



2023-2024

Webb Elementary

School Improvement Plan

1400 Webb Ct.

Franklin, IN 46131

(317) 738-5790

Webb Elementary School (3465)

Franklin Community Schools (4225)

Administrative Staff at Franklin Community School Corporation

Dr. David Clendening, Superintendent

Dr. Brooke Worland, Assistant Superintendent

Mrs. Tina Gross, Chief Financial Officer

Mr. Matt Sprout, Director of Technology

Mr. Benji Betts, Director of Operations

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Signature Page


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


Dr. David Clendening, Superintendent

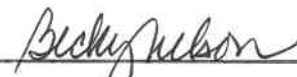
9-13-23
Date


Mrs. Carolyn Ray, Interim Principal

09/08/23
Date


Mr. Tony Harris, President
Franklin Community Teachers' Association

9/13/23
Date


Mrs. Becky Nelson, President
Board of School Trustees

9/11/23
Date

School Description

(Narrative of schools, community (link to common description of community), programs)

Webb Elementary School is an Indiana public school located at 1400 Webb Court in Franklin, Indiana. Webb is one of five elementary schools in the Franklin Community School Corporation. Webb, established in 1967, is a two-story carpeted building that houses preschool through fourth grade.

Webb is a school offering a well-rounded education, including the fine arts, STEM, and physical education. We are a Bucket-Filling school which encourages positive character development and good citizenship. At Webb, Kindergarten through fourth grade students have one-to-one technology utilizing chromebooks. Webb also provides a newly-renovated multi-media library. Our outdoor facilities include one playground, and a shared outdoor education center with neighboring Needham Elementary. This center includes a totem pole, butterfly garden, friendship bridge, community garden plots, and a restored one-room schoolhouse. We offer before and after-school childcare called Cub Care which operates every day that school is in session and during extended breaks. Webb hosts a weekly Study Connection program which pairs students with community volunteers for mentoring and skill development. In partnership with Grace United Methodist Church, Webb runs our own weekend food program for families in need. We also provide students with opportunities for growth through competition via athletic and academic teams. Our M.A.T.H. Bowl team placed first in the state competition in 2021, and our Science Bowl Team placed first in the state competition in 2023. Enrichment opportunities for students include the Spider Choir, Dance Club, Rotary Club partners, Girls on the Run, Drama Club, Study Connections, Building and Design Club, Fairy Tale STEM Club, Art Club and the Helping Hands service club. The Webb PTO hosts many family friendly events throughout the school year including after-school movies, Daddy/Daughter Dance, Mother/Son event, Chili and Chills Carnival, Movie Under the Stars and many others. Webb has a school-wide Title I program which features Tier II intervention in the areas of Reading and Math and a Literacy Coach who works with teachers to improve classroom instruction and differentiation.

Currently our school has 275 students enrolled and 21 certified faculty members. Webb also employs 21 staff members which include nine assistants (Title I, SPED, Media), a STEM teacher, two secretaries, one clinic assistant, one Behavior Interventionist, five cafeteria staff, and three custodial personnel. Part-time personnel include a speech pathologist, a school psychologist, teacher of EL, ISD support and Adult and Child Mental Health. Webb Elementary was recently chosen as part of the Marion University Literacy Cadre, which will help us to focus on being intentional in literacy growth through professional development, coaching, and resources provided through the Cadre. Webb is a School-Wide Title I program and all of our staff members are Highly Qualified. This is our fourth year to house Franklin Schools Cub Academy Preschool and daycare. We have three full day classes with three teachers and nine assistants. Sixty preschool students ages 3–5 are currently attending this optional paid program.

Webb has established great community partner relationships with The Franklin Rotary, Grace United Methodist Church,

Emmanuel Church, McDonald's, Johnson County Animal Shelter, Kic-it, Riley Hospital for Children, Franklin Education Connection, Franklin Police Department, Johnson County Public Library, Franklin Fire Department, Lowe's Home Improvement, Tri Kappa, Vaught Family Eye Care, Frechette Family Eye Center, JP Parker, Kroger, Lickety Slick Snowball Shop, and Sylvan Learning Center. All of these organizations help to meet the needs of our students.

