

Fishers Elementary School School Improvement Plan 2025-2026

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About Fishers Elementary School

Mission:

Together, we are building high levels of learning for ALL!

Vision:

Fishers Elementary is an inclusive, project-based learning school that empowers students to ask questions, innovate, collaborate, and find solutions for our community and world.

Collective Commitments:

- We will provide all students with opportunities to contribute their voices and be valued in their ideas.
- We will provide students with opportunities to wonder about and discover real-world problems and solutions.
- We will provide pathways that allow students to create something new and/or better.
- We will provide opportunities for students to work together and learn from each other and the community.



Fishers Elementary School Demographic Data



Student Population: 394 Students

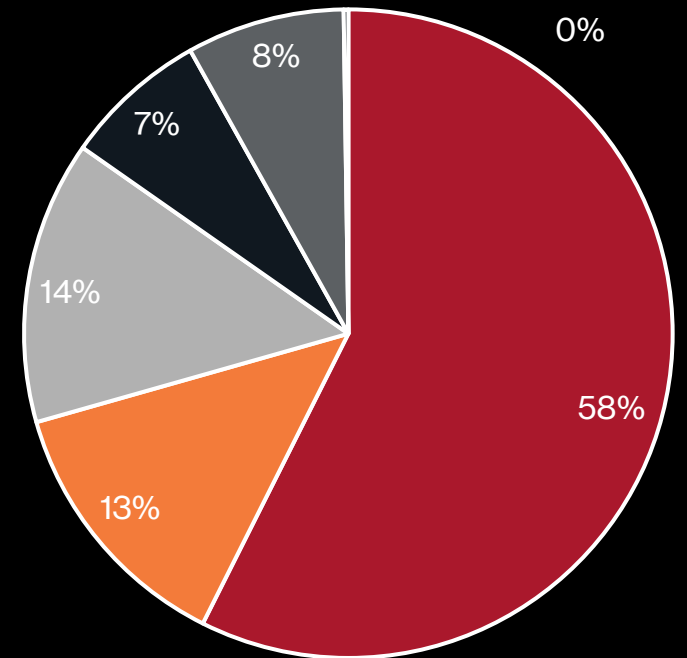
Exceptional Learners: 13.4% Student Languages: 17

Free/Reduced Lunch: 31.5% Home Languages: 25

High Ability: 23.8% ENL: 12.0%

Fishers Elementary School is a public school in the heart of Fishers, Indiana. Our role is to empower our students to be fully developed citizens of our community and world. Through this empowerment, our students will know that their voices matter, regardless of their life station. Fishers Elementary School is where students feel safe and cared for by the adults they interact with throughout the school day.

Student Race/Ethnicity



- White
- Black
- Hispanic
- Multiracial
- Asian
- Other Pac Isl

IREAD-3 Percent Pass						
2018	2019	2021	2022	2023	2024	2025
96.8%	97%	89%	84%	75% (89% w/ SS)	77% (92.7% w/ SS)	79% (92.3% w/ SS)

3rd Grade IREAD

	Subgroup	Overall			Nonfiction			Literature		
		3 rd Grade	3 rd Grade	Above	3 rd Grade	At/Near	Above	3 rd Grade	At/Near	Above
			Below	At/Near	Below	At/Near	Above	Below	At/Near	Above
2024	English Learner	37%(7)	32%(6)	68%(13)	26%(5)	37%(7)	37%(7)	16%(3)	68%(13)	16%(3)
2024	Exceptional Learner	20%(2)	60%(6)	40%(4)	30%(3)	50%(5)	20%(2)	40%(4)	50%(5)	10%(1)
2025	English Learner	46%(6)	53% (7)	30% (4)	7% (1)	70% (9)	23% (3)	46% (6)	46% (6)	7% (1)
2025	Exceptional Learner	33%(2)	33% (2)	67% (2)	33% (2)	50% (3)	17% (1)	50% (3)	50% (3)	0%

