

Pittsboro Primary School

School Improvement Plan

2018-2021

**Updated 9/11/2020

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Pittsboro Primary School Vision

As you enter Pittsboro Primary School, the level of pride and accomplishment is evident. Students find it to be a safe, structured and nurturing environment, a place where they have numerous opportunities to learn, develop and grow as individuals. The learning atmosphere at Pittsboro Primary School is exciting, stimulating, and success-oriented; celebrating the achievements of students and staff.

Students at Pittsboro Primary School are engaged intellectually, socially, physically, and artistically in a number of proven, research-based activities designed to meet the individual needs of all learners. Students meet the expectations created by our caring, committed, and highly trained administrator, teachers, and support staff. Students possess a high sense of responsibility grounded in the tradition of the school. Through their sense of good values and positive behavior, they hold themselves accountable for their actions.

The community embraces involvement in the educational development of all students. The parents and other members of the community demonstrate respect for education through their availability to and support for all members of the school population. Parents take an active role in their child's education by teaching values and good work ethics at home, thus preparing students to succeed at school. Mutually respectful and cooperative in school and community, parents and staff work together with the vision of helping students become productive members of Pittsboro Primary and society.

NWHSC Vision Statement

With an emphasis on personal relationships and individualized learning, our PreK-12 learners will develop into the most sought after candidates for colleges/universities, the workforce, the military, or apprenticeships.

Belief Statements

The Pittsboro Primary staff believes:

- Students' learning styles will be addressed through differentiated instructional strategies.
- Student learning is enhanced through active, research-based instruction.
- Students learn best in a safe, structured, and nurturing environment.
- Students will meet high expectations when given many opportunities for success.
- Students will have the best educational opportunities when parents, school, and the community work together.
- Students will be engaged intellectually, socially, physically, and artistically

The North West Hendricks School Corporation

All North West Hendricks School Corporation schools are currently accredited by the State of Indiana through Public Law 221. The North West Hendricks School Corporation, which serves approximately 1,800 students, is comprised of:

Elementary Level (Grades Community & Developmental Preschool-5th Grade)

- Pittsboro Primary School (Community Preschool, Developmental Preschool, Kindergarten - 2nd Grade)
- Pittsboro Elementary (3-5)
- North Salem Elementary (K-5)

Middle School Level (Grades 6-8)

- Tri-West Middle School

High School Level (Grades 9-12)

- Tri-West High School

The North West Hendricks School Corporation is governed by a five member elected Board of School Trustees. The corporation employs a superintendent, an assistant superintendent, a curriculum director, and two Five Star technicians. Each school utilizes technology leaders to assist teachers and staff.

The North West Hendricks School Corporation is a member of the Boone-Clinton-NWH Special Education Cooperative. This cooperative equips Pittsboro Primary with a consultant, a psychologist, and therapists. In addition, special education in-services are provided. North West Hendricks schools enjoy the support of strong, active parent-teacher groups. These groups coordinate reward store for students, back to school socials, nature centers, and fundraisers to support teacher grants, to name a few. Many parents volunteer within the schools daily.

The school year of 180 student days consists of four nine-week grading periods for students in grades kindergarten through twelve. Students in all grades receive mid-term progress reports and report cards every nine weeks. Grades are also accessible online for parents. Parent-Teacher conferences are scheduled each fall for all grades. Parental involvement is valued, and parents are encouraged to visit the schools throughout the year.

District Improvement

Staff members attended many curriculum specific conferences, as well as national school improvement conferences. During these conferences, NWHSC staff members are exposed to a variety of methods used by other successful, quality schools. NWHSC has a district improvement team comprised of the superintendent, assistant superintendent, all administrators, and teachers of different grade levels and subjects.

The District Improvement Team worked to create district core values that will be embedded throughout the corporation. The team also created a plan on a page to demonstrate to all parents and staff where we are now and where we are going. The team has also created a corporation dashboard to ensure each school has a plan to measure key performance indicators. These indicators are chosen to be aligned with the Indiana State Academic Standards.

North West Hendricks Schools Plan on a Page

Vision

With an emphasis on personal relationships and individualized learning, our PreK-12 learners will develop into the most sought after candidates for colleges/universities, the workforce, the military, or apprenticeships.

Shared Commitments:

As we develop tomorrow's leaders, we are committed to classrooms that are Curious, Collaborative, and Creative.

Core Values

Valuing Employees and Partners

North West Hendricks School Corporation believes that all stakeholders should be valued and recognized for their achievements. We value the collaborative efforts of the school community, which leads this corporation to a standard of high achievement and expectations.

- Recognize and celebrate student and staff achievements
- Community and school projects
- School Board Awards

Data Driven Teaching and Learning

Both students and teachers of the North West Hendricks School Corporation will be responsible for recording and monitoring data. The compiled information will be used to ensure the best instructional practices are utilized. Goals will be set by both students and teachers.

- Students – By recording and monitoring their individual data, the students will take ownership of their education and set their own goals for improvement.
- Teachers – By utilizing data driven curriculum and instruction, the teachers will give students feedback and will set improvement goals for instruction.

Continuous Improvement

All members of the North West Hendricks School Corporation will recognize that continuous improvement is necessary to raise student achievement.

- The staff will continue to use professional development as a means for improvement.
- Data will continuously be reviewed to improve student achievement.
- Goals and objectives will be changed as needed to improve student achievement.
- School personnel will continually seek better ways to improve communication with parents, students, and community members.
- The district believes it must upgrade technology in all schools to keep up with the times and give our students the best opportunity to learn and achieve.

Accountability

North West Hendricks School Corporation holds all stakeholders accountable for the general welfare and academic achievement of all students. Stakeholders include board members, administration, teachers, support staff, parents, community members, and students. North West Hendricks School Corporation is known for its rigorous instruction, curriculum, and assessments. Stakeholders are accountable for:

- Academic Achievement
- Behavior Management
- Attendance
- Graduation Rate

Teamwork

Teamwork is defined as the collaboration of all stakeholders to effectively meet the North West Hendricks School Corporation's learning objectives (academic, social, and organizational) for all students and staff. This can be seen in:

- Staff/Committee meetings
- Parent-Teacher conferences
- PTA Groups
- School Board Meetings

Alignment, K-12

The North West Hendricks School Corporation will have clear, common direction and communication that promotes people working toward mutually, intelligible goals: (Schmoker, 1999)

- Curriculum
 - Core Academic Standards
 - North West Hendricks School Corporation's Core Values
- Assessments
 - Core Academic Standards
 - Key Performance Indicators
 - North West Hendricks School Corporation's Core Values
- Policies and Procedures

High Expectations

Both the students and staff of the North West Hendricks School Corporation will work hard to be the highest achieving corporation in the state. We expect and recognize:

- Positive choices for behaviors
- Respect and consideration for self, others, and property
- Maximum efforts and achievement

Performance Goals Based on Key Indicators

High Student Achievement Goals

- 90+% of students will read at or above grade level and 90% will demonstrate at least 1 year of growth each year.
- 90+% of students achieve mastery of Indiana standards in Language Arts and Mathematics as measured by ILEARN in grades 3-8
- 90+% of students achieve mastery of End of Course Assessment in English 10, Algebra 1 and Biology 1.
- 90+% of students will master NWHSC benchmark assessments at each grade level and in every course. 90% of students will graduate in their cohort.

Engagement Goals

- Achieve and maintain attendance that results in Four Star School status (97%)
- 90+% of students will participate in at least one co-/extra-curricular/community activity each year.

District Strategies

High Achievement Strategies

- All teachers will implement best practice reading and writing across the curriculum strategies.
- Provide developmental reading support for all intensive and some strategic students.
- All teachers will implement high-yield instructional strategies.
- Engage students in setting learning goals, utilizing quality tools, and tracking their own performance results and periodically discussing results with all stakeholders.
- Implement new approaches designed to improve student engagement in all classrooms
- Increase parental engagement in the academic process.
- Ensure effective leadership at building and classroom levels by employing/ developing highly effective and skilled staff
- Increase attendance through building level strategies that target 80/20 thinking.