Franklin is located in the heart of Johnson County and serves as the county seat. Franklin houses Franklin College, a small private institution that provides a partnership between Webb staff and Franklin College education students. This small college community is located twenty miles south of Indianapolis. Much of the population is directly influenced by its close proximity to Indianapolis. Franklin's current population is 25,313 as of 2020 census data.

Webb Elementary utilizes a variety of board-approved curriculum to support the learning of Indiana state standards for each grade level. Copies of curriculum utilized at each grade level are available for public inspection at both Webb Elementary's office and Franklin Community School's Central Office. All literacy resources are aligned with the Science of Reading.

School Name:	Webb Elementary	Corp. #:	4225
Address:		School #:	3465
1400 Webb Ct.			
City/State/Zip:		Grade Config.:	K-4
Franklin, IN			
46131			
Phone:		Enrollment:	275
(317) 738-5790			

School Improvement Planning Committee

Member	Position
Carolyn Ray	Interim Principal
Angela Clendening	School Counselor
Belinda Williams	Kindergarten Teacher
Jayme Abel	First Grade Teacher

Jody Bridges	Second Grade Teacher
Katelyn Owen	Fourth Grade Teacher
Emily Flack	Literacy Coach
Saundra Haslam	Special Education Teacher
Jonalyn Palmer	Parent

Webb Elementary Mission Statement:

Webb Elementary (in conjunction with Franklin Community School District) Together, we empower greatness in all learners through collaboration, dynamic partnerships and rich experiences that develop a world-class learning environment.

School Vision

Franklin Community Schools (Webb Elementary) – Dream, Connect, Adventure, and Achieve

School 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.**

School Motto

Be Awesome The Webb Way: Work Hard, Encourage Other, Be Safe, Be Positive

Summary of Data

3rd Grade Language Arts and Math

3RD GRADE	2013-14	2014-15*	2015-16*	2016-17*	2017-18*	2018-19**	2020-21	21-22	22-23	GOAL for 23-24
ELA	81.8%	79%	61%	63%	49.3%	35%	25%	44%	47%	55%
MATH	80.4%	74.2%	66%	63%	35.8%	53%	37%	60%	46%	65%

*New ISTEP+ test format **New ILEARN assessment

4th Grade Language Arts and Math

4th GRADE	2012-13	2013-14	2014-15*	2015-16*	2017-18*	2018-19**	2020-21	21-22	22-23	Goal for 22-23
ELA	77.8%	90.4%	73.1%	80%	62.3%	31%	33%	35%	54%	60%
MATH	77.8%	83.6%	67.3%	76%	49.2%	43%	56%	49%	57%	65%

*New ISTEP+ format **New ILEARN assessment

Attendance Data

YEAR	Chronic Absenteeism	Overall Attendance	Four-Star Goal
2019-2020	State=11.4% Webb=6.9%	95.3%	97%
2020-21	State=18.5% Webb=6.7%	96.2%	97%
2021-22	State= 21.1% Webb= 5.4%	96.59%	97%
2022-23	Not Released Yet	95 %	97%

Description and names of assessments in addition to ILEARN (DIBELS, NWEA, etc.)

Dibels 8, used K-4 to measure letter naming fluency, phonemic segmentation, nonsense word fluency, oral fluency, comprehension, word reading fluency & vocabulary. The Dibels platform is also used as the universal and Level 1 Dyslexia screener.

NWEA- research-based K-4 computerized assessments that accurately measures student growth and academic needs in reading and math.

Conclusions

[Based on above data]

- **Conclusions about student achievement, based on information from ILEARN.**

Based on three-year trend data, Webb's ELA performance has seen a steady incline while Math has been inconsistent, even dropping in grade three last year. Grade 3 and 4's ELA scores were above both the state and district averages last year. Last year in math, Grade 4 was above both the state and district average while Grade 3 Math was below the state and district average. This data has led us to be intentional with our assessment usage and differentiating our DOK levels within our curriculum and assessments. Previously the focus was on fidelity to curriculum and being more intentional with Focused Instruction Time (FIT). This data has really pushed us to revamp our intervention time during the day with a different approach and research based methods, building in interventions in both ELA and Math to better meet the needs of our students through Tier 1 interventions.

