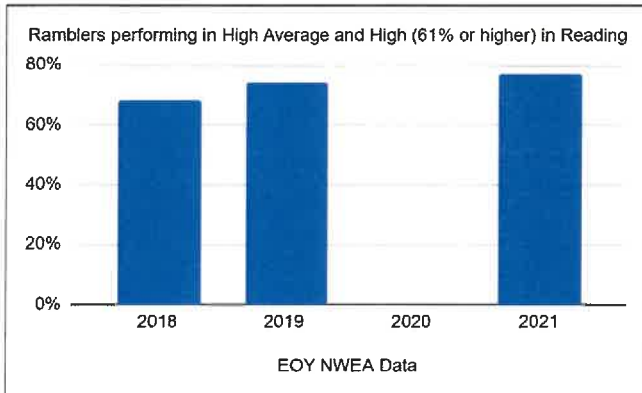
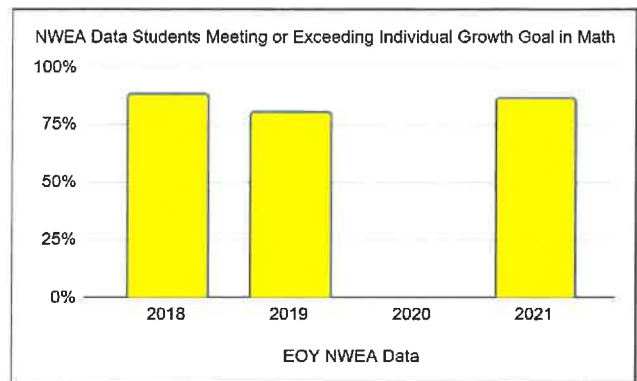
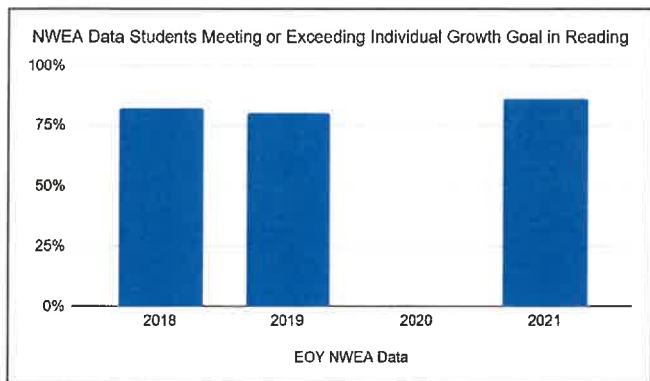
Tier 2 and/or Tier 3 Support - Read Naturally (Online Intervention) Grades 2-4

Tier 2 and/or Tier 3 Support - Waterford (Online Intervention) Grades K-2

School Improvement Data Chart 2021/2022

Building Goal*	Baseline Data Fall 2021	Benchmark 1 January 2022	Benchmark 2 May 2022
By May 2022, 82% of Union K-4 Students will meet or exceed fall to spring NWEA Reading Individual Growth Goal.	baseline		
By May 2022, 82% of Union K-4 Students will meet or exceed fall to spring NWEA Math Individual Growth Goal	baseline		
By May 2022, 72% of Union K-4 students will be 60% or higher in NWEA Reading. (NWEA Info 61-80% Hi Average , >80% Hi)	51%		
By May 2022, 72% of Union K-4 students will be 60% or higher in NWEA Math. (NWEA Info 61-80% Hi Average , >80% Hi)	52%		
By May 2022, 80% of the Union K-4 Students will meet or exceed DIBELS 8 EOY (end of year) benchmark in specific skill noted.	K-1 PSF 56% Proficient 20% Below Benchmark 24% Well Below 1-2 NWF 65% Proficient 23% Below Benchmark 11% Well Below		

NWEA Benchmark Data Individual Student Goals and Performance (2018 to Present)



Academic Honors Diploma and Core 40
Not Applicable

Cultural Competency

The faculty and staff at Union Elementary realize the lack of racial diversity in the current enrollment. However, some diversity of the student population can be found in the socioeconomic status. Our ethnicity includes less than 1% of Asian, Multi-racial, Hispanic, and Asian/White. Approximately, 21% of the students at Union Elementary qualify for free or reduced lunch programs. Additionally, 9% of the total population is eligible for Special Services. The faculty is becoming acutely aware of the unique characteristics the low socioeconomic, children with special needs, and the transient population possess. These characteristics are presenting new challenges when working with students and their families. New strategies are being sought out for getting parents involved, completing homework assignments, and increasing school attendance. Adult and Child and our School Counselor has helped in this process to ensure success for all children. Our district is also invested in the process of providing resources and professional development opportunities for cultural awareness and diversity.