Feedback Process (Inspect What You Expect)

- Conduct regular System to System (S2S) meetings
- Engage in continuous improvement activities
- Use classroom walkthrough and rubrics
- Make use of coaches and professional development

North West Hendricks Schools Elementary Dashboard for 2020-2021

| Key Indicators | Grades | Measures | Frequency | Dates |
|---|---------|--|-----------|--|
| 90% of students passing at the 50th percentile or higher Proficient = 80% or higher Strategic = 50-79% Intensive = below 50% | K, 2, 5 | NWEA Reading and Math 2nd & 5th Grade - Language | 1x/year | April 12-23, 2021 |
| | K-2 | NWEA Skills Checklist Universal Dyslexia Screener | 1x/year | 2nd Grade - August 1st Grade - December Kindergarten - January |
| | K-1 | ESGI Reading & Math | 4x/year | End of 1st 9 Weeks |
| | | | | End of 2nd 9 Weeks |
| | | | | End of 3rd 9 Weeks |
| | | | | End of 4th 9 Weeks |
| | | | | |
| 90% of students reading on grade level: Kindergarten - Level D 1st Grade - Level J 2nd Grade - Level N | K-3rd | Fountas & Pinnell | 3x/year | BOY - August 24-Sept. 4 MOY - December 7-18 EOY - May 3-14 |
| | | | | |
| 90% of students will know 80% of sight words: Kindergarten - Frye 1-100 1st Grade - Frye 101-200 | K-1 | Frye Sight Words | 4x/year | End of 1st 9 Weeks End of 2nd 9 Weeks End of 3rd 9 Weeks End of 4th 9 Weeks |
| | | | | |
| ESL Students | K-5th | WIDA ACCESS | 1x/year | January 11-February 26, 2021 |
| | | | | |
| 100% of students passing | 3rd | IREAD-3 | 1x/year | March 8-19, 2021 |
| | | IREAD-3 Retake | 1x/year | May 25-July 16, 2021 |
| | | | | |
| 90% of students passing | 3-5 | ILEARN E/LA and Math Science - 4th Social Studies - 5th | 1x/year | April 19-May 14, 2021 |
| | | | | |
| 90% of students passing | 3-5 | I AM Alternate Assessment | 1x/year | April 5-May 14, 2021 |
| | | | | |

| | | | | |
|---|---------|---|----------|--|
| <p>90% of students passing <i>Proficient</i> 6,5 or 4 on Writing Development 4 or 3 on Language Conventions</p> <p><i>Strategic</i> Score of 3 on Writing Development Score of 2 on Language Conventions</p> <p><i>Intensive</i> Score of 2,1 or 0 on Writing Development Score of 1 or 0 on Language Conventions</p> | K-5 | Writing Prompts | 4x/year | End of 1st 9 Weeks End of 2nd 9 Weeks End of 3rd 9 Weeks End of 4th 9 Weeks |
| | | | | |
| 90% of students passing | K-5 | Math Benchmark Assessments Locally made | Per maps | Varies per grade level |
| | | | | |
| 95% or higher for HA consideration | K, 2, 5 | CogAT High Ability Identification | 1x/year | K & 2nd - February 1-5, 2021 5th - December 1-4, 2020 |
| | | | | |
| 90% of students will pass at 80% proficiency | 3-5 | PIVOT INSPECT | 3x/year | Orange Test - October 19-23 Green Test - January 19-22 Pink Test - March 15-19 |
| | | | | |

History of Pittsboro, Indiana

The earliest recorded land entry for Middle Township was by Thomas Weaver in 1827. The Weavers did not actually live here until 1835 when they spent their first winter in a cabin that had been built by "squatters" or Native Americans. Other early land entries were made by the families of Watson and Jordan in 1829. Richard Richardson had a land entry in 1831 in the present town of Pittsboro. In 1830 Lemuel McBee is thought to be the first settler, clearing land and building a cabin on the north side of West Main, the present 202 W. Main. The town of Pittsboro was founded on December 9, 1834, by John B. Hadley and named "Pittsborough" in honor of Hadley's home in North Carolina. The spelling was later changed to "Pittsboro". The original town had a plat of 30 lots. Most homes were of log or frame construction.

On April 6, 1906, an election was held for incorporation of the town. After incorporation came many infrastructure improvements and new services. Sidewalks were laid, street lights installed, and water service begun.

Middle Township was served by several one room school houses. Pittsboro's original school building was built in 1913 at a cost of approximately \$23,000. Construction began in the spring, the cornerstone was laid on June 21st, and the building was completed in December. Pittsboro was built as a combined high school/grade school and opened with 27 high school students, four of whom graduated in 1914. A gymnasium was added in 1919-20. In 1920, the combined enrollment was over 300, with 87 in the high school. This "over-crowding" led to plans for a separate high school building.

The high school was built in 1921, at a cost of \$70,000, with cornerstone laying ceremonies held on June 25, 1921. The 1921 graduating class had eleven graduates.

A new gymnasium (the existing gym) was built in 1950, and additions to the grade school were built in 1961, 1971, 1983, and 1996.

The grade school building was abandoned for classroom use in about 1973. The last graduating class was that of 1975, and the high school building was abandoned in 1978. Both buildings were razed in 1981 to make room for an administration building, cafeteria, and additional classrooms.

This information was taken from the "Cornerstone Memories" and [Pittsboro and Middle Township Way Back When, Then, and Now](#)

Pittsboro Primary School and Community

Pittsboro Primary School is located in the town of Pittsboro, which is in Middle Township in the northeast quadrant of Hendricks County. Pittsboro is just 20 miles from downtown Indianapolis and has developed from a predominantly agricultural based community, which includes a blend of single-residential homes, apartments, businesses, service industries, and a large number of farms.

Pittsboro is governed by a Town Council of five members who serve four-year terms. The town also has a Clerk-Treasurer and Town Manager. Middle Township has a township trustee. Other local governing bodies include the town Planning Commission, Police Commission, Board of Zoning Appeals and Park Board. Other governing bodies include the Hendricks County Zoning Appeals Board, the Hendricks County Plan Commission, and Hendricks County Commissioners. A Chief of Police directs a department of full-time officers and reserve officers. The Fire Chief directs full time personnel and volunteers (Town Clerk).

Throughout Pittsboro's history, the community has advocated on behalf of education programming and facilities. Parent organizations and civic groups contribute extensively to the local school. Boy and Girl Scouts of America troops are active in the area, as well as 4-H Clubs. The Tri-Point Optimist Club and local sororities are active. The Pittsboro Youth Organization and Tri-West Youth Organization organize youth sports for baseball, softball, soccer, football, basketball, and cheerleading.

The population of the town and township has grown significantly over the last two decades. Approximately 4,700 people currently reside in Middle Township (Century 21) and 1,600 reside in the town of Pittsboro (Pittsboro Town Clerk/Treasurer). The growth rate in the town of Pittsboro was 94% for the period from 1990 to 2001. The 2000 Census indicates that, in the central nine-county region of Indiana, Hendricks County was the second fastest growing county with a 37.5% increase in population ("Metro Area Has Grown More Suburban, Diverse," Indianapolis Star, 3/10/2001). According to the most recent census figures, the population of Hendricks County is 96.7% Caucasian (<http://quickfacts.census.gov>). Also, Pittsboro is the second fastest growing town in the state (Indianapolis Star, 6/24/2004).

A wide range of housing is available in the Pittsboro area. Statistics from 2001 indicate a median home price of \$125,000 and an average home price of \$110,000 (Pittsboro Town Clerk/Treasurer). Projections and approved subdivisions indicate that the Pittsboro community will continue to grow and experience activity in commercial development in the township near Interstate 74.

Pittsboro's future looks bright, thanks to its excellent business location with easy access to rail and highway transportation. As the community moves forward and new home building continues, an increase in student population is expected.

Pittsboro Primary School, Staff, and Students

The Pittsboro Campus is an urban school campus located right outside of Indianapolis off of I74. Pittsboro Elementary is located at 206 N. Meridian Street and Pittsboro Primary is located at 540 Osborne Avenue in Pittsboro. The two schools are back to back and share a common bus lot and play area. Pittsboro Elementary school has been at this location for many years. It was first a K-12 building; presently it is a 3-5 building. Pittsboro Primary houses a community preschool and a developmental preschool in addition to grades K-2. The following list provides a breakdown of the staff at Pittsboro Primary.

Pittsboro Primary

- 1 Administrator
- 1 Counselor
- 13 General Education Teachers
- 1.5 Special Education Teacher
- 3 Preschool Teachers
- 3 Special Area Teachers (Art, Music, Physical Education; shared between two elementary schools)
- 1 Secretary/Treasurer
- 1 Registered Nurse
- 1 Library Assistant (Shared)
- 1 Full Time Computer/Technology Assistant
- 1 Part Time Speech/Language Pathologist
- 1 General Education Teaching Assistant
- 5 Special Education Assistants
- 2 Preschool Assistants
- 3 Food Service Personnel
- 4 Custodians
- 4 High School Work Study students
- 335 Students

The following list provides a breakdown of the physical resources at Pittsboro Primary.