- **Information about how the school's curriculum supports the achievement of Indiana Academic Standards**

Webb Elementary School's curriculum is directly linked to the Indiana Academic Standards. The Indiana Standards and curriculum frameworks for the Franklin Community Schools are located on the corporation website on the curriculum page. All curriculum materials are located on a shared drive for all school personnel and are available upon request from the principal. Webb was represented on a district-wide project to identify priority standards and to use these to drive common curriculum maps to ensure all students are receiving the same content, in the same time frame, as others in our district. In addition, teachers participate in PLCs each Wednesday to go over common summative and formative assessment data to track student progress at achieving mastery of priority standards and to allow time to work to target skill areas that are lagging and need additional, tiered supports.

- **Information about how the school's instructional strategies support the achievement of Indiana Academic Standards**

Classroom teachers meet weekly for Professional Learning Communities. Teachers use that time to plan for Focused Intervention Time (FIT) and to address the four critical questions of Franklin Community Schools: 1. What is it that we want all students to learn? 2. How will we know they have learned it? 3. How will we respond when they don't know it? 4. How will we respond when they know it? Teachers also spend time reviewing data retrieved from Benchmark and Progress Monitoring from NWEA, classroom assessments, and DIBELS. Review of real-time data allows for an increased level of differentiated instruction within classrooms. This year, teachers will focus on Common Assessments that require rigor in the curriculum and assess different levels of DOK to ensure levels 3 and 4 are being introduced to students which will ensure individual student growth among all of our students. Kids' Team meets on a weekly basis to discuss students who are not progressing through the intervention process. RTI is assigned and students' progress is monitored to determine next steps.

- **Parental participation in the school**

Teachers and parents communicate through a new district-wide app called Parent Square, phone calls, emails, newsletters, and notes sent home. The corporation implemented a calling system that systematically calls parents in case of emergency or for any other reason deemed necessary by administration. Webb Elementary also has a Facebook page.

Parents are involved in their students' education by checking homework, reading newsletters, and volunteering at school. This year, we have implemented a parent volunteer training program, in which parents are required to attend before volunteering to chaperone field trips, school events, or work in the classrooms. This allows clear expectations and important protocols and safety information to be discussed with all adults volunteering time in our school. In addition, parents receive classroom newsletters and updates weekly, and a school newsletter from the principal bi-monthly. Updates are also posted to the school's website and Facebook page for parental convenience. Title I Parent nights are implemented throughout the school year and have continued to have a large family-based turn out.

Webb Elementary has a strong Parent-Teacher Organization (PTO). PTO plans and implements educational programs, after school student and family activities, school-wide fundraisers, and other events as voted on by the PTO Board. The PTO meets on the third Wednesday of each month in the Webb cafeteria. The Webb Elementary PTO has Instagram and Facebook pages, which has shown to increase parent involvement.

Goals

[Specific, measurable, attainable, realistic, time-bound]

School Improvement Plan						
2023-24 Goals						
School:	Webb Elementary					
Principal:	Mrs. Carolyn Ray					
Leadership Team:	Angie Clendening, Belinda Williams, Emily Flack, Saundra Haslam, Jody Bridges, Katelyn Owen, Jayme Abel, and Jonalyn Palmer					
Submission Date:	Septmber 2023					
Building Goal	Baseline Data Spring 2023	Basis for Evidence of Progress	Benchmark 1	Benchmark 2	End of Year Results	
Webb Elementary 3rd grade will perform at least 10% above state average in the area of English/Language Arts as measured by ILEARN.	English/Language Arts on the Spring 2023 ILEARN test.	NWEA BOY and MOY RIT score being at or above grade level norms.	BOY Testing 08/09-09/10 29 of 59 (48%) 3rd graders were at or above grade level norm	MOY Testing 11/22-12/17		