Fishers Elementary School IREAD Data

Year	Subgroup	Overall	Foundations			Nonfiction			Fiction 2024		
		2 nd Grade	2 nd Grade			2 nd Grade			2 nd Grade		
			Below	At/Near	Above	Below	At/Near	Above	Below	At/Near	Above
2024	English Learner	30%(3)	40%(4)	60%(6)	0%	NA	70%(7)	30%(3)	NA	70%(7)	30%(3)
2025	English Learner	40%(2)	20%(1)	80%(4)	0%	20%(1)	60%(3)	20%(1)	20%(1)	40%(2)	40%(2)
2024	Exceptional Learner	33%(2)	67%(4)	0%	33%(2)	NA	67%(4)	33%(2)	NA	83%(5)	17%(1)
2025	Exceptional Learner	46%(7)	27%(4)	47%(7)	27%(4)	27%(4)	40%(6)	33%(5)	20%(3)	33%(5)	47%(7)

Fishers Elementary School IREAD Data

ILEARN Writing Scores 3rd Grade

	Score	Spring 2022 3 rd Grade	Spring 2023 3 rd Grade	Spring 2024 3 rd Grade	Spring 2025 3 rd Grade
Overall Writing Score	Below	29% <u>(22)</u>	30% <u>(25)</u>	28% <u>(26)</u>	*
	At/Near	51% <u>(39)</u>	55% <u>(46)</u>	52% <u>(48)</u>	*
	Above	20% <u>(15)</u>	15% <u>(13)</u>	20% <u>(19)</u>	*
Informational Essay Evidence/Elaboration	1pt	72% <u>(23)</u>	43% <u>(15)</u>	42% <u>(15)</u>	41% <u>(11)</u>
	2pts	13% <u>(4)</u>	51% <u>(18)</u>	50% <u>(18)</u>	48% <u>(13)</u>
	3pts	9% <u>(3)</u>	6% <u>(2)</u>	6% <u>(2)</u>	11% <u>(3)</u>
	4pts	6% <u>(2)</u>	0% <u>(0)</u>	3% <u>(1)</u>	0% <u>(0)</u>
Narrative Essay Evidence/Elaboration	1pt	25% <u>(8)</u>	37% <u>(13)</u>	26% <u>(9)</u>	32% <u>(7)</u>
	2pts	38% <u>(12)</u>	49% <u>(17)</u>	46% <u>(16)</u>	55% <u>(12)</u>
	3pts	28% <u>(8)</u>	11% <u>(4)</u>	29% <u>(10)</u>	14% <u>(3)</u>
	4pts	9% <u>(3)</u>	3% <u>(1)</u>	0% <u>(0)</u>	0% <u>(0)</u>
Persuasive Essay Evidence/Elaboration	1pt	NA	NA	NA	31% <u>(9)</u>
	2pts	NA	NA	NA	59% <u>(17)</u>
	3pts	NA	NA	NA	10% <u>(3)</u>
	4pts	NA	NA	NA	0% <u>(0)</u>

Fishers Elementary School Summary of Data: ELA Writing

ILEARN Writing Scores 4th Grade

	Score	Spring 2022 4 th Grade	Spring 2023 4 th Grade	Spring 2024 4 th Grade	Spring 2025 4 th Grade
Overall Writing Score	Below	18%(16)	29%(24)	33%(28)	*
	At/Near	60%(55)	58%(48)	54%(45)	*
	Above	22%(20)	13%(11)	13%(11)	*
Informational Essay Evidence/ Elaboration	1pt	50%(14)	35%(8)	63%(17)	40%(12)
	2pts	39%(11)	61%(14)	15%(4)	50%(15)
	3pts	11%(3)	4%(1)	15%(4)	10%(3)
	4pts	0%(0)	0%(0)	7%(2)	0%(0)
Narrative Essay Evidence/ Elaboration	1pt	30%(8)	29%(8)	27%(9)	24%(8)
	2pts	41%(11)	64%(18)	45%(15)	48%(16)
	3pts	15%(4)	4%(1)	24%(8)	24%(8)
	4pts	15%(4)	4%(1)	3%(1)	3%(1)
Persuasive Essay Evidence/ Elaboration	1pt	40%(12)	50%(13)	27%(4)	41%(12)
	2pts	43%(13)	38%(10)	53%(8)	31%(9)
	3pts	13%(4)	12%(3)	20%(3)	24%(7)
	4pts	3%(1)	0%(0)	0%(0)	3%(1)