Pittsboro Primary

- 23 regular instructional classrooms
 - 1 developmental preschool room with restroom
 - 2 community preschool room with restrooms
 - 7 Kindergarten classrooms with restroom
 - 6 first grade classrooms
 - 6 second grade classrooms
 - 1 special education resource room with restroom and shower
- 1 sensory room
- 1 music room with storage room
- 1 gym with locker rooms (including restrooms), gym office, and gym storage
- 1 Art room with storage and kiln room
- 1 computer lab

- 1 library with AV room and office
- 1 cafeteria with full kitchen and head cook office
- 1 auditorium
- 1 reading lab
- 1 speech room
- 5 small group instruction rooms, 1 with a kitchen
- 4 teacher work rooms
- 1 teacher dining room
- 4 storage areas
- 3 large student restrooms with 10-14 stalls.
- main office area with secretary/treasurers desk
- office conference room
- 1 principal office
- 2 adult restrooms
- 1 professional library
- 1 office for occupational therapist and educational psychologist
- main teacher mailbox area
- 1 nurse office/student area
- 2 playgrounds

The following is a list of the certified staff here at Pittsboro.

Pittsboro Primary

- Kristi Morrison—Preschool
- Allyson Williams - Preschool
- Lindsay Nickrand - Preschool
- Melissa Bitting—Kindergarten
- Jill Higbie—Kindergarten
- Nicole Hays—Kindergarten
- Tami Ison - Kindergarten
- Betsy Owens - Kindergarten/First Grade Multiage
- Alex DeSutter—First Grade
- Katia Hamamouche - First grade
- Abby Mahrer - First Grade
- Dyan Lausas—First Grade
- Caitlin Smith—Second Grade
- Erica Warren—Second Grade
- Arabella Springer – Second Grade
- Tammy Deering—Special Education
- Tina Lynch - Half Time Special Education
- Kimberly Holleman - Counselor
- Jenny Hollingsworth - Principal

Shared Staff - Certified

- Kerri Thompson—Physical Education
- Kathy Kern—Music
- Amanda Kays—Art

Attendance, Ethnicity, Free and Reduced

The student population at Pittsboro is 91% Caucasian. The remaining 9% of the student body consists of African-American, Multiracial, Native American, Asian and Hispanic students. The average class size in kindergarten through second grade is 21, with a range of 18-25 students per classroom. The overall staff to student ratio is 9 students per North West Hendricks school full time employee. The ratio of students to certified staff is 19 to 1. The rate of free and reduced lunches is 18%.

Community and School Resources

Pittsboro Primary School collaborates with the following to provide students with additional resources and career insights:

- Town and County Government Agencies
- Tri-West Hendricks High School Students
- Community businesses and health professionals
- North West Hendricks School Corporation employees
- Recycling centers at Lizton and Pittsboro
- Pittsboro One Room Schoolhouse
- Hendricks County Community Foundation
- Extra-curricular clubs and activities
- School sponsored convocations
- United Way

Parent Involvement

Parents at Pittsboro Primary have many opportunities to participate in the school. Below is a list in some of the activities involving parents at Pittsboro.

The Pittsboro Campus, consisting of Pittsboro Elementary School and Pittsboro Primary School, will have just one PTA, with one governing board. The PTA has also started a web page with blogs, information, and email alerts to keep parents informed of all the events they plan and meetings.

- PTA – active parent organization, who provides services and raises thousands of dollars annually
- Parent Volunteers
- Committee members
- Textbook adoption reviews
- Club sponsors
- Room parents
- Substitute teaching
- Fundraising
- Reward Store incentive program
- Meet the Teacher Night
- Parent/Teacher conferences
- School programs and convocations
- School Climate, such as decorations and bulletin boards
- Santa Shoppe
- Youth sports
- Field Day
- Fine Arts Night

Career Awareness, Development, and Employability

Pittsboro Primary School works with our students on career awareness and development. Our counselor provides classroom lessons to all students on careers and colleges for all students in the building. We also participate in College Go week in which we promote all types of universities (trade, liberal arts, etc.) so students are informed of their options. We have community helpers come into the building to discuss their jobs with students and how they help in the community.

Employability Skills Standards are taught and embedded in grades PK-2 at Pittsboro Primary School. Regular lessons are provided by the school counselor in the areas of Mindset, Work Ethic, Learning Strategies, and Social and Emotional Skills as whole group instruction and in small group work sessions for children needing additional support. Most importantly, our counselor works closely with our classroom teachers to establish ways to support and encourage these skills on a daily basis within the classroom.

Pittsboro Programs

Pittsboro Primary provides a variety of programs that serve to enrich the learning experience of its students.

Programs currently being provided at Pittsboro Primary include:

- At Home Learning - Due to the COVID-19 Pandemic, North West Hendricks Schools have created an At Home Learning (AHL) plan in order to give families the option to choose between learning virtually or learning in person. At the conclusion of the first semester, families will have the option to continue with AHL or return to in-person learning. Families that have chosen AHL as their learning path for the semester will be utilizing Seesaw in grades PK-2. Students will continue to be held accountable for attendance and grades during this school year. Students will be scheduled to come to the school to take high-stakes tests in person when applicable.
- Phonemic Awareness and Reading Groups, which provide support to students in Kindergarten through grade 2;
- Leveled Literacy Instruction which provides a research based intervention program for Tier II students in K-2.
- Orton-Gillingham Phonics Instruction which provides students with a systematic phonics program.
- Freckle program in reading for all K-2nd Grade students in both reading and math.
- LEAP Multi-Age program, which offers enrichment for high ability math and english/language arts

Each staff member plays an important role in the educational process of Pittsboro Primary students. Students' progress is tracked through continuous progress monitoring, and interventions are put in place to address areas of need. Staff members follow a tiered system of interventions to address student needs. The levels include classroom interventions, grade level interventions, and the RTI (Response to Intervention) process. If the student needs further intervention, an M-team meeting is called. The M-team is comprised of the educational psychologist, an administrator, the classroom teacher, and parents. At this stage the team decides if testing for services is needed.

The classes experience a unique opportunity provided by the One Room Schoolhouse, which is located on the school grounds. The One Room School House is a living museum, complete with “school marms”, offering an opportunity to experience a day in the classroom in 1892. Schools from surrounding communities schedule one-day visits to the One Room School House to enhance their educational experiences.

Pittsboro Primary Curriculum

Pittsboro Primary School’s curriculum correlates with the Indiana Academic Standards. The curriculum is continually evaluated to address the academic and social needs of students. The curriculum includes language arts, mathematics, science, social studies and health as the core subjects. Language Arts and Math are mapped and students are measured every 4.5 weeks to determine progress. Music, art, physical education and library are offered on a rotational basis. Technology is incorporated throughout the curriculum. Classes have regularly scheduled computer lab time to enhance technology skills. Pittsboro classrooms are equipped with 12 student Chromebooks and 3 desktop computers. There is one computer lab where students come several times a week for computer skills and Learning.com lessons. Copies of the curriculum are available in the school office, each classroom, and central office.

It is the goal of Pittsboro Primary School is to include the children with special needs into the classrooms with their peers during the day as much as is appropriate. Some needs of a few students with disabilities are met in a special education classroom by a special education teacher and paraprofessionals. In the regular classroom, special needs continue to be met through consultation and curriculum accommodations to insure the success of every child.

High Ability Identification

This program was created for the students identified as High Ability in our corporation. During the spring of 2008, students in grades K-3 were identified for the High Ability program for the first time for the 2008/2009 school year. In the past students were identified for High Ability starting in fourth grade. 2008/2009 was the first year students were identified for High Ability in the subject area of Math. Language Arts was the only area identified up until this year.

North West Hendricks School Corporation has a High Ability Identification committee to discuss identification procedures. This committee consists of counselors, teachers, and administrators from each building in the corporation. Students placed in the High Ability pool are reviewed at the end of each school year by a selection committee. The selection committee consists of the building level principal, counselor, and the superintendent.