Webb Elementary Third grade passing rate will perform at least 10% above state average in Math as measured by ILEARN.	Math on the Spring 2023 ILEARN test.	NWEA BOY and MOY RIT score being at or above grade level norms.	BOY Testing 08/09-09/10 20 of 59 (34%) 3rd graders were at or above grade level norm	MOY Testing 11/22-12/17	
Webb Elementary Fourth grade will perform 10% at least above state average in ELA as measured by ILEARN.	English/Language Arts on the Spring 2023 ILEARN test.	NWEA BOY and MOY RIT score being at or above grade level norms.	BOY Testing 08/09-09/10 23 of 48 (48%) 4th graders were at or above grade level norm	MOY Testing 11/22-12/17	
Webb Elementary Fourth grade will perform at least 10% above state average in Math as measured by ILEARN.	Math on the Spring 2023 ILEARN test.	NWEA BOY and MOY RIT score being at or above grade level norms.	BOY Testing 08/09-09/10 13 of 48 (27%) were at or above grade level norm	MOY Testing 11/22-12/17	
Webb Elementary will improve the overall attendance rate from 95% to 97% .	97% Attendance 23-24	Monthly Attendance Checks	Semester 1 Aug- Sept- Oct- Nov- Dec-	Semester 2 Jan- Feb- Mar- Apr- May-	

Immediate Needs

Immediate Need	Solution
ILEARN pass rate in the area of Math and ELA	Ongoing professional development for effective teaching occurs each Wednesday through out the school year. There is an intentional focus on rigor and DOK levels in curriculum and assessment through utilization of formative assessment data. More intentional Focused Instructional Time (FIT) has been built into both reading and math blocks, where we can utilize our math and reading Tier 1 and Tier 2 interventions. The instructional coach and principal lead teacher teams in Data Days biannually to analyze data and improve tiered instruction.
Align Title I and Special Education Services	Use all data points for the planning and implementation of differentiated instruction within the PLC process to ensure the student receives appropriate Tier 2 and Tier 3 interventions.
Improvement in Timely Arrival of Students	Each week, classes will receive special recognition building wide for best classroom attendance in each grade level. Office staff will contact the home of any student who is absent and unaccounted for by 11:00am each day. In addition to this plan, we will implement a verbal parent contact after the 7 day letter has been sent. Students with chronic absences last year will also receive a letter from the principal in regards to the importance of being in school this year.

Professional Development

Current Professional Development

<u>Objective</u>	<u>Activity</u>
Professional Learning Communities (PLC):	The principal attended the PLC at Work Institute from Solution Tree over the summer, and many of our school PLCs leaders attended the prior year. Focus in our PLC groups will continue with an emphasis on professional development surrounding the Science of Reading and our work with the Marion University Literacy Cadre . As we improve our

	work and understanding we will stay focused on the State Standards (across our grade level as well as above and below our grade level) and especially focus on Literacy K–4. As we meet in PLC Teams the main focus will be the delivery of guaranteed, aligned instruction and identifying student learning gaps and developing Tier 1 intervention groups to meet individual student learning needs.
CHAMPS	Webb Elementary has a need to improve our building-wide behavior system and get everyone on the same page with a focus on positive behaviors. Webb teachers and staff engaged in a year-long book study on the CHAMPS positive behavior model in the 21-22 school year. We are currently implementing those strategies for common routines and structures. CHAMPS is a proactive, positive, and instructional approach to positive classroom management. We have followed our designed calendar that allows for consistency in implementation of the building-wide expectations.
Biannual Data Day Meetings	The instructional coach and principal will lead grade levels through a 3 hour data day meeting after BOY and MOY testing is completed. This 3 hour chunk of time allows teacher teams, Coach, and Principal to break down data together and set a plan of action moving forward for Tier 1 and Tier 2 interventions.
Teacher Observations	Teachers are always granted the opportunity to visit and observe other classrooms in our own building and throughout the district when needing further ideas to improve their instructional pedagogy.
Cultural Competency	We live in a world that is continuously changing and becoming more culturally diverse. The goal at Webb Elementary in regards to cultural competency is to educate our students about the importance of not only embracing and understanding their own culture, but also accepting and valuing the culture of others. We put an emphasis on character development and social emotional learning. Our counselor works with classrooms on developing positive character traits, we have new character traits each month that are discussed on announcements every day. In addition, our monthly Second Steps lessons touch on diversity and acceptance. We celebrate students each Tuesday with our

	Webb Way Winners, which identify students who were observed following one of our four school motto character traits. Our focus on cultural competency is to ensure that every child has a chance to be successful at Webb Elementary.
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Planned Professional Development

<u>Objective</u>	<u>Activity</u>
Instructional Coaching	Teachers can utilize the Instructional Coach to improve Tier 1 and Tier 2 strategies in the classroom. Our literacy coach will be working with teachers in grade K-3 in relation to literacy best practices and the Science of Reading. Through out the school year, our coach will continue to receive PD through the Marian University Literacy Cadre.
Aleks, RedBird and eSpark	The district will provide teachers with training on how to use these three new individualized diagnostic and prescriptive math online learning platforms.
Science of Reading	Webb is currently conducting thirty minutes of professional development each Wednesday in relation to the Science of Reading and Tier 1 literacy interventions.

