



Cedar Fork Elementary

1050 Town Hall Dr.
Morrisville, NC 27560

"Passion for Learning, Excellence For All."

Administrative Team

Principal

**Administrative
Intern**



**Che-Von
Stone**

**Assistant
Principal**



Denise Keyser

Graham Witherspoon

Meet our PTA President, Mrs. Amy Magrini

Visit our PTA website [here](#)



Reminders:

In order to maintain the efficiency and decorum of the meeting, please:

- Remember to **mute** mics
- Please be respectful
- Disable camera if there are distractions in the background
- Utilize the **chat box** to ask questions; If there is time at the end of the meeting or in between topics, questions can be addressed then. A FAQ will also be posted.
- Stand up if you need to stretch!

Desired Outcomes

- To learn about the mission, vision, culture, and goals of Cedar Fork Elementary
- To learn about our instructional programming
- Provide an overview of the implications of Covid-19 and the 20-21 school year

Inclusionary Activity



Using the Chat Feature, please share how you are feeling about the 20-21 school year.

About

Date Established: 2005

School Mascot: Stingray

School Motto:

“Passion for Learning, Excellence for All.”

Bell Schedule: 9:15am-3:45pm

Enrollment: 824 students

Demographics: 68% Asian, 16% White,
9% African-American, 4% Hispanic, and
3% Multi-Racial

Quick Facts

- Over 40 languages spoken by students and their families
 - Over 20 countries of ancestry represented at our annual International Festival
 - Our students are the kindest and most compassionate students in WCPSS!
 - We have a supportive parent community and strong PTA!
-

Mission

Cedar Fork Elementary will provide a relevant and engaging education and will graduate students who are *collaborative, creative, effective communicators and critical thinkers.*



Vision

At Cedar Fork Elementary School we provide **stimulating, challenging, and relevant instruction**. We provide a **safe, nurturing environment** where the learner's social-emotional needs are prioritized. We meet the needs of ALL students through the use of research based practices and equitable instruction. Collaboration and planning take place both within and across grade levels and special areas. We ensure that all learners are prepared for the 21st century by implementing the 5Cs and encouraging learner agency. Working closely with families enables us to achieve excellence. **We respect, encourage, and celebrate diversity.**

School Goal

By June 2021, we will meet or exceed growth targets in reading as measured by EOG's and EVAAS. We will decrease the opportunity gaps of the overall composite score by 50% between the highest subgroup and all other subgroups when compared to the 2017-2018 opportunity data.

Updated SIP can be
found online at
<https://www.wcpss.net/cedarforkes>

SIP



School Goal:

By June 2018, Cedar Fork Elementary will meet or exceed expected growth targets in reading and math as measured by EOG's and reported by EVAAS, and increase the overall performance composite from 87% to 90% as measured by 3-5 EOG's and K-2 report cards.

Key Process

Classroom teachers, resource teachers, and specialists will embed the strategic use of **academic language and high yield instructional strategies** across all content areas to increase reading and written comprehension.

Action Steps

1. Admin team and staff will vote to determine action step leaders for the SIP. (August 2016)
2. Admin team will provide differentiated, spiraling professional development in the area of academic language and high yield instructional strategies. (August 2016-2018)
3. Classroom teachers, resource teachers, and specialists will participate in a differentiated Book Study using books such as *Bringing Words to Life* (2nd edition), *Classroom Instruction that Works: Research Based Strategies for Increasing Student Achievement*, and others, meeting monthly and orchestrated by teacher leaders. (September 2016- February 2017)
4. Admin team and teachers will work together to create and develop the walk through document that will be used throughout the year to collect data on if and how academic vocabulary is being taught. (April 2017-June 2017)
5. Staff involved in the book club will present strategies learned and ways to incorporate these strategies in the classroom to staff. (February 2017)
6. Admin team and the Walk Through team will conduct walk throughs using the document created to ensure fidelity and consistency in use. (February 2017-May 2018)
7. PLT's will use one PLT a month to identify academic/content vocabulary, plan, and implement effective strategies to teach academic language in content areas. (October 2016- May 2017)
8. Specialists will incorporate academic vocabulary and Tier II word walls on a weekly basis, as monitored by walk throughs. (October 2016- May 2018)
9. PLT's will use one PLT to create a presentation for all staff to showcase academic vocabulary strategies that have worked for them in the current year. (August 2016- May 2017)
10. Admin and Walk Through team will conduct quarterly walk throughs using the Academic Language Walkthrough Sheet. (2017-18)
11. Once every quarter, vertical discussions will take place between grade levels, focusing on vocabulary strategies that are used and successful. (November 2016- May 2017)