Fishers Elementary School Summary of Data: ELA Writing



Goal 1: Reading Proficiency Goal

- **Problem Statement:** The overall passing score in the IREAD-3 after summer assessments was 92.7%. However, in the testing window within the regular school year, our passing percentage in third grade was 84%, and in second grade, it was 75%. Only third grade falls below the district average.
- **Expected SMART Outcome:** Reading proficiency scores will increase to 95% over three years, as measured for all third-grade students using the 2027 IREAD-3 assessment.
 - Year 1 Expected Outcome: 84% Actual Outcome: 84%
 - Year 2 Expected Outcome: 90%
 - Year 3 Expected Outcome: 95%
- **Related Expected Outcome:** Second-grade reading proficiency scores will increase to 60% over three years as measured for all second-grade students using the 2027 IREAD-3 for second grade.
 - Year 1 Actual: 75% - Related Outcome met in year 1

Strategy	Indicator of Success for the 2025-26 School Year	Progress Monitoring	PD
Study assessment data including checkpoints to determine essential standards with low proficiency scores and work with Literacy Coach to determine the best way to support these identified standards moving forward.	<p>Baseline: Within cluster, teachers have developed success criteria for some essential standards.</p> <p>Target: Develop and utilize success criteria across grade levels for essential standards. Align FES curriculum to the developed success criteria.</p>	<ul style="list-style-type: none"> •Adjustments made to written, taught and assessed curriculum. •Targeted standards discussion/data in cluster. •Cluster bring backs help us progress monitor student growth on essential standards. 	<p>Professional learning time provided to study assessment data and create bring backs to track student growth during cluster learning cycles.</p> <p>Provide professional learning time to develop appropriate DOK level experiences based on the essential standard, learning targets, and success criteria.</p>
Learn how to apply the effective instruction principles based on the book <i>Explicit Instruction</i> by Anita Archer & Charles Hughes within the 90-minute reading block.	<p>Baseline: Cluster work on effective instruction principles based on <i>Explicit Instruction</i>.</p> <p>Target: Research based 90-minute literacy block utilizing effective instruction principles to meet the developmental needs of each grade level.</p>	<ul style="list-style-type: none"> •Classroom observations/post observation conference discussion focused on reflection of principles of effective instruction implementation. •Classroom walkthroughs to observe intentionally designed lessons following the principles of effective instruction. •Cluster work to understand the developmentally appropriate amount of time for components of the literacy block and understanding the intentionality of learning tasks in the classroom. 	<p>Provide cluster on the principles of effective instruction to meet the needs of all students.</p> <p>Provide time within professional development, cluster cycles, and coaching cycles to model and practice transfer of learning of the principles of effective instruction.</p> <p>Provide teachers with timely feedback based on classroom observations and walkthroughs.</p>
Utilizing the Literacy Coach to support essential standard learning around the Science of Reading.	<p>Baseline: During the 2024-2025 school year teachers participated in a building level science of reading professional development session led by the Indiana Literacy Cadre Literacy Coach.</p> <p>Target: All classroom teachers will use Science of Reading knowledge to implement learning tasks aligned to essential standards.</p>	<ul style="list-style-type: none"> •Cluster work around targeted essential standards. •Use DIBELS, UFLI Assessments and ILEARN Checkpoints to track student growth. •Every two weeks, teachers will hear every student do a one-minute fluency check and provide the student feedback. 	<p>Provide professional development on essential standards embedding science of reading knowledge and side by side coaching with Literacy Coach.</p>
Teachers and students will ask and answer questions about a text, refer to details and examples in a text, and explain what a text says.	<p>Baseline: In cluster last year, all teachers participated in learning around essential standard RC.1. Success criteria was created by all grade levels around this standard.</p> <p>Target: All teachers will utilize and refine the success criteria that was created last year and grow in their execution of strategies around reading comprehension.</p>	<ul style="list-style-type: none"> •Classroom walkthroughs and observations to monitor execution of reading comprehension strategies. •ILEARN Checkpoints and monthly common formative assessments designed during cluster with success criteria to track student growth throughout the year. 	<ul style="list-style-type: none"> •Cluster time to develop common formative assessment of reading comprehension. •Cluster time to refine strategies for the teaching of reading comprehension. •Utilize LETRS as one of our research-based resources for the teaching of comprehension strategies.