Interventions

IXL/Aleks/Redbird/eSpark	<p>IXL provides the following to grade 3-4:</p> <ul style="list-style-type: none"> • Comprehensive K-12 curriculum • Indiana state standards aligned content • Wonders aligned skill practice • Provides real-time diagnostics, personalized guidance, and actionable analytics <p>Aleks is proven, online learning platform that helps educators and parents understand each student's knowledge and learning progress in depth, and provides the individual support required for every student to achieve mastery.</p> <p>Redbird is a personalized math learning platform developed by Stanford University and features the latest in adaptive instruction, gamification, and digital project-based learning designed to meet the requirements of national and state math standards.</p> <p>eSpark is a personalized standards-based game, video game, and vinteractive math and reading activities, each student works independently to succeed at their own level and pace.</p>
Wonders Interventions	<p>WonderWorks is the intervention piece offered through Wonders. WonderWorks is designed to drive student achievement by connecting focused strategies for intervention with the content of the Wonders core program. This program is designed to rapidly accelerate students back to grade-level standards and promote literacy by building foundational skills, fostering student ownership of learning, developing close reading skills, providing differentiated instruction with scaffolded support, and informing instruction through assessment. Our SPED program is utilizing this intervention on a daily basis.</p>
School-wide Title I (Tier 2-Tier 3)	<p>Assessment data from DIBELS and NWEA as well as data obtained from teacher-created formative and summative assessment data will determine the specific Tier 2 and Tier 3 intervention needs that address</p>

	<p>student deficiencies. Students are assessed formally and informally with standardized tests, running records of text reading, writing samples, anecdotal records, and checklists. Data is analyzed to observe changes over time in literacy development and the levels of proficiency the student exhibits in reading and writing competencies. Small group intervention lessons include meaningful and authentic literacy activities tied to the rigor of Indiana State Standards in order to develop the skill set necessary for meaningful text interaction.</p>
Headsprout	<p>Students identified as below grade level in reading may be enrolled in Headsprout at least 4 times per week. Students will complete an episode daily and their progress will be monitored on a weekly basis.</p>
Read Naturally	<p>Students identified as below level in reading, especially in the area of comprehension, may be enrolled in Read Naturally. This cloud-based intervention efficiently applies the research-based Read Naturally Strategy to accelerate reading achievement. Visual and auditory prompts guide students through the motivating steps to develop fluency and phonics skills, support comprehension, and improve vocabulary. Students' progress will be monitored on a weekly basis.</p>
Orton-Gillingham	<p>All our K-2 and Title I staff are trained in OG. K-2 teachers provide a 30 minute block of time to instruct students with the direct, explicit, multisensory, structured, sequential diagnostic, and prescriptive way to teach literacy. Our Title I staff works with students in a small group setting to provide students more time with the OG approach to help those students needing to build their basic foundational reading skills.</p>
UFLI Foundations	<p>UFLI Foundations is an explicit and systematic phonics program that introduces students to the foundational reading skills necessary for proficient reading. UFLI is a multisensory approach to reading instruction that is aligned with the Science of Reading. Our SPED staff utilizes this intervention on a daily basis.</p>

Waterford Reading Academy	<p>Students needing individualized foundational skill development in reading can be assigned to Waterford Reading Academy in the classroom setting for an extra intervention. Waterford offers foundational skill development at their independent or assigned reading level. The program engages students with activities, games, songs, videos and animated characters and keep students engaged with intrinsic motivation by providing new and interesting characters and settings. Students are forever empowered by deeper thinking and a personal discovery of knowledge.</p>
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Kindergarten – Grade Two Employability Skills Standards