NC School Report Card and WCPSS Progress Report

<http://www.wcpss.net/cedarforkes>

Faculty/Staff 20-21

Kindergarten 52 students registered for VA	6 teachers/classrooms @ 18 students and 1 co-teaching classroom with 30 students
1st Grade 58	8 teachers/classrooms @ 16 students
2nd Grade 59	4 teachers/classrooms @ 19 students; 2 co-teaching classrooms at 30 students
3rd Grade 55	6 teachers/classrooms @ 20 students
4th Grade 65	6 teachers/classrooms @ 26 students
5th Grade 63	5 teachers/classrooms @ 27 students

- Total of 41 classroom teachers and 13 Regular Education Instructional Assistants, and 10 Special Education Instructional Assistants

Faculty and Staff



Regular
Education



Specialists



Special
Education*



Instructional
Support Staff

Faculty and Staff (continued)



Instructional
Assistants



Front Office
Staff



Guidance
Counselors

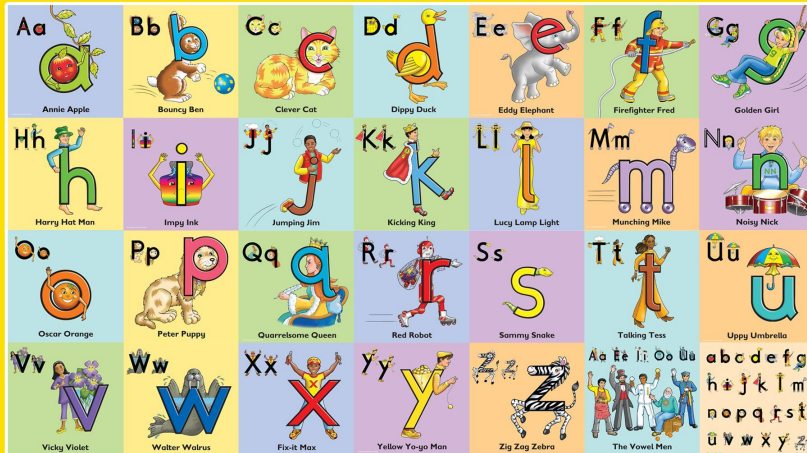


Custodian

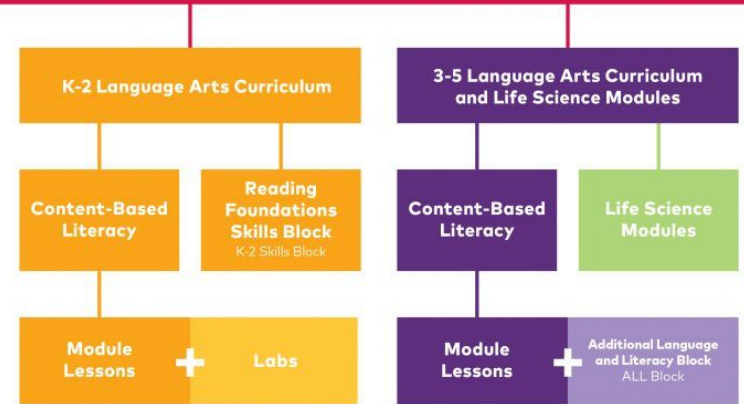
Instructional Programming

K-2 ELA

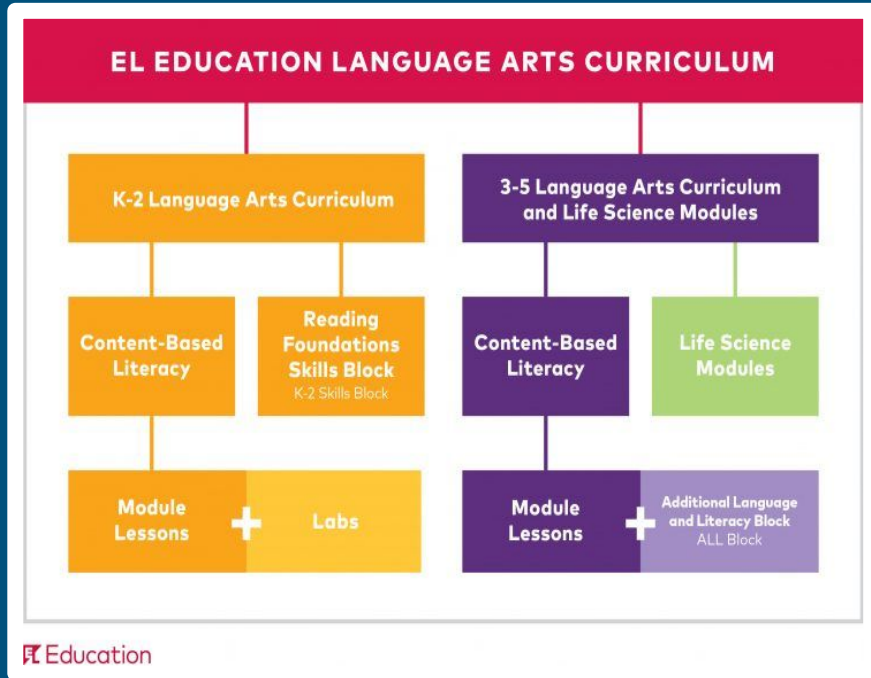
Letterland Child-friendly phonics



EL EDUCATION LANGUAGE ARTS CURRICULUM



3-5 ELA



- Practice with complex text and its academic language
- Reading, writing, and speaking grounded in evidence from literary and nonfiction texts
- Build knowledge through content rich nonfiction text
- Writing across the curriculum

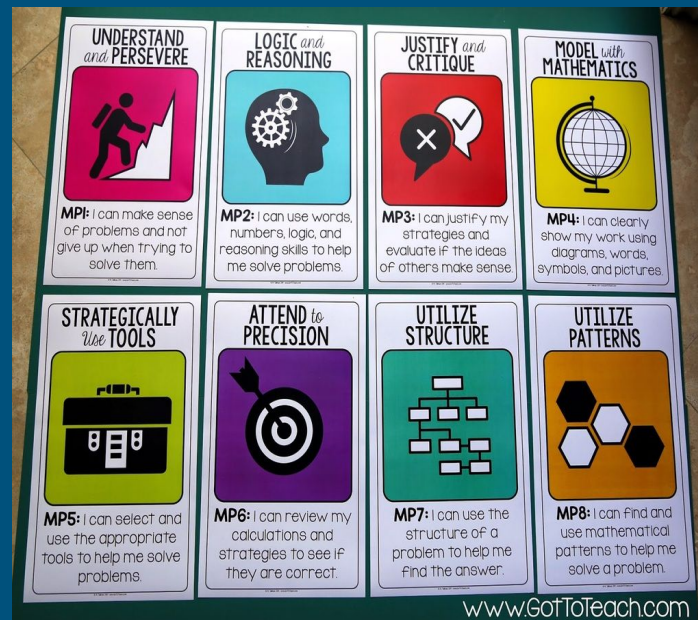
Which would you
rather have $\frac{1}{2}$ or $\frac{1}{4}$?

Instruction cont.

Instruction is delivered in a manner that supports students' understanding of real world application.

