

Mission


The mission of Cedar Lane Elementary School is to identify the strengths and areas of potential growth for our students and ourselves in an ongoing effort to inspire our students to be lifelong learners. We do this by setting high expectations for ourselves and our students, creating a safe and caring learning environment, and responding to the social, emotional, and academic needs of ALL of our students. We do this so that ALL students are inspired to apply themselves so that their potential for becoming productive members of society is maximized.

Vision















Our vision at Cedar Lane Elementary School is for a learning community that is healthy and safe; a community where students build intrinsic motivation through positive encouragement, where diversity is appreciated and celebrated, and where parents are active participants in the educational process.




















 92% of students will pass all SOL tests

Goals

 Improve Student Achievement

Indicators




-  % 1st grade students at/above Developmental Reading Assessment (DRA) Spring Benchmark
-  % 1st grade students at/above PALS Spring Benchmark
-  % 2nd grade students meeting Phonological Awareness Literacy Screening (PALS) SPRING benchmark (District)
-  % All 3rd grade students passing English SOL (Unadjusted)
-  % All 3rd grade students passing Math SOL (Unadjusted)
-  % All 3rd grade students passing Science SOL (Unadjusted)
-  % All 3rd grade students passing Social Science SOL (Unadjusted)
-  % All 4th grade students passing English SOL (Unadjusted)
-  % All 4th grade students passing Math SOL (Unadjusted)
-  % All 4th grade students passing Social Science SOL (Unadjusted)
-  % All 5th grade students passing English SOL (Unadjusted)
-  % All 5th grade students passing Math SOL (Unadjusted)
-  % All 5th grade students passing Science SOL (Unadjusted)
-  % All 5th grade students passing Writing SOL (Unadjusted)


-  % All students passing Math SOL tests (AYP)
-  % All students passing Reading SOL tests (AYP)
-  % ALL students who scored at the advanced level on SOL English tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL History tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Math tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Reading tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Science tests (Unadjusted)
-  % ALL students who scored at the advanced level on SOL Writing tests (Unadjusted)
-  % Average Daily Attendance (ADA) for schools (AYP)
-  % Black students passing the Math SOL test (AYP)
-  % Black students passing the Reading SOL test (AYP)
-  % Economically Disadvantaged students passing the Math SOL test (AYP)
-  % Economically Disadvantaged students passing the Reading SOL test (AYP)
-  % Hispanic students passing the Math SOL test (AYP)
-  % Hispanic students passing the Reading SOL test (AYP)
-  % Limited English Proficient students passing the Math SOL test (AYP)
-  % Limited English Proficient students passing the Reading SOL test (AYP)
-  % Special Education students passing the Math SOL test (AYP)
-  % Special Education students passing the Reading SOL test (AYP)

Action Plans










 Build and Maintain a Professional Learning Community (CAG)

Tasks

-  1. Maintain professional culture that encourages open, honest dialogue around teaching and learning
-  2. Have teachers participate in professional reading and book study groups centered on school initiatives
-  3. Provide teachers the opportunity to take an active leadership role within the school community




 Conduct RAP (Refining Assessment Practices) Training for all Instructional Staff

 **Tasks**

-  1. Differentiate between formative and summative assessments
-  2. Develop common classroom assessments
-  3. Develop common formative and summative assessments
-  4. Develop shared understanding of Learning Progression Scales
-  5. Develop shared understanding of numerical scores 1-4
-  6. Design a minimum of (1) common assessment with accompanying Learning Progression Scale in each of four core areas
-  7. Use PD 360 as a resource for refining assessment and grading practices
-  8. Embed assessment and grading practices into bi-weekly CLT meetings
-  9. Engage in RAP training on an ongoing and frequent basis






 Construct a Schedule Reflective of School Priorities

 **Tasks**

-  Create a scheduling committee that is representative of entire school population
-  Decide on academic priorities and design backwards schedule
-  Design a master schedule aimed at affording teachers common planning time to engage in reflective inquiry about teaching and learning






 Differentiate Mathematics Instruction (CAG)