Introduction to Indiana's Employability Skills Standards

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.	K-2.M.1 Begin to learn how to receive feedback from educators and use it for personal growth.	<ul style="list-style-type: none"> - Data (NWEA & DIBELS) Goal Setting - Personal Goals
	K-2.M.2 Understand mistakes as a normal part of the learning process.	<ul style="list-style-type: none"> - Data (NWEA & DIBELS) Goal Setting - Personal Goals - Project Lead the Way Curriculum and Instruction

	2. Self-Confidence Possess belief in own ability to succeed and assert self when necessary.	K-2.M.3 Recognize and demonstrate an understanding of self-confidence in attempting new skills.	<ul style="list-style-type: none"> - Data (NWEA & DIBELS) Goal Setting - Personal Goals - Project Lead the Way Curriculum and Instruction
		K-2.M.4 Develop confidence, with the support of adult educators, when participating in the learning environment.	<ul style="list-style-type: none"> - Data (NWEA & DIBELS) Goal Setting - Personal Goals

	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.	K-2.WE.1 Recognize and understand the components of self-discipline.	<ul style="list-style-type: none"> - PBIS - Second Steps (Skills for Learning Emotion Management) - Morning Announcement Activities

	4. Independence Successfully carry out expectations with minimal supervision.	K-2.WE.2 Understand what it means to have independence and take basic instruction.	<ul style="list-style-type: none"> - PBIS - Second Steps (Skills for Learning)
	5. Perseverance Demonstrate endurance, and capacity to complete tasks.	K-2.WE.3 Understand what it means to persevere.	<ul style="list-style-type: none"> - Growth Mindset (Teacher facilitated) - Morning Announcement Activities
	6. Time Management and Organization Plan and organize long and short-term goals while understanding how to balance school, home, and community activities.	K-2.WE.4 Begin to understand and develop a relationship with time and organization.	<ul style="list-style-type: none"> - Daily Schedule (as facilitated by teachers) - Student Folders
	7. Adaptability Manage transitions and adjust to changing situations and responsibilities.	K-2.WE.5 Begin to develop an understanding of what it means to be adaptable.	<ul style="list-style-type: none"> - Morning Announcement Activities - Daily Schedule (as facilitated by teachers)
	8. Integrity Act in a trustworthy and honest manner.	K-2.WE.6 Understand and begin to demonstrate the concept of integrity.	<ul style="list-style-type: none"> - Discipline Models - Morning Announcement Activities

	9. Professionalism Demonstrate skills and behaviors appropriate for school and work environments.	K-2.WE.7 Begin to develop an understanding of why attendance, dependability, and promptness are important at school.	<ul style="list-style-type: none"> - Staff Modeling - Attendance & Tardiness Awards - Morning Announcement Activities
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Learning Strategies (LS) <i>Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.</i>		FCS Implementation
10. Effective Communication Apply skills to clearly, effectively, and convincingly express ideas and messages to others appropriate to the environment.	K-2.LS.1 Share ideas in writing.	<ul style="list-style-type: none"> - 6+1 Traits - Daily Schedule (as facilitated by teachers)
	K-2.LS.2 Use speaking skills in different settings.	<ul style="list-style-type: none"> - Book Talks
	K-2.LS.3 Use technology to communicate with others.	<ul style="list-style-type: none"> - One-to-one - Google Classroom (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.	K-2.LS.4 Identify personal interests and preferences.	<ul style="list-style-type: none"> - Field Trips - Second Steps
	K-2.LS.5 Demonstrate an awareness of what it means to work.	<ul style="list-style-type: none"> - Field Trips - Second Steps
	K-2.LS.6 Explain the importance of personal characteristics (e.g., dependability, promptness, getting along with others) to getting and keeping jobs.	<ul style="list-style-type: none"> - Field Trips - Second Steps
	K-2.LS.7 Identify jobs present in the local community	<ul style="list-style-type: none"> - Field Trips - Second Steps - Careers on Wheels (second grade)
	K-2.LS.8 Describe the work of family members and school personnel.	<ul style="list-style-type: none"> - Field Trips - Second Steps