Mathematics

- Math delivery around the 8 Essential Mathematical Practices
- Greater focus - fewer topics
- Coherence - linking topics and thinking across grade levels
- Rigor - conceptual understanding, procedural skills & fluency, and application



Science & Social Studies

Science

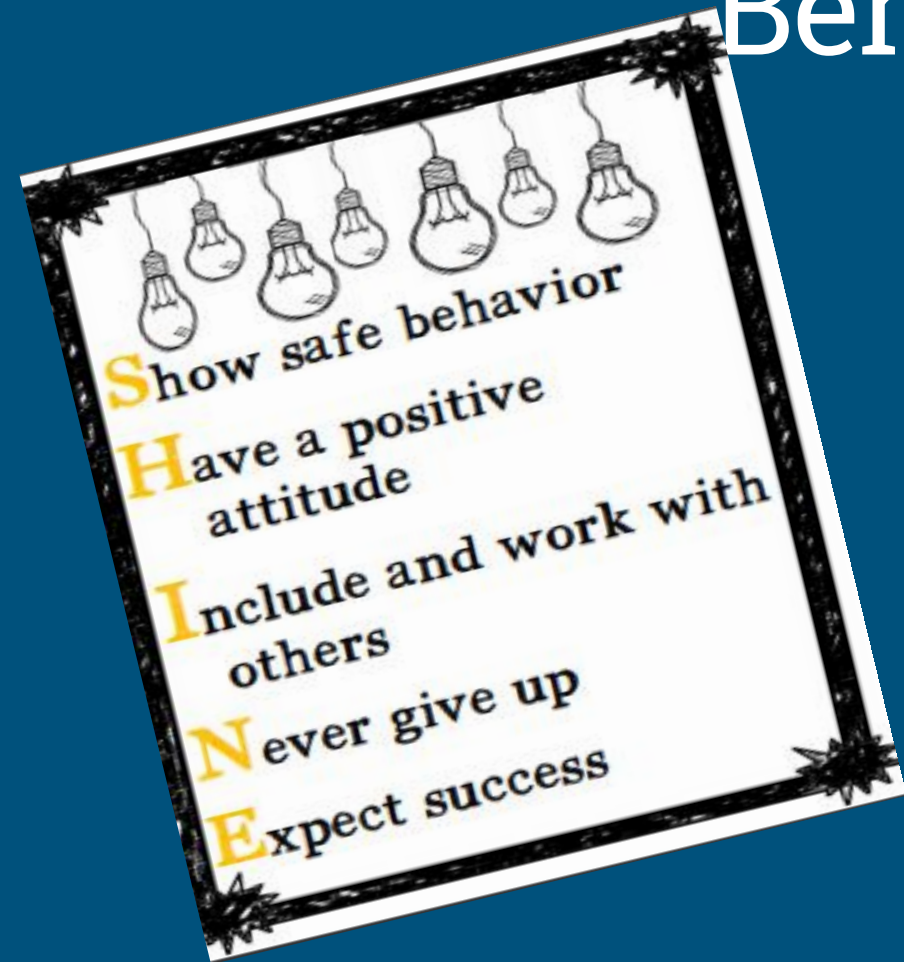
- Units include embedded content reading, science journal writing, exploratory experiments, and presentations

Social Studies

- Units include embedded content reading, written responses, and presentations
- **NC Social Studies Standards being revised**



Behavior



Instructional Support & Specials

Instructional Supports

- Instructional Resource Teacher
- Literacy Coach
- English as a Second Language Teachers
- Academically & Intellectually Gifted Teacher
- Reading Intervention Teacher
- Guidance Counselors
- Special Education Support Teachers

Specials

- Art
- Music
- Discovery Cove
(Media/Technology)
- Physical Education
- Enrichment (4th and 5th)
- STEM



Art





MANDALA

Using Line, Shape and Color
to create Radial Balance,
Unity and Pattern

In this lesson you will be creating a Paper Plate Mandala or a Mandala made from found objects and embellishments or Nature Mandala

Use the language of Art to Communicate Effectively, NCES.K,1,2,3,4,5, VA,1.