Reading Proficiency Goal Strategies



Key Performance Indicators (KPIs) for Indiana's Priorities for Early Literacy (2024-2025)

The Indiana Literacy Cadre exists to help ensure students receive the foundational literacy skills they need for lifelong success.



The Indiana Literacy Cadre works to support schools in achieving Indiana's goal of having 95% of all Indiana students pass IREAD-3 by 2027.

In order to see this goal realized, statewide progress on the following goals include:

2025 GOALS

At least

91%



of Indiana's students

69.9%



of English Learners

61.2%



of Indiana's students receiving special education services

will demonstrate foundational literacy skills by passing IREAD-3 by July 2025 following the summer administration.

Indiana Literacy Cadre Goals

MONTHLY GOAL

Literacy Training Support Specialists (TSS) and instructional coaches will actively participate in and meet all expectations related to Collaboration Network events.

WEEKLY GOAL

65

TSS and IC meetings will occur each week for CELL's Cohort

4

TSS and IC meetings will occur each week for Marian's Cohort



INDIANA DEPARTMENT of EDUCATION

INDIANA Literacy Cadre



Goal 2: Writing Goal

- **Problem Statement:** On the 2024 ILEARN, only 38% of our students received 3 or 4 points on evidence and elaboration in writing.
- **Expected SMART Outcome:** Evidence and elaboration scores will increase to at least 60% of our third- and fourth-grade students scoring a 3 or 4 on the ILEARN assessment in the spring of 2027.
- Year 1 Expected Outcome: 50% Actual Outcome: 15%
- Year 2 Expected Outcome: 55%
- Year 3 Expected Outcome: 60%