 **Tasks**

-  Access Teacher Facilitators of Math as Instructional Coaches
-  Develop shared understanding of differentiation using Guided Math, A Framework for Mathematics Instruction
-  Review Standardized Assessments as Grade Level Teams to Target Specific, Individual Mathematics Weaknesses
-  Use SME as a differentiated learning tool
-  Utilize Moving with Math as an intervention for targeted learners




 Identify and Support Struggling Students in Reading (CAG)


 **Tasks**

-  Administer DRA/PALS 2-3 times per school year
-  Administer Universal Screening three times per school year
-  Conduct Weekly and Bi-Weekly Progress Monitoring
-  Participate in two half-day data planning sessions
-  Provide Tier II and III support during Power-Up

 Implement Teachers as Readers Group (CAG)





 **Tasks**


-  Determine focus for reading (CAG)
-  Purchase books for Teachers as Readers Group
-  Select Teachers as Readers Group meeting schedule, meeting location, and group norms

 Increase parent awareness of instructional strategies used in core areas (CAG)






Tasks


-  Host Parent Literacy Night
-  Host Principal Coffee Talks to discuss school wide academic priorities(CAG)
-  Inclusion of parents on school improvement planning committee (CAG)
-  Offer Parent strategies workshops following each PTA meeting

 Promote the use of Promethean Boards as a viable learning tool in the classroom. (CAG)






Tasks


-  Create action plan and training schedule for Promethean Board use and implementation
-  Provide ongoing training to staff to update them on tips and tricks that can be integrated into the classroom (CAG)
-  Train all staff, including previous users, on how to use the Promethean Boards (CAG)

 Provide Facilitator and Teacher Leader Training





Tasks

-  Design Facilitator training for Cedar Lane CLT Facilitators
-  Encourage targeted teacher leaders to enroll in LCPS Teacher Leadership Development Program
-  Engage in professional discourse around teacher leadership via professional articles and PD 360

 Support CLARITY use



Tasks

-  Consistently share new and important information with staff pertaining to CLARITY
-  Continued support of grade level teams with an array of CLARITY topics aligned with system wide expectations



Strengthen safe learning environments










Goals



Improve school climate




Indicators

-  % of students actively participating on the Student Council Association
-  % of students being recognized for Character Counts Program (PBIS)
-  % of students being recognized for Citizen of the Month Awards
-  % of students serving as Mentors in Friend-to-Friend Program
-  % of Teachers participating in Staff Member of the Week Teacher Recognition Program (PBIS)
-  % of teachers presenting multi-cultural classroom lessons
-  % of teachers serving as Mentors in HEROES Mentoring Program













Action Plans

 Address and Recognize Positive Student Behavior







Tasks


-  Continue Character Counts program
-  Determine SCA sponsors and subcommittees to include responsibilities
-  Host monthly Citizen of Month Awards assembly
-  Implement and Practice Positive Behavior Interventions & Supports
-  Implement check-in/check-out (CICO) for identified students
-  Organize Friend-to-Friend Student Program including training of mentors
-  Organize Student Recognition Team to determine how students will be recognized for positive actions
-  Organize and Participate in Student-Teacher HEROES Mentoring Program (CAG)
-  Participate with Cedar Lane PTA to assist in recognizing students for positive actions
-  Train Student Council Association (SCA) on methods in which they can connect to school initiatives

 Increase Awareness of Diversity at Cedar Lane Elementary (CAG)







Tasks


















-  Embed cultural and diversity awareness throughout school day (CAG)
-  Host International Festival
-  Increase participation of sub-group students in Art and Music Events (CAG)
-  Participate in Disability Awareness Month Activities

 Increase teacher participation in Teacher Recognition Program



Tasks

-  Purchase Tear Drops for teacher recognition program to document staff acts of kindness
-  Recognize staff member of the week on WCED
-  Train all new staff on teacher recognition programs
-  Work with PBIS Team to refine teacher recognition program goals and outcomes

Goal Timeframe	Action Plan Priority	Task Status	Indicator Progress
 Long-term	 High	 Draft	 On Target
 Medium-term	 Medium	 In-Progress	 Warning
 Short-term	 Low	 Cancelled	 Off Target
 Not Assigned	 Not Assigned	 Postponed	 Not Assigned
		 Completed	