Recognize various symbols and themes in everyday life. VA.1.3

Understand the characteristics of line shape and color VA.1.4

Recognize the characteristics of the Principals of Design VA.1.5

Art Vocabulary:

Line, shape,color - Elements of Art

Radial Balance - any type of balance based on a circle with its design extending from the center.

Unity - the wholeness or completeness of a picture

Pattern - repeating Elements of Art over and over again.



What is a Mandala?

A **mandala** (emphasis on first syllable; Sanskrit मण्डल, maṇḍala – literally circle) is a spiritual and ritual symbol in Hinduism and Buddhism, representing the universe. In common use, "mandala" has become a generic term for any diagram, chart or geometric pattern that represents the cosmos metaphysically or symbolically; a microcosm of the universe.ally "circle")

A Mandala is a devotional, sacred sand painting done by Buddhist Monks of Tibet.



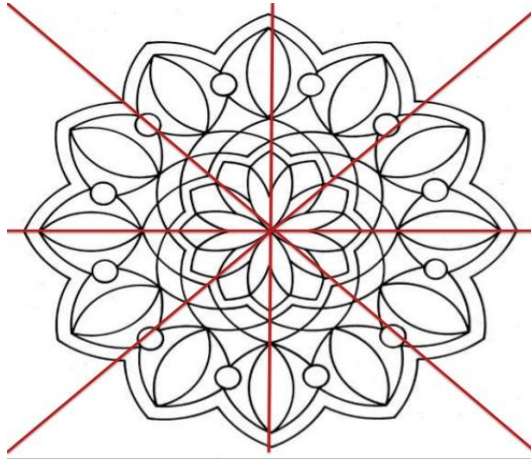
The ceremony to create a Mandala takes nine days.

The monks use millions of grains of brightly colored sand to create the sand painting.



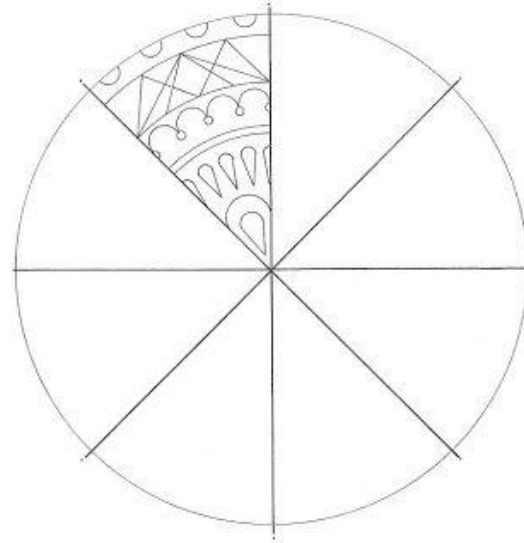



To make a Mandala, you divide your circle like a pie with 8 even pieces.