Strategy	Indicator of Success for the 2025-26 School Year	Progress Monitoring	PD
Study assessment data to determine essential standards with low proficiency scores and work with Literacy Coach to determine the best way to support these identified standards moving forward.	<p>Baseline: Review of item types and ways to integrate various item types into instruction.</p> <p>Target: Review of essential grade level standards ILEARN report to identify areas of need in FES' written, taught, and assessed curriculum and make needed adjustments.</p>	<ul style="list-style-type: none"> Adjustments made to written, taught and assessed curriculum. Targeted standards discussion/data in PLC notes. Common formative assessments are being used during PLC cycles. 	<p>Professional learning time provided to study assessment data and create common formative assessments to track student growth during PLC learning cycles.</p> <p>Provide professional learning time to develop appropriate DOK level experiences based on the essential standard and learning targets.</p>
Study standards which consistently receive low proficiency scores on assessments and vertically articulate K-4.	<p>Baseline: Through review of data, we've noted essential standards that need additional focus and mapping.</p> <p>Target: Vertical articulation, K-4 of standards that consistently receive low scores and identification of any gaps they may exist. This year's focus is on moving beyond teaching the standards to ensuring learning of those standards.</p>	<ul style="list-style-type: none"> Vertical articulation document targeting the standard strands where students are not proficient across the grade levels. Observe developed spiral review experiences being used within classrooms and within PLC notes. 	<p>Provide professional learning time to gain understanding of Indiana Department of Education Vertical Articulation Guides.</p>
Teachers will build writing volume and structure by defining success criteria for each grade level to set expectations for grade level goals.	<p>Baseline: All classrooms utilize writing time within their literacy block to support student writing volume and structure.</p> <p>Target: In addition to providing time for students to engage in writing, teachers will utilize graphic organizers and develop exemplars to represent students' success criteria.</p>	<ul style="list-style-type: none"> Utilize exit tickets to track student learning around sentence and paragraph structure in writing. Use walkthroughs by admin/coach to look for intentional use of graphic organizers to support structure and volume of writing. Use walkthroughs by admin/coach to look for use of planning pages that encourage use of key details in writing. 	<p>During NIET Clusters, set success criteria through the development of writing rubrics.</p> <p>Provide professional development to support implementation of meaningful graphic organizers to support structure.</p> <p>Provide professional development through NIET Clusters to support sentence structure by including more details within a sentence.</p>
Teachers will use the NIET 5 Steps for Effective Learning Protocol model to monitor student mastery of content.	<p>Baseline: Consistent use of the 4 guiding PLC questions to inform instruction.</p> <p>Target: 100% of teachers use new learning from cluster to bring back data from common formative assessments to ensure student mastery of content.</p>	<ul style="list-style-type: none"> Notes identifying student groups that are successful and groups that may need additional support. Documentation of shifts made to instruction Shifts in documentation notes focusing on student work/data brought to PLC. 	<p>Provide professional learning time to study student data focused on the 4 guiding PLC questions and the 5 Steps for Effective Learning Protocol.</p>
Learn how to incorporate the six principles of effective instruction based on the book <i>Explicit Instruction</i> by Anita Archer & Charles Hughes.	<p>Baseline: Inconsistent expectations regarding the use of the principles of effective instruction.</p> <p>Target: 100% of teachers are using elements of explicit instruction to optimize engaged time and time on task and promote high levels of success.</p>	<ul style="list-style-type: none"> Through our NIET and PLC work closely track our common formative assessments to ensure students are engaged and mastering content standards. Classroom observations/post observation conference discussion focused on reflection of principles of effective instruction implementation. Classroom walkthroughs to observe intentionally designed lessons following the principles of effective instruction. 	<p>Provide professional development on the first two principles of effective instruction (Optimize engaged time/time on task, Promote high levels of success) to meet the needs of all students.</p> <p>Provide time within professional development, Cluster/PLC cycles, and coaching cycles to model and practice transfer of learning of these two principles of effective instruction.</p> <p>Use field work strategies to test methods of implementing these two principles of effective instruction with intentionality.</p>

Writing Goal Strategies

Summary of Fishers Elementary School Professional Learning and Development Plan

Professional Learning/Development	Timeline
Cluster	Weekly (2:25-3:25)
Professional Learning/Development on components of Goal 1 and 2: <ul style="list-style-type: none"> • Cluster cycles • Science of Reading • Designing intentional reading practices with Into Reading resources • Creating/editing common formative assessments in unit planning • Building writing structure and volume through the implementation of effective writing instructional strategies • Principles of Effective Instruction (Optimize engaged time/time on task, Promote high levels of success) 	Monthly (2:35 – 3:20)
PD responsive to data/teacher needs: <ul style="list-style-type: none"> • MTSS • Assessment Data Review • Short and long term cluster plans • More topics TBD as needed 	Quarterly
Instructional Support with Literacy Coach	Ongoing

Appendix: School Improvement Plan Components

The Indiana Department of Education requires that each school improvement plan contain the following components. This document addresses each of the plan requirements.

- Objectives for continuous improvement in, at minimum, the areas of attendance rate, ILEARN proficiency rates, and graduation rates (secondary schools only) for the school to achieve over a three-year period and how the school expects to meet these objectives
- Specific areas identified by the school where improvement is needed immediately, and how the school will address these areas.
- A list of the statutes and rules the school wishes to have suspended from operation for the school (if any).
 - + Fishers Elementary School does not wish to have any statutes or rules suspended.
- Description of the curriculum and the location where the curriculum is available for public inspection.