Students were identified and extended an invitation to participate in High Ability Multi-Age Program for the year 2020-2021 school year using the following procedures:

- I. Language Arts
 - a. Kindergarten
 - i. CogAT
 - ii. NWEA Reading
 - iii. SIGS
 - iv. OLSAT (as needed)

- b. Grades 1 and 2
 - i. CogAT (Grade 2)
 - ii. NWEA Reading
 - iii. NWEA Language (Grade 2)
 - iv. SIGS
 - v. OLSAT (as needed)

 - c. Grades 3-5
 - i. NWEA Reading
 - ii. NWEA Language Usage
 - iii. CogAT (Grade 5)
 - iv. SIGS
 - v. OLSAT (as needed)
- II. Math
- a. Kindergarten
 - i. CogAT
 - ii. NWEA Math
 - iii. SIGS
 - iv. OLSAT (as needed)

 - b. Grades 1 and 2
 - i. CogAT (Grade 2)
 - ii. NWEA Math
 - iii. SIGS
 - iv. OLSAT (as needed)

 - c. Grades 3-5
 - i. NWEA Math
 - ii. CogAT (Grade 5)
 - iii. SIGS
 - iv. OLSAT (as needed)

Assessment Instruments

CogAT is a cognitive abilities test that is given to our Kindergarten, 2nd and 5th graders. This assessment will be a piece used to determine LEAP eligibility.

ILEARN is the Indiana Learning Evaluation Assessment Readiness Network It is given in 3rd, 4th, and 5th grades each spring. Results of the test are used to plan instruction and identify student strengths and weaknesses in Math, Language Arts, and Science.

NWEA (North West Evaluation Assessment) is a standardized test given three times a year to all students in Kindergarten – Ninth grade. It measures student performance in Math, Reading, and Language Usage. Fall, winter, and spring scores help teachers to determine students needing remediation and/or enrichment exercises.

NWEA Skills Checklist - is a diagnostic check in the five different areas as related to dyslexia

Fountas & Pinnell is a program geared for grades K-1st to enrich phonemic awareness, oral reading fluency and reading comprehension. Students work in small groups according to their individual reading level using Rigby Reading materials. Alphabet letters and sounds, basic reading strategies, CVC words, syllables, compound words, contractions, and writing conventions are all targeted in this program.

SIGS are scales for identifying gifted students. These are used in grades K-5 as a piece to be used to determine LEAP eligibility.

Local Math Assessment is given to students in grades K-5th 8 times a year to assess mathematical growth. It measures both computation and problem solving skills.

Otis-Lennon is a cognitive ability assessment given to our second and fifth graders. This assessment will be a piece used to determine LEAP eligibility if needed.

Writing Prompts are given three times a year for grades K-5 and graded with the ISTEP+ writing rubrics. Topics were picked from grade level state standards.

Bullying Policy and Procedures

Pittsboro Primary School's Bullying Policy can be found on pages 7-8 of the student handbook. The policy states, "Harassment, intimidation, and threats will not be tolerated in school. This code (bullying rule) applies when a student is on school grounds immediately before school, during school hours, immediately after school hours, or at any other time when the school is being used by a school group. The code also applies at school activities, functions, or events off school grounds, traveling to or from school or school activities, functions, or events, or when using property or equipment provided by the school. Any student guilty of such actions will be subject to disciplinary action. Examples of bullying and harassment include, but are not limited to, the following:

1. Verbal harassment or abuse
2. Repeated remarks to a person with sexual, racial, or demeaning implications
3. Engagement in harassment accompanied by implied or explicit threats concerning academic performance"

The use of a bully behavior chart helps parents and staff understand what characterizes a level 1, 2 or 3 bully. The principal comes around during the first week of school to discuss bullying with students. Students are taught what bullying is, when to tell an adult, and how to stand up to bullies. Books are read to the students and examples are given. The students all sign anti-bullying pledges and wear anti-bullying bracelets for the week. Parents are notified of the bullying policy and they sign pledges to hold their children accountable for being good citizens at school. Anti-bullying banners and posters hang throughout the school. As part of our anti-bullying education, we read a short one minute vignette over the announcements each day encouraging children to do the right thing. Students who make good choices receive swag tags for their book bags.

School Safety Committee

The School Safety Committee oversees:

- The review of existing character education and bullying programs
- The implementation by staff of the character education program
- The annual review of the Emergency Handbook
- The implementation and evaluation of emergency drills
- Debriefing after emergency drill for improvement on future drills.

Data Sources for Community Data/Local Insights

Presentation of Data: Student Survey

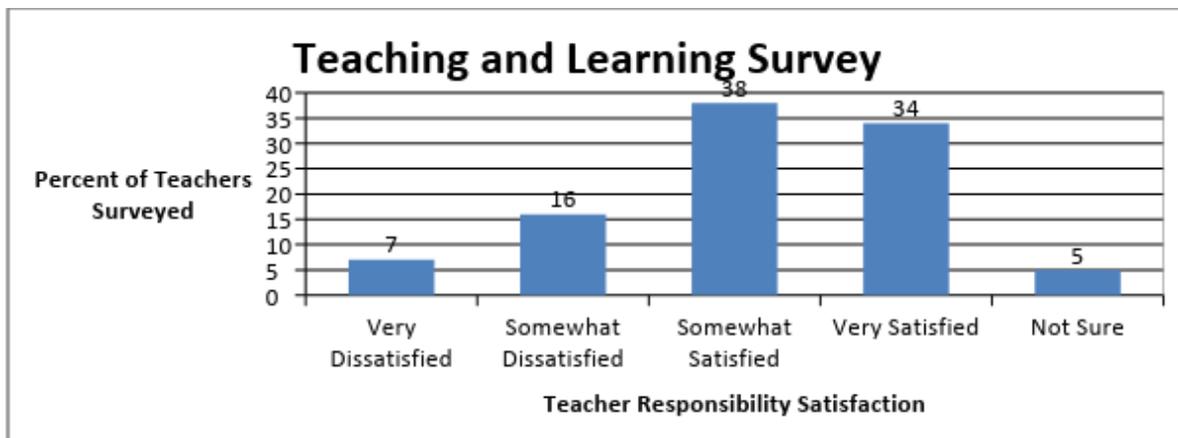
The former students of Pittsboro Elementary were asked to complete a 12 question survey in which they had the choices of “agree, somewhat agree, or disagree” for each statement. The information was then gathered on similar issues such as academic preparedness for the core subject areas, responsibility and organizational skills, as well as school and classroom environment. The data indicated the following areas as a strength or need.

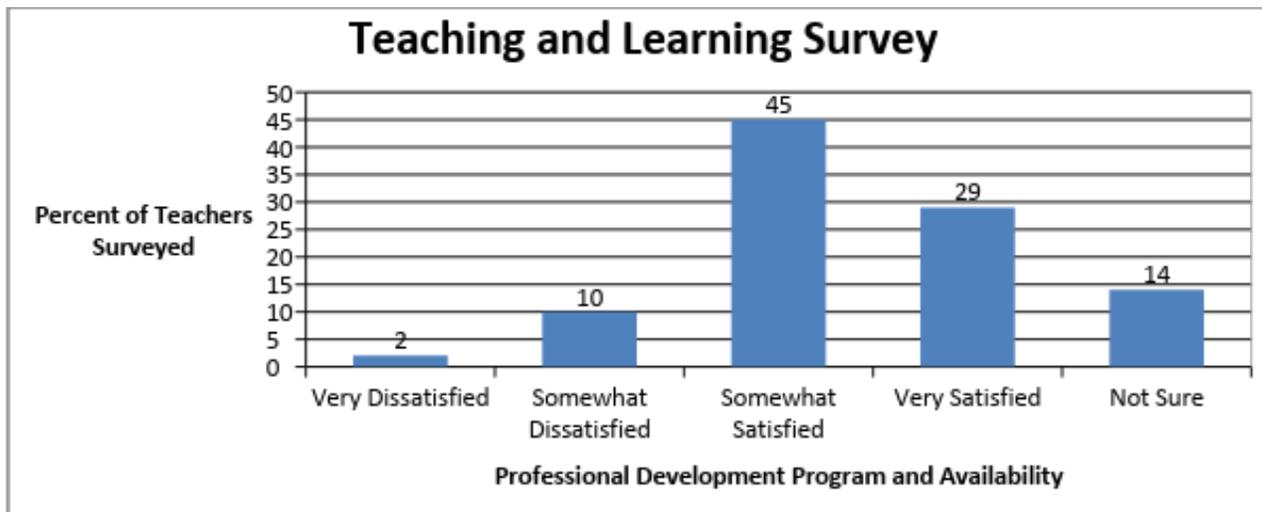
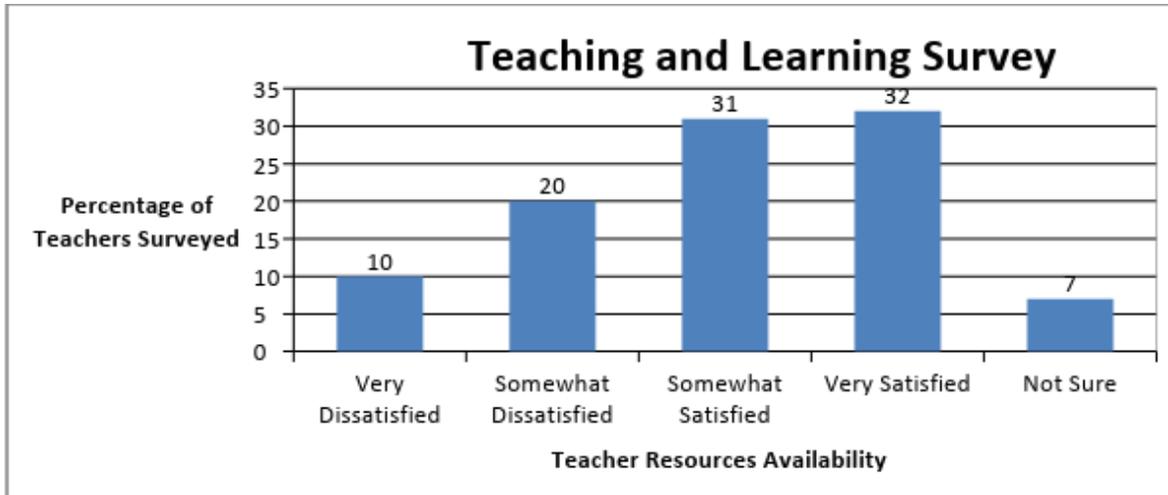
Strengths:

- 84% of students felt prepared for 6th grade Math
- 82% of students felt they were held responsible for homework
- 70% of students felt that Pittsboro provided a safe and comfortable environment for learning
- 76% of students felt that teachers encouraged class participation

Needs:

- 62% of students felt prepared for 6th grade reading
- 69% of students felt prepared for Music, Art, PE and Library
- 54% of students felt prepared for Science and Social Studies
- 52% of students felt they were taught adequate computer skills





Presentation of Data: Teaching and Learning Survey

The teachers at Pittsboro Elementary were asked to complete a 23 question survey in which they had the choices of “very dissatisfied, somewhat dissatisfied, somewhat satisfied, very satisfied, or not sure” for each statement. The information was gathered on similar issues such as teacher workload and responsibilities, available teacher resources, and professional development. The data indicated the following areas as a strength or need.

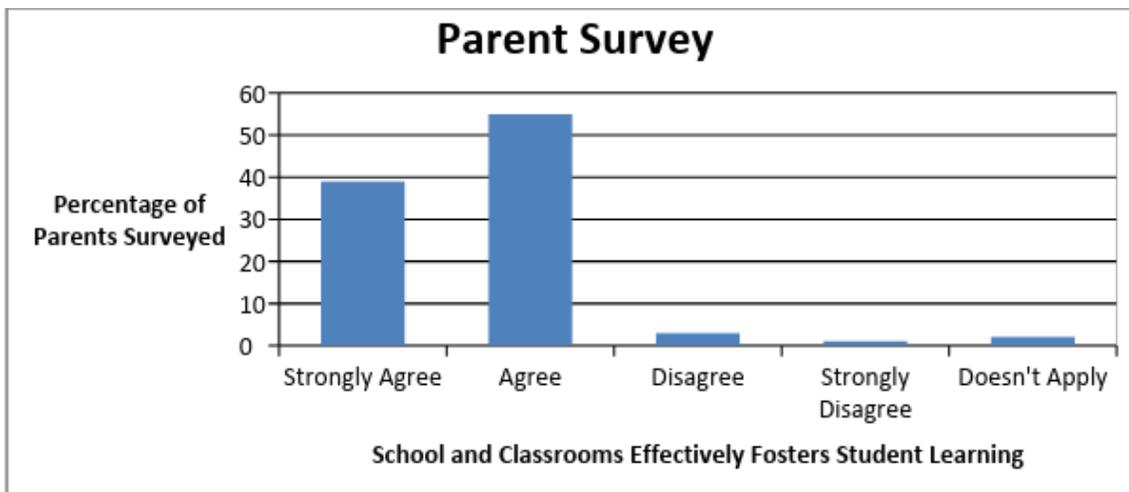
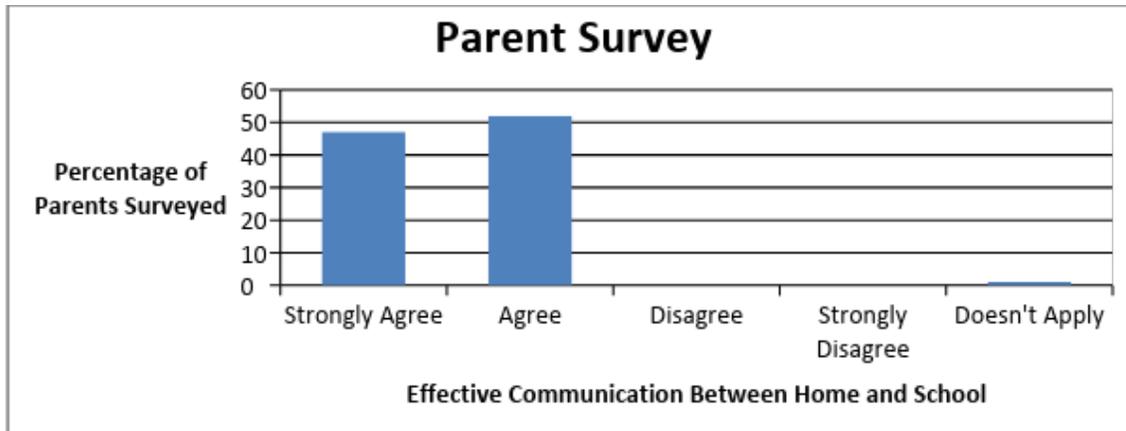
Strengths:

- 51% feel satisfied with the number of students they have in their classroom
- 55% feel very satisfied in the way their work day is scheduled
- 53% feel somewhat satisfied of the quality of professional development offered
- 57% feel very satisfied at the availability of support staff in their classrooms

- 63% feel very supported by the staff

Needs:

- 45% feel somewhat satisfied at the amount of work required of me daily
- 45% feel somewhat satisfied at the amount of extra-duty work assigned
- 43% feel somewhat satisfied at the accessibility of adequate technology
- 35% feel somewhat dissatisfied at the amount of compensation for their job responsibilities



Presentation of Data: Parent Survey

Effective communication and a positive relationship with the stakeholders of our school are imperative to the success of Pittsboro Elementary. The purpose of this survey was to get input from our parents on the strengths and concerns at Pittsboro Elementary. The results of this survey will be helpful in pinpointing areas that we need to continue and/or change for continuous school improvement. The Parent Survey was given in the fall of 2009. Approximately 110 parents participated. The parents were asked to complete a 16 question survey. Their responses

were given from a range of “strongly agree, agree, disagree, strongly disagree, and doesn’t apply”. Information was organized and covered many areas about the environment and fairness to the students. Classroom climate and communication among stakeholders was also assessed. The following results were found:

Strengths:

- 97% of the parents feel the school uses a variety of methods to measure student progress.
- 99% of the parents feel the school regularly informs me of my student’s progress.
- 97% of the parents feel the teachers are responsive to the child’s individual needs.
- 97% of the parents feel the school provides a safe and secure environment.
- 97% of the parents feel the school policies regarding absenteeism and tardiness are clear and enforced.
- 99% of the parents feel that teachers use multiple methods to communicate with parents.
- 96% of the parents feel that learning is enhanced through the Art, Music, PE, and Library programs.

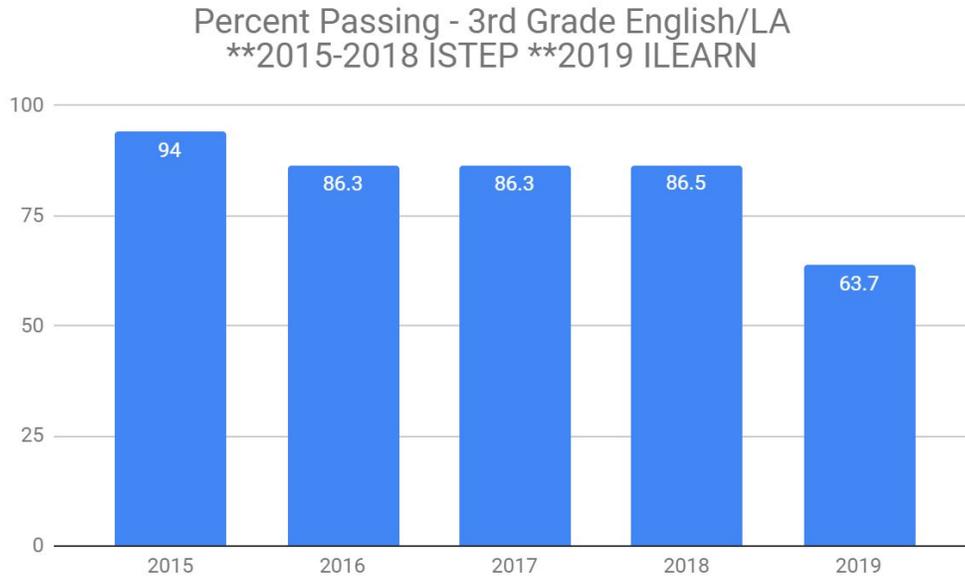
Needs:

- 60% of the parents feel that the school counselor’s schedule allows her to provide services to their child as needed. 40% of parents feel that this question does not apply.
- 84% of the parents feel that the school uses community representatives to enhance student learning.