12. Decision-Making Utilize critical thinking skills and perspectives of others to make informed decisions based on options, rewards, risks, limits, and goals.	K-2.LS.9 Identify simple strategies used in making choices.	<ul style="list-style-type: none"> - Goal Setting - Project Lead the Way Curriculum and Instruction - Morning Announcement Activities
	K-2.LS.10 Demonstrate basic steps in making a decision.	<ul style="list-style-type: none"> - Goal Setting - Project Lead the Way Curriculum and Instruction - Morning Announcement Activities
	K-2.LS.11 Understand the concept of setting and achieving goals.	<ul style="list-style-type: none"> - Goal Setting - Project Lead the Way Curriculum and Instruction - Morning Announcement Activities
	K-2.LS.12 Consider advantages and disadvantages of each alternative when deciding.	<ul style="list-style-type: none"> - Goal Setting - Project Lead the Way Curriculum and

		Instruction
13. Initiative Apply self-motivation and self-direction to work and learning.	K-2.LS.13 Participate in class discussions and activities.	<ul style="list-style-type: none"> - Teacher Monitored - Morning Announcement Activities - Second Steps (Self-talk)
14. Attention to Detail Achieve thoroughness and accuracy when accomplishing a task.	K-2.LS.14 Listen to and follow classroom procedures.	<ul style="list-style-type: none"> - Teacher Monitored - Second Steps (Skills for Learning)
15. Problem Solving Apply critical and creative thinking skills to resolve problems.	K-2.LS.15 Utilize imagination and identify patterns.	<ul style="list-style-type: none"> - Project Lead the Way Curriculum and Instruction - Second Steps (STEP)

<p>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></p>	<p>FCS Implementation</p>
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16. Regulation Recognize and manage one's emotions.	K-2.SE.1 Begin to demonstrate understanding of classroom guidelines/rules, and the consequences when they are not followed.	<ul style="list-style-type: none"> - Second Steps (Skills for Learning) - Zones of Regulation
	K-2.SE.2 Begin to take responsibility for classroom roles and role as a learner.	<ul style="list-style-type: none"> - Second Steps (Skills for Learning)
17. Connection Demonstrate the ability to network with others through social awareness and cultural sensitivity.	K-2.SE.3 Become aware of socially acceptable behavior with the support of adult educators.	<ul style="list-style-type: none"> - Second Steps (Empathy)
	K-2.SE.4 Begin exploring both the similarities and differences between self and others.	<ul style="list-style-type: none"> - Second Steps (Empathy)
18. Collaboration Work well with others in a team.	K-2.SE.5 Respond appropriately to greetings and begin to learn how nonverbal communication expresses how others feel and what others might be thinking.	<ul style="list-style-type: none"> - Second Steps (Empathy and STEP)

Grade Three – Grade Five Employability Skills Standards

Introduction to Indiana's Employability Skills Standards

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

			<ul style="list-style-type: none"> - 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 - Student Folders - School Psychologist Training - Second Steps

		3-5.WE.2 Use constructive strategies to resolve conflict.	<ul style="list-style-type: none"> - 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"> - 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"> - 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"> - 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 Folders - Individual Student Meetings - Google Classrooms - Project Lead the Way Curriculum and Instruction

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

	<p>3-5.LS.10 Identify a short-term goal and develop a plan of action.</p>	<ul style="list-style-type: none"> - Goal Setting - Project Lead the Way Curriculum and Instruction - Data Binders
<p>13. Initiative</p> <p>Apply self-motivation and self-direction to work and learning.</p>	<p>3-5.LS.11 Complete assignments, projects, and activities with some redirection from teachers, mentors, or supervisors.</p>	<ul style="list-style-type: none"> - Teacher Monitored - Project Lead the Way Curriculum and Instruction
<p>14. Attention to Detail</p> <p>Achieve thoroughness and accuracy when accomplishing a task.</p>	<p>3-5.LS.12 Complete activities and assignments by following directions closely.</p>	<ul style="list-style-type: none"> - Teacher Monitored - Second Steps (all) - Project Lead the Way Curriculum and Instruction
<p>15. Problem Solving</p> <p>Apply critical and creative thinking skills to resolve problems.</p>	<p>3-5.LS.13 Utilize effective questioning and brainstorming techniques.</p>	<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

	<p>18. Collaboration</p> <p>Work well with others in a team.</p>	<p>3-5.SE.3 Engage in cooperative game play.</p>	<ul style="list-style-type: none"> - Teacher Monitored - Second Step Lessons - Group Counseling - Group Work - Project Lead the Way Curriculum and Instruction
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