Statutes and Rules to be Waived
Not Applicable

Three Year Timeline

The school improvement committee and the entire Union Elementary staff will continually gather and record data to be used throughout the school year. The entire team will reflect on all data points to determine instructional needs to increase student achievement. The plan will be formally revised and resubmitted to the Indiana Department of Education in September 2022.

It is our school goal to be named an IDOE 4 Star School again within the next three years. The entire school community and all stakeholders know the rigorous criteria. It will take all stakeholders (students, staff and parents) to achieve this goal. Go Ramblers!

Employability Standards (also noted under Curriculum above) Grades 3-5

Indiana’s Employability Skills Standards allow students to be prepared for the ever-changing needs of today’s workforce. These standards are to be implemented in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development’s Employability Skills Benchmarks, and the Governor’s Work Ethic Certificate. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

Mindsets (M) <i>The established set of attitudes impacting self-growth.</i>		FCS Implementation
1. Lifelong Learning Demonstrate willingness to work and learn, and continually apply new knowledge.	3-5.M.1 Begin to ask questions when receiving feedback.	<ul style="list-style-type: none"> - Data (NWEA & DIBELS) Goal Setting - Individualized Counseling - Project Lead the Way Curriculum and Instruction
	3-5.M.2 Begin to discuss with peers about feedback received.	<ul style="list-style-type: none"> - Data (NWEA & DIBELS) Goal Setting - Personal Goals
2. Self-Confidence Possess belief in own ability to succeed and assert self when necessary.	3-5.M.3 Apply and demonstrate self-confidence in a variety of settings.	<ul style="list-style-type: none"> - Data (NWEA & DIBELS) Goal Setting - Personal Goals - Data Binders - Guidance Lessons - Second Steps (Assertiveness)

Work Ethic (WE) <i>A set of values centered on the importance of doing work and reflected especially in a desire or determination to work hard.</i>		FCS Implementation
3. Self Discipline Demonstrate self-control and behave in accordance with rules with minimal direction.	3-5.WE.1 Apply understanding of positive self-motivated behaviors and understand necessary steps to avoid conflict.	<ul style="list-style-type: none"> - PBIS - Zones of Regulation Training (5) - Student Agendas - School Psychologist Training - Second Steps
	3-5.WE.2 Use constructive strategies to resolve conflict.	<ul style="list-style-type: none"> - Zones of Regulation Training (5) - Second Steps - Sensory Room
4. Independence Successfully carry out expectations with minimal supervision.	3-5.WE.3 Apply understanding of independence to complete tasks.	<ul style="list-style-type: none"> - Zones of Regulation Training (5) - Teacher Monitored - Second Steps
	3-5.WE.4 Complete tasks or activities with prompting and guidance from adult educators.	<ul style="list-style-type: none"> - Zones of Regulation Training (5) - Teacher Monitored
5. Perseverance Demonstrate endurance, and capacity to complete tasks.	3-5.WE.5 Demonstrate perseverance to complete tasks and activities.	<ul style="list-style-type: none"> - Zones of Regulation Training (5) - Teacher Monitored - Growth Mindset
6. Time Management / Organization Plan and organize long and short-term goals while understanding how to balance school, home, and community activities.	3-5.WE.6 Begin to take steps to organize and prioritize tasks.	<ul style="list-style-type: none"> - Daily Schedule - Student Agenda - Individual Student Meetings - Google Classrooms - Project Lead the Way Curriculum and Instruction

7. Adaptability Manage transitions and adjust to changing situations and responsibilities.	3-5.WE.7 Begin to understand coping strategies to deal with expected and unexpected change.	<ul style="list-style-type: none"> - Zones of Regulation Training (5) - Project Lead the Way Curriculum and Instruction - 5th Grade Tours - Monitoring Hallways - Second Steps (Calm Down)
8. Integrity Act in a trustworthy and honest manner.	3-5.WE.8 Consider consequences of actions on the well-being of self and others.	<ul style="list-style-type: none"> - School Guidelines and Expectations (Discipline Model) - Student Agendas - Morning Announcement Activities
9. Professionalism Demonstrate skills and behaviors appropriate for school and work environments.	3-5.WE.9 Display a variety of skills needed for school, personal, and professional situations.	<ul style="list-style-type: none"> - Staff Modeling - Attendance & Tardiness Awards - Career Day - College Go Week - Morning Announcement Activities - Project Lead the Way Curriculum and Instruction