The curriculum used in HSE Schools is determined based on the Indiana Academic Standards. HSE strives to use a curriculum that provides students with the needed lessons and rigor to prepare them not only for upcoming grades and courses but also equip them for the path they choose following graduation.

Information about the curriculum can be found at hseschools.org.
- Description and name of the assessments that will be used by the school in addition to ILEARN.
 - + NWEA
 - + IREAD 3
 - + ISPROUT
 - + IAM
 - + WIDA
 - + DIBELS
 - + LETRS Spelling Screener
 - + CORE Phonics Survey

Appendix: School Improvement Plan Components

- Provision outlining how the school will address the learning needs of all students, including exceptional learners.

HSE uses a tiered approach to academics called Multi-Tiered System of Supports to ensure all students achieve their highest potential. This structure provides the necessary instruction and support for all students to achieve their academic goals. HSE Schools staff utilizes a variety of data to identify and assist students needing additional instruction and/or supports. This data includes but is not limited to, course grades, DIBELS, NWEA assessments, attendance, and standardized scores such as IREAD-3 and ILEARN checkpoints and summative assessments.

If a student is having academic difficulties, school personnel work to assist the student with skills that will help them improve. As supplemental supports become more intense, results are used to make decisions about the need for further evidenced-based instruction and possible educational evaluation for special education services. HSE places an emphasis on early identification through universal screenings, supplemental supports and self-advocacy supports for student learning.

If a student is determined to be eligible for special education services, an individual education plan is developed to support their unique needs considering their disability.

English as a New Language collaborative teachers and instructional assistants work with language learners that qualify for the ENL program and receive an Individualized Learning Plan (ILP). The ILP is based on the language level of the student and indicates the accommodations necessary.

- Provision to maximize parental participation in the school.
 - + Fishers Elementary School encourages, supports, and promotes parental involvement through formal and informal opportunities. FES has an established Parent Teacher Organization (PTO) that engages interested parents in intentional opportunities to assist the school. Additionally, each school staff provides opportunities for parents or guardians to support the school.
- Provision to maintain a safe and disciplined learning environment for all students and teachers.
 - Hamilton Southeastern Schools provides a safe and disciplined learning environment for all students and teachers. Each school's handbook is provided annually to parents, available on the district's website, and clearly defines the guidelines and expectations for students and families. HSE Schools uses positive behavior supports, and an accountability support based community to promote and maintain a safe and positive learning environment. Schools regularly collect and analyze students' behavior and attendance data as well as surveys regarding the school environment. School safety training is provided at a district level for all staff including School Resource Officers. Students are encouraged to report any school safety or mental health concern through the anonymous reporting system "HSE Report It." School Safety is a mindset that we build into the school climate emphasizing the "See Something, Say Something, Do Something" mindset.
 - We are committed to providing a secure and nurturing environment for all students, staff, and visitors through the following safety measures: Physical Security, Emergency Response, Staff Training, Safety Communication, Mental Health Support, Collaboration with Authorities, Infrastructure Review, and Technology Implementation.
 - We believe that by implementing these measures and continuously evaluating our safety protocols, we can create a secure environment that fosters learning and growth for everyone at Hamilton Southeastern Schools.

Appendix: School Improvement Plan Components

- Methods to improve cultural competency of teachers, administrators, staff, parents and students, including the identification of all racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups represented in the school's student population; culturally appropriate strategies for increasing educational opportunities and educational performance for represented groups that are incorporated in the school's plan; and areas identified as requiring additional professional development to increase cultural competency in the school.

Fishers Elementary School will continue to build sustainable systems and practices to improve the cultural competencies of our stakeholders. While there are complex and varied interpretations of cultural competency, we define it as "*the ability of individuals and systems to work or respond effectively across cultures in a way that acknowledges and respects the culture of the person or organization being served*" (Williams, 2001) for the purpose of enhancing the learning process and academic achievement for all students. HSE is committed to understanding the unique experiences and perspectives of students and how those experiences shape instruction and students' ability to learn and grow.