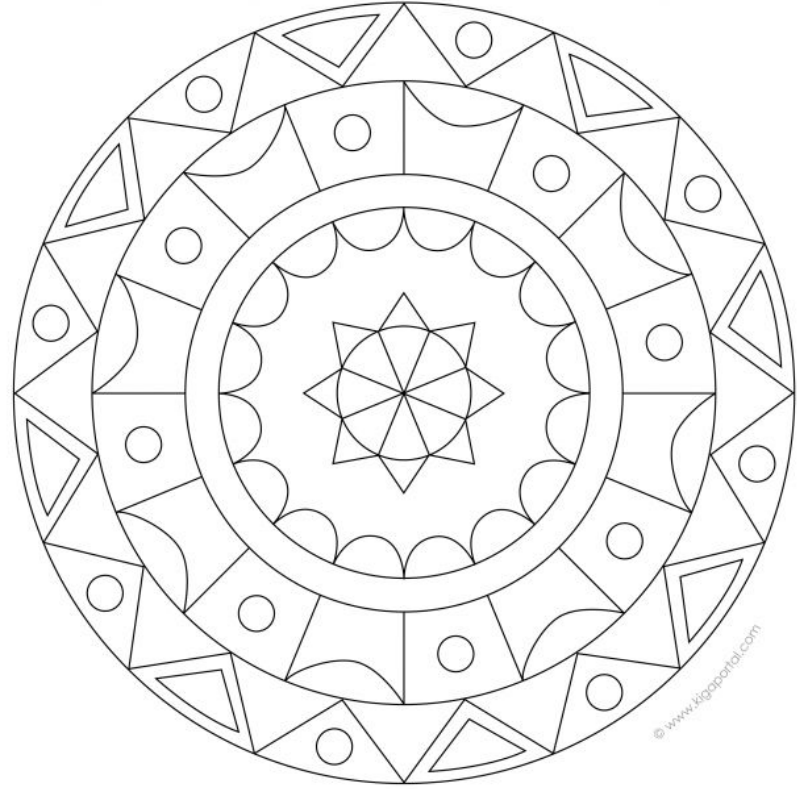


Mandalas have radial symmetry.

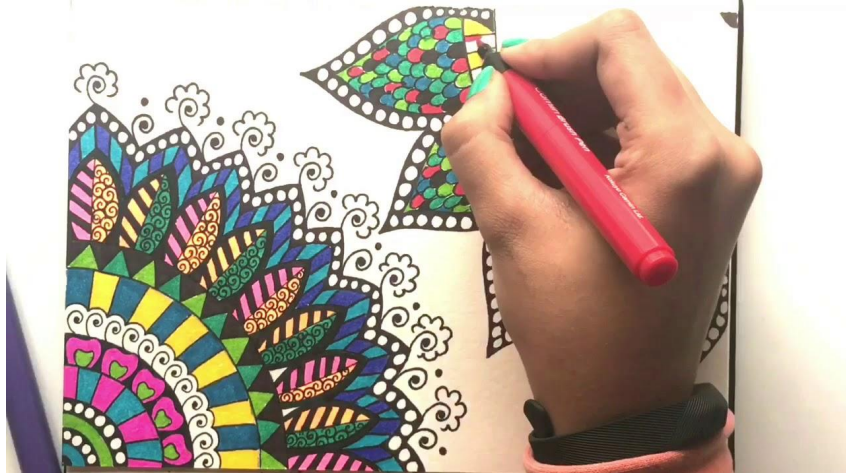
Radial symmetry is created when balance is created from a central point.




**Start in the middle
and repeat lines,
shapes and
patterns all the
way to the edge of
the circle.**



It is the repetition of **Lines, Shapes, and Color** and creating **Radial Balance** and **Patterns** that bring **Unity**, making a Mandala pleasing to our eyes.



K-2

Use found objects to make your Mandala .

Repeat patterns with embellishments



You can use anything to create Radial Balance

Pasta, beans, leaves,
cheerios, sequence,
pom--poms, beads



You can make Mandalas with Nature



Seashells, Sticks, Rocks, Flowers and Nuts!




Repeat patterns to create Radial Balance and Unity



Grades 3-5 Paper Plate Mandalas

Use markers and pens to color, add
colorful embellishments




**Repeat colors,
shapes patterns
and
embellishments to
create Radial
Balance and Unity.**





Materials Needed:

Paper Plate
Markers
Q-Tips
Food Color
Glue

K-2 Stingray



Closure:

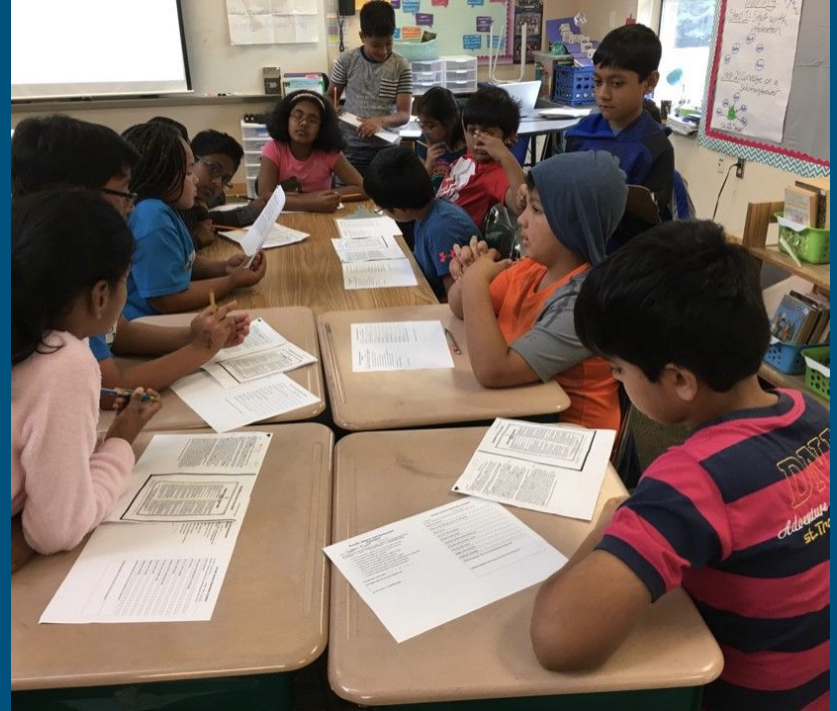
1. Write a paragraph or sentence telling how you made your Mandala and what materials you used.
2. Describe how you created Radial Balance and Unity in your Mandala
3. What do you like most about your art?

How well did you do?

- ☐ You spent 45 minutes or more working on your project.
 - ☐ You fixed, improved and perfected parts of the work.
 - ☐ You are proud of the artwork.
 - ☐ You can write a good artist's statement about it.
 - ☐ It shows your growth as an artist.
 - ☐ You would be willing to hang it in an art show.
-

Enrichment

Weather Patterns via Walking Classroom and Socratic Seminar




Typical Day

Instructional Scheduling Frameworks

Overview & Key Considerations

- Students / families should expect instruction to happen Monday - Friday.
- Students receive approximately 5-6 hours of instruction and/or instructional activities per day regardless of the learning environment.
- “Live instruction” will be provided in each environment at each level:
 - Plan A: Full Day of In Person Instruction
 - Plan B (In Person): Full Day of In Person Instruction
 - Plan B (Remote Instruction): At least 5 hours of live instruction per week as a minimum baseline across all schools along with approximately four hours per day of non-live instructional activities.
 - Plan C: At least 2.5 hours of live instruction per day
 - Virtual Academy: At least 2.5 hours of live instruction per day



Overall, we anticipate approximately 30 hours of live instruction / activity in each 3 week rotation

Note: Times are a baseline and do not replace teacher decision making

Blended Instruction with Rotation by Week

Students attend schools in three groups with a rotation by week of attending school in person and receiving online instruction.


Example:

Week	Group 1	Group 2	Group 3	
Week 1	Each group attends 1 day with 4 days of remote learning in week 1 & 2 in order to orient students and begin building relationships with school staff.			
Week 2				
Week 3	In Person	Remote Instruction	Remote Instruction	} 1st Unit of Study
Week 4	Remote Instruction	In Person	Remote Instruction	
Week 5	Remote Instruction	Remote Instruction	In Person	
Week 6	In Person	Remote Instruction	Remote Instruction	} 2nd Unit of Study
Week 7	Remote Instruction	In Person	Remote Instruction	
Week 8	Remote Instruction	Remote Instruction	In Person	
... and so on				

How do we put the structure into action?

- Orientation in Week 1 & 2
- Options for how to support principals and teachers with balancing teacher workload
- Assignment of students to groups

Virtual Academy



WAKE COUNTY
PUBLIC SCHOOL SYSTEM

WCPSS
Virtual
Academy

a fully online
program beginning
in the 2020-2021
school year

16

www.wcpss.net/virtual-academy

REGISTRATION OPEN JULY 10-20

- Semester Commitment; year long recommended
- Application Window is July 10-20, 2020 at 5pm
- >350 students registered
- Grade Level Distribution
- Will require at least 2 teachers per grade level

Virtual Academy



- Characteristics of a Virtual Academy Teacher will be outlined
- School-Based Virtual Academy Contact Skills and Responsibilities will be shared
- Support for Scheduling Structures and Processes

School Meals

Breakfast - \$1.25



Lunch -\$2.75

www.MySchoolBucks.com

Transportation

Please do not drop-off your child before 8:45 AM due to supervision and new procedures that are in place for temperature checks.