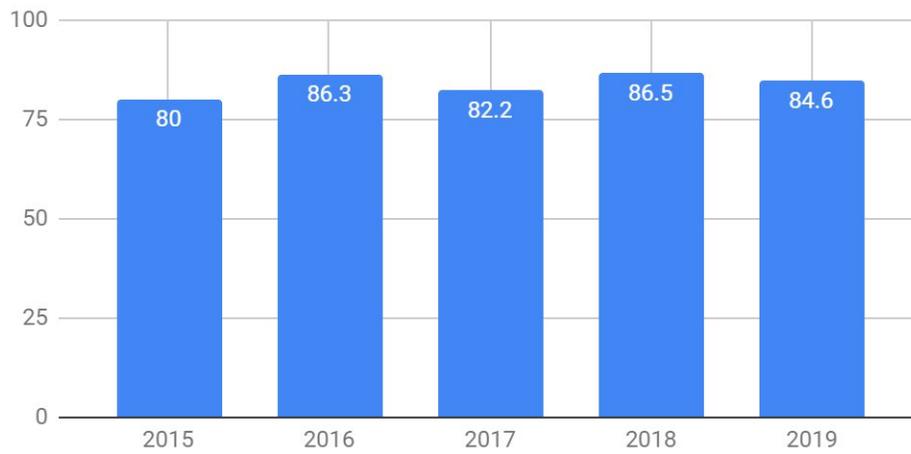
Pittsboro Primary Baseline Student Performance

Due to COVID-19 Pandemic, performance data could not be updated.

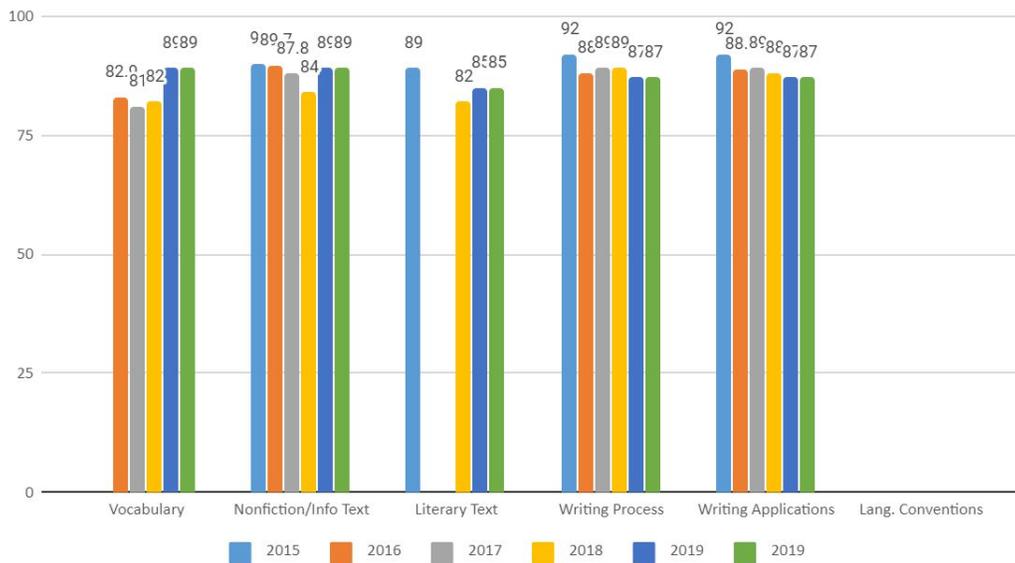
State Testing Performance Data



Percent Passing - 3rd Grade Math **2015-2018 ISTEP **2019 ILEARN

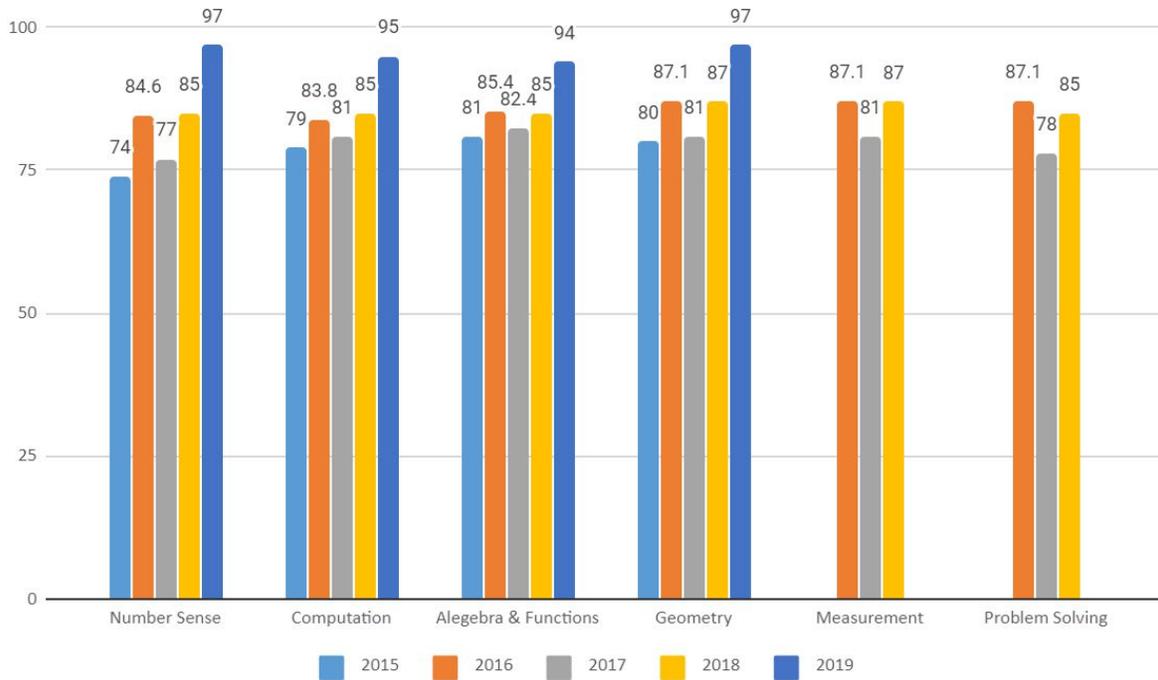


3rd Grade Academic Standards Summary English/Language Arts **2015 new test **2019 ILEARN (scores note at/near and above)



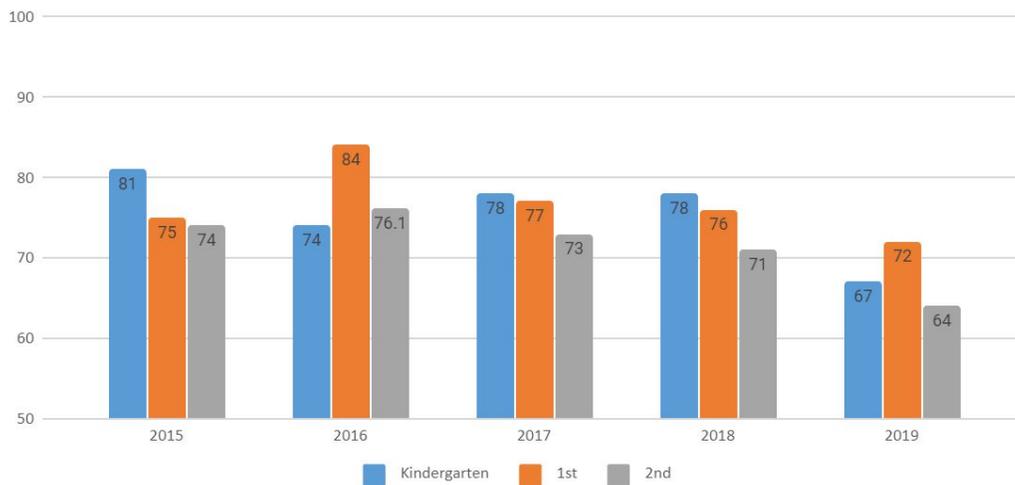
3rd Grade Academic Standards Summary Mathematics