Fishers Elementary School's tailored and personalized approach to teaching and learning will directly impact academic growth and achievement in each of our main demographic groups. These demographic groups include Exceptional Learners, Race/Ethnicity, Socio-Economic Groups, and English Language Learners.

Appendix: School Improvement Plan Components

- A professional development program that includes: a narrative of student learning data; strategies, programs and services to address student learning needs; activities to implement such strategies; and an evaluation of the impact of such strategies.
 - + The goals for each school include data that outlines the need for the stated goal. Each goal includes desired outcomes and interventions to achieve those outcomes which include professional development.
- Assurance that the professional development program complies with the local school board's core principles for professional development.
 - + Each building will use dedicated time for professional development which supports the goals of the school district and serves to provide the knowledge and skills necessary for staff to perform their instructional or assigned duties. The professional development plan included in the School Improvement Plan will be supported by the Superintendent and by the district association representation.

Appendix: School Improvement Plan Components

- Provision for the coordination of technology initiatives.
 - + The Director of Educational Technologies works closely with the Teaching and Learning team to vet any proposals for new technology initiatives. During such time, proposals will be examined to determine if there is something already purchased in the district that provides similar outcomes. If no current technology exists, a decision will need to be made as to whether any initiative will be funded into perpetuity and is compatible with our systems.
- Provision for implementing career awareness and career development education curriculum.
 - HSE Schools is committed to ensuring students develop the knowledge, skills, and attributes our community has deemed essential for life-long learning and success in our **Journey of a Student** (Portrait of a Graduate). Throughout their PK-12 learning, students will be taught and assessed the following:

Knowledge	Skills	Attributes
Self-Aware	Collaborative	Resilient
Engaged	Responsible	Creative
Academically Prepared	Effective Communicator	Empathetic
Globally Conscious	Analytical	Honorable

- Student survey data and evidence will show student growth and attainment of these elements. Each school will use this data to inform instruction of the Journey of a Student.
- To provide students with opportunities to learn and show growth in the Journey of a Student elements above, HSE Schools is committed to providing guaranteed work-based learning and career exploration experiences across grades PK-12. Every single HSE student will have guaranteed, meaningful career coursework and experiences that lead to **employment, enrollment, and enlistment** after graduation. This work has evolved to be included in a 3-year district action plan known as Innovate 2028.

Appendix: School Improvement Plan Components

Implementation Plan

- The work of a staff committee comprised of teachers, counselors, and administrators in the 2024-2025 school year established the following guaranteed career exploration experiences by grade level, each aligned with the IDOE Career Coaching Framework. This work was supported by the IDOE Career Coaching Grant. The staff committee will work throughout the 2025-2026 school year to design these experiences with lesson plans and support resources to ensure they are implemented with fidelity throughout the district.

Adapted from Indiana Department of Education Career Coaching Framework:

https://www.in.gov/che/files/Career-Coaching-Framework-Grantee-Activities_20240922_Final.pdf

BOLD indicates task is required per Career Coaching Grant

Grades 2-4

First Semester Tasks	Second Semester Tasks
<ul style="list-style-type: none"> •World of Work Lesson -(Grades 2 & 3)- Connected to Community Based Learning Experiences below 	<ul style="list-style-type: none"> •Financial Literacy Activity- (Grade 4)- January
Ongoing <ul style="list-style-type: none"> •Career Simulation Games/ Experiences (All Grades) Community Based Learning Experiences •Farm to Table (2nd) •The City Experience (3rd) •Conner Prairie (4th) 	

Grades K-1

First Semester Tasks	Second Semester Tasks
<ul style="list-style-type: none"> •Create a “Good Habits” Chart using JOS- (Grade 1)- August •Self- Portrait of Interests Activity- (Kindergarten)- September 	<ul style="list-style-type: none"> •“What is a Career?” Activity- (Kindergarten)- January
Ongoing <ul style="list-style-type: none"> Community Based Learning Experiences •Nature First (1st Grade) •Kindergarten Community Based Learning Experience in Development 	