Begins: 8:45 AM



Begins: 3:45 PM

Methods of Transportation:



- **Before and After School Care**
 - Cedar Fork Community Center
- **After School Care**
 - YMCA

Only families who are not eligible for bus transportation may walk their children to school.

Walker Forms will need to be completed.



Transportation changes should be called in to the office before 3:00 PM. Please do not sign out your child after 3:00PM.

More information to come...



JUMP ROPE CLUB



Extra-Curricular Activities



Implications of Covid-19 and Social Pandemic

- We are here for teaching and learning, but HOW we do it in an **equitable and engaging** way will be our focus
- Health Safety (Arrival/Dismissal, Specials, Class Supplies)
- Scheduling-Teacher Assignment
- Social-Emotional Well Being (Staff and Students)
- Parent Support

Next Steps

- Scheduling (School Schedules and Family Schedules)
- Communicate 20-21 Supply Lists
- Staggered Entry
- Teacher Assignment
- Virtual “Meet the Teacher”

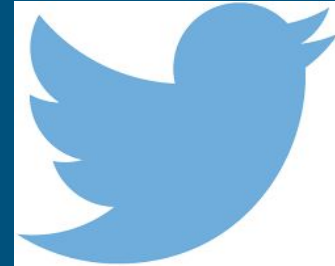
Methods of Communication

School Website

<http://www.wcpss.net/cedarforkes>

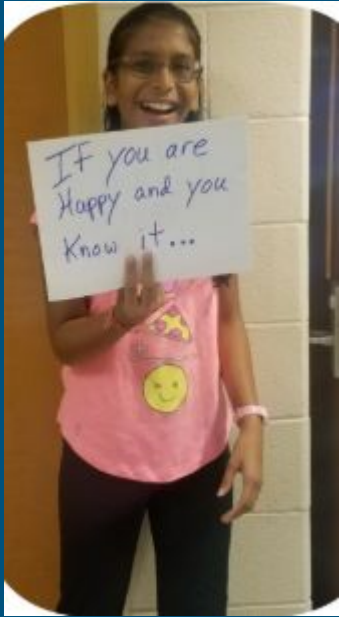
School Messenger

Twitter



@CedarForkES

“We are Cedar Fork...Passion for Learning, Excellence for All.”



Why we love
Cedar Fork!



One of our GREATEST RESOURCES.....



Reminders

Principal Coffee
Chat will be
scheduled for next
week! Stay tuned!

If desired, Apply to
Virtual Academy by
July 20, 2020 at 5pm!

**Please make sure you
check the CFES
website for all things
Covid-19!**

During the “wait”,
continue to practice
soul care and enjoy
time with family!



COVID-19 HIERARCHY OF NEEDS FOR SCHOOLS

Based off of Maslow's Hierarchy of Needs

**SCHOOL IS
IMPORTANT DURING
THIS CRISIS**

BUT....

**NOT AS IMPORTANT
AS THE NEEDS OF
OUR FAMILIES WHO
ARE EXPERIENCING
ANXIETY AND FEAR
AS WE DEVELOP OUR
NEW NORMAL**



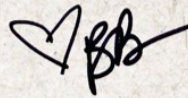
Our kids and families need us more than ever to model social and emotional learning before content.

@jaydostal



This pandemic experience is a massive experiment in collective vulnerability. We can be our worst selves when we're afraid, or our very best, bravest selves. In the context of fear and vulnerability, there is often very little in between because when we are uncertain and afraid our default is self-protection. We don't have to be scary when we're scared. Let's choose awkward, brave, and kind.

And let's choose each other.



Thank you!



Please contact us at:

919-388-5240

<http://www.wcpss.net/cedarforkes>