Learning Strategies (LS) Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.		FCS Implementation
10. Effective Communication Apply skills to clearly, effectively, and convincingly express ideas and messages to others appropriate to the environment.	3-5.LS.1 Communicate using different types of writing.	<ul style="list-style-type: none"> - 6+1 Traits - Research-Based Guidance Lessons - PLC Meetings
	3-5.LS.2 Communicate with others by applying a variety of speaking skills.	<ul style="list-style-type: none"> - ELA Units (5) - Parent Meetings/Conferences - Second Steps (Empathy)
	3-5.LS.3 Communicate with others using a variety of technology.	<ul style="list-style-type: none"> - One-to-One - Google Classrooms (elearning) - Project Lead the Way Curriculum and Instruction
11. Aptitude Awareness Identify and communicate individual interests and skills that align related coursework and experiences to potential career paths and to in-demand occupations.	3-5.LS.4 Relate personal interests, abilities, and leisure time activities to possible occupational choices without stereotyping.	<ul style="list-style-type: none"> - Research-Based Career Projects - Career Interest Inventories - College Go Week
	3-5.LS.5 Develop an understanding that all work has dignity.	<ul style="list-style-type: none"> - Career Unit (5) - College Go Week
	3-5.LS.6 Identify various ways occupations can be classified and explain the difference between paid and unpaid.	<ul style="list-style-type: none"> - Career Unit (5) - Career Guidance Lessons
	3-5.LS.7 Describe non-traditional occupations.	<ul style="list-style-type: none"> - Career Unit (5) - Diploma Track
12. Decision-Making Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits and goals.	3-5.LS.8 Develop criteria for making decisions and predict results of choices to find the best solution.	<ul style="list-style-type: none"> - Goal Setting - Project Lead the Way Curriculum and Instruction - Dean's Approach to Proactive/Reactive Behaviors - Second Steps (STEP)
	3-5.LS.9 Understand how decision-making is related to career planning.	<ul style="list-style-type: none"> - Goal Setting - Project Lead the Way Curriculum and Instruction - Individual Counseling Sessions
	3-5.LS.10 Identify a short-term goal and develop a plan of action.	<ul style="list-style-type: none"> - Goal Setting - Project Lead the Way Curriculum and Instruction - Data Binders
13. Initiative Apply self-motivation and self-direction to work and learning.	3-5.LS.11 Complete assignments, projects, and activities with some redirection from teachers, mentors, or supervisors.	<ul style="list-style-type: none"> - Teacher Monitored - Project Lead the Way Curriculum and Instruction

14. Attention to Detail Achieve thoroughness and accuracy when accomplishing a task.	3-5.LS.12 Complete activities and assignments by following directions closely.	<ul style="list-style-type: none"> - Teacher Monitored - Second Steps (all) - Project Lead the Way Curriculum and Instruction
15. Problem Solving Apply critical and creative thinking skills to resolve problems.	3-5.LS.13 Utilize effective questioning and brainstorming techniques.	<ul style="list-style-type: none"> - Project Lead the Way Curriculum and Instruction - Second Steps (STEP & Skills for Understanding) - Teacher Monitored

Social and Emotional Skills (SE) <i>The process through which the knowledge, the attitudes, and the skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions is acquired.</i>		FCS Implementation
16. Regulation Recognize and manage one's emotions.	3-5.SE.1 Demonstrate an understanding of the impact of choices/actions.	<ul style="list-style-type: none"> - Zones of Regulation (5) - Individual Counseling Sessions - Second Steps (Empathy & Emotional Management)
17. Connection Demonstrate the ability to network with others through social awareness and cultural sensitivity.	3-5.SE.2 Continue to try to understand how the other students might think, feel, and/or respond.	<ul style="list-style-type: none"> - Culturally Responsive Classrooms - Second Steps (Empathy) - Project Lead the Way Curriculum and Instruction
18. Collaboration Work well with others in a team.	3-5.SE.3 Engage in cooperative game play.	<ul style="list-style-type: none"> - Teacher Monitored - Second Step Lessons - Group Counseling - Group Work - Project Lead the Way Curriculum and Instruction

Signature Page

I have read and approved the Union Elementary School Improvement Plan.



Dr. David Clendening, Superintendent

8/14/21
Date



Mrs. Katie Smith, Principal

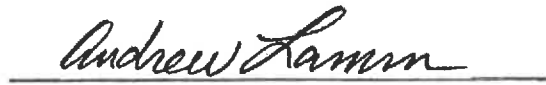
9/14/21
Date

I have read and approved the Union Elementary Professional Development Plan.



Mr. Anthony Harris, President
Franklin Community Teacher's Association

9/15/21
Date



Mr. Andy Lamm, President
Board of School Trustees

9-13-21
Date