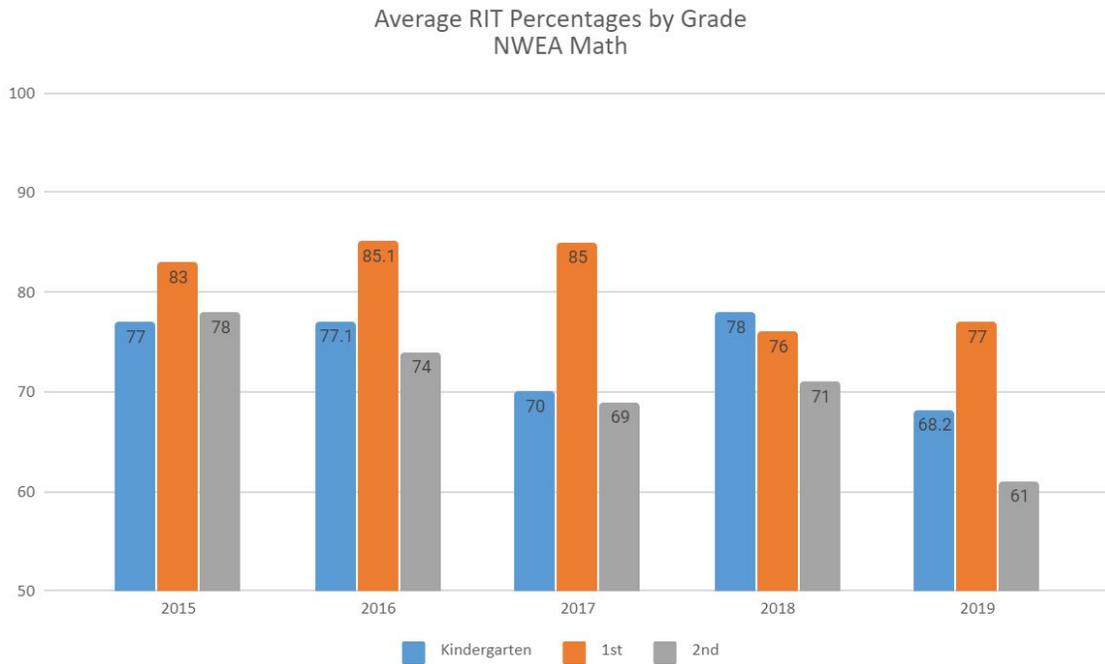
**2015 new test **2019 ILEARN (scores note at/near and above)



Baseline NWEA Performance Data

Average RIT Percentages by Grade
NWEA Reading





PL221 School Improvement Plan Synopsis for Pittsboro Primary

The school improvement committee, in conjunction with staff, students, and parents, collected and analyzed student achievement data. This data is used as a resource to identify academic needs for program changes and implementation in the areas of curriculum, school climate, and communication. Data used included the NWEA, local district assessments, third grade ILEARN scores, third grade IREAD scores, parent surveys, student surveys, and teacher surveys. This data has been and will continually be analyzed to further implement our plan.

From the data collected, our school will focus on our identified academic needs, which includes non-fiction text, math computation, and math number sense. These needs will be addressed with the implementation of our PL221 School Improvement Plan and strategies incorporated into the classroom.

Pittsboro Primary School Improvement Plan

Goal #1: All students will improve their skills of non-fiction text features and writing to support key ideas in informational text.

| | | |
|---|---|--------------|
| Benchmarks 2018-2021 **Due to COVID-19 Pandemic, goals were not updated as new data was not collected.** | <ol style="list-style-type: none"> 1. ILEARN Academic Summary Report: Informational Text Writing: At or above proficiency (3rd grade is a reflection of K-2) 2. NWEA Reading Informational Text Comprehension: 75% of students at the 40th percentile or higher 3. Fountas & Pinnell Guided Reading levels: 75% of students at the end of the year reading level (K-D, 1st – J, 2nd – N) | |
| Supporting Data | Assessments | |
| <ol style="list-style-type: none"> 1. ILEARN 2. NWEA 3. Fountas and Pinnell | Standardized | Local |
| | Norm-referenced assessments Criterion-referenced assessments | |
| Intervention | Instructional Strategies Primary | |
| Students will distinguish between the main idea and supporting details in a non-fiction text. | <ol style="list-style-type: none"> 1. All teachers will utilize online resources and each other’s resources to promote main idea. 2. All teachers will have students complete graphic organizers as visual reinforcements of the main idea. 3. All teachers will use an annotation guide to teach students to read closely grade level and above material. | |
| Students will locate appropriate and significant information in a non-fiction text and write a paragraph about it. | <ol style="list-style-type: none"> 1. All teachers will reinforce significant information by having students complete graphic organizers. 2. All teachers will reinforce informational text features utilizing online resources and each other’s resources. 3. All teachers will reinforce summarizing by having students summarize significant information in written and/or oral form. | |
| Additional Strategies | | |
| Technology | <ol style="list-style-type: none"> 1. Teachers will have access to a class set of Chromebooks to use with students. 2. Teachers will utilize Freckle and PebbleGo and other online resources for remediation and acceleration of non-fiction skills. 3. Teachers have the opportunity to schedule additional computer lab time each week for use with needed students to reinforce learned skills. | |

Goal #2: All Students will improve their number sense and math fact fluency (computation) skills.

| | | |
|--|--|---|
| <p>Benchmarks 2018-2021 **Due to COVID-19 Pandemic, goals were not updated as new data was not collected.**</p> | <ol style="list-style-type: none"> 1. ILEARN Standards Summary Report: Computation: 95% perform at/or near proficiency (3rd grade is a reflection of K-2) 2. AIMSweb MCOMP: 75% of students at the 50th percentile or higher (only grades 1 and 2) | |
| <p>Supporting Data</p> | <p>Assessments</p> | |
| <ol style="list-style-type: none"> 1. ILEARN 2. AIMSweb | <p>Standardized</p> | <p>Local</p> |
| | <p>Norm-referenced assessments Criterion-referenced assessments</p> | <p>School developed computation assessments</p> |
| <p>Intervention</p> | <p>Instructional Strategies</p> | |
| <ol style="list-style-type: none"> 1. Students will improve number sense skills. | <ol style="list-style-type: none"> 1. All teachers will use visuals and/or manipulatives to introduce and reinforce number sense. 2. All teachers will use mental math strategies to help students understand the relationship between numbers. | |
| <ol style="list-style-type: none"> 2. Students will improve fact fluency and accuracy. | <ol style="list-style-type: none"> 1. All teachers will provide the opportunity for daily math fact fluency strategies at school. 2. All teachers will provide opportunities for at-home math practice. 3. All teachers will utilize online resources and each other’s resources to support the skill being taught. 4. Teachers will give monthly fast fact checks to assess students’ mastery of facts. | |
| <p>Additional Strategies</p> | | |
| <p>Technology</p> | <ol style="list-style-type: none"> 1. Teachers will use Freckle Math to assess and progress monitor math computation. | |

Current Data and Performance Goals

Due to COVID-19 Pandemic, performance data could not be updated.

| ISTEP+ Academic Standards Summary | | | | | | | |
|---|---------------------|------|------|------|--|--|------|
| Percent Mastery – Nonfiction/Informational Text | | | | | | | |
| Spring | 2015 new test | 2016 | 2017 | 2018 | 2019 - ILEARN | | Goal |
| Standard | | | | | Key Ideas, Text Support and Vocabulary | Structural Elements, Organization, Connection of Ideas and Media Literacy | |
| 3 rd grade | 90 | 89.7 | 87.8 | 84.3 | 42% above 46% at or near 11% below | 24% above 61% at or near 15% below | 95 |

| ILEARN Writing | | |
|----------------|-----------------------|--|
| | 3rd Grade 2018-2019 | |
| Persuasive | Above Proficient | |
| Informative | Below Proficient | |
| Narrative | Borderline Proficient | |
| Process | Borderline Proficient | |

| NWEA Writing (percent above the 40th percentile) | |
|--|-----------|
| | 2018-2019 |
| Kindergarten | 74% |
| 1st Grade | 84% |
| 2nd Grade (Write, Develop, Revise for Purpose and Audience) | 75% |

| NWEA Reading Standards - Informational Text Comprehension Percent Making Cut Score (50 th Percentile) | | | | | | | |
|---|------------------|------|------|------|------|------|------|
| Spring | 2014 Baseline | 2015 | 2016 | 2017 | 2018 | 2019 | Goal |
| Kindergarten | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 1 st grade | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2 nd grade | 76 | 80 | 76.7 | 88 | 91 | 76 | 75 |

| Fountas and Pinnell Reading Benchmark Levels Percent Making End of Year Level (K-D, 1 st – J, 2 nd – N) | | | | | | |
|--|------------------|------|------|------|------|------|
| | 2015 Baseline | 2016 | 2017 | 2018 | 2019 | Goal |
| Kindergarten | 72 | 80 | 76 | 78 | 54 | 75 |
| 1 st Grade | 86 | 90 | 82 | 66 | 67 | 75 |
| 2 nd Grade | 86 | 90 | 77 | 83.5 | 76 | 75 |

| ISTEP+ Academic Standards Summary Percent Mastery – Computation | | | | | | |
|--|------|------|------|------|---|------|
| Spring | 2015 | 2016 | 2017 | 2018 | 2019 ILEARN | Goal |
| 3 rd grade | 79 | 84 | 81 | 85 | 55% above level 40% at or near 5% below level | 95 |

| MCOMP Percent of students at the 50 th percentile or higher | | | | | | |
|---|----------------------|------|------|------|-----|------|
| Spring | Fall2017 Baseline | 2018 | | 2019 | | Goal |
| | | BOY | EOY | BOY | EOY | |
| 1 st Grade | 99 | 91 | 68 | 97 | 95 | 75 |
| 2 nd grade | 62 | 78 | 95.5 | 78 | 85 | 75 |

| NWEA Math Standards – Number & Operations & Computation Percent Making Cut Score (50 th Percentile) | | | | | | | |
|---|------------------|------|------|------|------|------|------|
| Spring | 2014 Baseline | 2015 | 2016 | 2017 | 2018 | 2019 | Goal |
| Kindergarten | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 1 st grade | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2 nd grade | 87 | 75 | 66.7 | 64 | 75.8 | 62 | 75 |

| School Attendance | | | | | | | |
|--------------------------------|-----------|-----------|-----------|--------------------------------------|------|------|------|
| Yearly average attendance rate | | | | | | | |
| Spring | 2016-2017 | 2017-2018 | 2018-2019 | 2020 | 2021 | 2022 | Goal |
| Kindergarten-2nd Grade | 97.8% | 97.3% | 97.7% | Not updated due to COVID-19 pandemic | | | 98% |

Professional Development Plans

| 2018-2019 | |
|---|---------|
| Type of Training | When |
| Vertical alignment with grade levels for each core subject (Math, Reading, Social Studies, Science) | Ongoing |
| Universal Background Design | |
| Math Benchmark Assessments | Ongoing |
| Grade Level computation assessments | Ongoing |
| iSTEM Science initiative in all K-2 classrooms | Ongoing |
| Creating academic vocabulary maps for vertical alignment with each grade | Ongoing |
| The Next Steps in Guided Reading | Ongoing |
| Annotation guides for each grade level to have vertical alignment with each grade | Ongoing |

| 2019-2020 | |
|---|---------|
| Type of Training | When |
| Vertical alignment with grade levels for each core subject (Math, Reading, Social Studies, Science) | Ongoing |
| Universal Background Design | Ongoing |
| Math Benchmark Assessments | Ongoing |
| Grade Level computation assessments | Ongoing |
| iSTEM Science initiative in all K-2 classrooms | Ongoing |
| Orton-Gillingham Training to increase phonics instruction | Ongoing |
| The Next Steps in Guided Reading | Ongoing |
| Annotation guides for each grade level to have vertical alignment with each grade | Ongoing |
| Being A Writer Training | Ongoing |

| 2020-21 | |
|---|---------|
| Type of Training | When |
| Vertical alignment with grade levels for each core subject (Math, Reading, Social Studies, Science) | Ongoing |
| Universal Background Design | Ongoing |
| Math Benchmark Assessments | Ongoing |
| Grade Level computation assessments | Ongoing |
| iSTEM Science initiative in all K-2 classrooms | Ongoing |
| Orton-Gillingham Training for phonics instruction | Ongoing |
| The Next Steps in Guided Reading | Ongoing |
| Annotation guides for each grade level to have vertical alignment with each grade | Ongoing |
| Being A Writer Training | Ongoing |
| Engaging Learners in Virtual Lessons | Ongoing |
| Seesaw as a Digital Learning Platform | Ongoing |

North West Hendricks School Corporation Wellness Policies on Physical Activity and Nutrition

Preamble

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn and thrive.

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, 33% of high school students (based on a national average) do not participate in sufficient vigorous physical activity, and 72% of high school students (based on a national average) do not attend daily physical education classes;

Whereas, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid (based on a national average);

Whereas, nationally, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, the North West Hendricks School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the North West Hendricks School District that:

- The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.
- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program & National School Lunch Program).
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

FOOD ENVIRONMENT:

Meals served through the National School lunch and Breakfast Programs will:

- Be appealing and attractive to children;
- Be served in clean and pleasant settings;
- Meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- Offer a variety of fruits and vegetables;

- Serve liquid milk in a variety of fat-contents and flavors

Breakfast. To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means

Free and Reduced-priced Meals. Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of students who are eligible for free and reduced-price school meals. Toward this end, schools will utilize electronic identification and payment systems and promote the availability of school meals to all students.

Meal Times and Scheduling. Schools:

- Should schedule meal periods at appropriate times
- Will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and

Qualifications of School Food Service Staff. Qualified nutrition professionals will administer the school meal programs. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.

Sharing of Foods and Beverages. Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restriction on some children’s diets.

EDUCATION ENVIRONMENT

Nutrition Education and Promotion. North West Hendricks School District aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- Is offered as part of a sequential, comprehensive, standards-based corporate health curriculum designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities such as contests, promotions, taste testing, farm visits and schools gardens;
- Promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- Emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);

Integrating Physical Activity into the School Day. For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- Opportunities for physical activity may be incorporated into other subject lessons; and

Communications with Parents. The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will provide nutrient analyses of school menus.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Physical Education (P.E.) K-9. All students in grades K-9, including students with disabilities, and special health-care needs, will receive physical education for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Daily Recess. All elementary schools will schedule at least 15 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Wellness Policy Monitoring/Reporting

Monitoring. The wellness committee or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible.

The wellness committee or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.

Cultural Competency

The Pittsboro Primary staff currently tracks test data on the following culturally diverse groups: special education, limited English proficient, gender, socio-economic status, and ethnicity. The data is analyzed and student's needs will be identified in both language and math. Our school improvement goal committees are currently researching best-practice strategies to specifically meet the needs of these special populations.

The Pittsboro Primary staff worked on positive behavior initiatives and interventions, and will continue these efforts throughout the school improvement cycle. Currently we use a school-wide program called swag tags to reward students displaying these positive character traits of attitude, respect, responsibility and personal best.

Pittsboro Primary has one room dedicated for sensory needs. This room contains therapy balls, bean bag chairs, swings, and weighted items. This room is utilized for both general education and special education students. We also have a room dedicated to Minds-in-Motion. This is a movement program aimed at helping children with attention, visual tracking, fine and gross motor, and behavior concerns. Positive behavior plans are used with both special education students and regular education students. There has been staff development on autism and seizure disorders. The special education staff is trained in Crisis Intervention.

Each grade level at Pittsboro learns about and studies various cultures in a variety of ways. First grade hosts Christmas around the world for the children. The children learn how some countries celebrate the Christmas traditions. The children learn more about cultures in those countries. Many grades visit the Pittsboro Campus One Room Schoolhouse. The children learn about the history and culture of the local area in the late 1800's. They get to live the life of the students of that time. In various places in the classrooms and library there are informational books on Martin Luther King, Black History Month, Kwanzaa, Hanukkah and various cultural holidays.

With very little ethnic diversity in our community, the Pittsboro Primary School staff looks for ways to introduce culture into their social science topics. The staff will continue to work to expose our students to the unique differences in our world.

Public Law 221 Committee Members

Math PL221 Committee

- *Jenny Hollingsworth*
- Jill Higbie
- Tammy Ison
- Melissa Bitting
- Alex DeSutter
- Katia Hamamouche
- Sherry McDonald
- Erica Warren
- Tammy Deering

Reading PL221 Committee

- *Jenny Hollingsworth*
- Betsy Owens
- Nicole Hays
- Dyan Lausas
- Abby Mahrer
- Arabella Springer
- Caitlin Smith
- Kristi Morrison