



CHAPLIN ELEMENTARY SCHOOL NEWSLETTER

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January 2021

From the Principal...

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Thank you! Thank you! Thank you!

If you are wondering what this appreciation is for, it is a thank you from the entire staff to our families. As situations have risen, we have had to make adjustments with little to no fore-warning. Predictability is important for our children, but the past 11 months have been all but predictable. You have been a true partner in helping the children to understand the reasoning behind any changes made.

The parents who have opted for remote learning for their children this year are remaining consistent in their efforts to get to school as soon as teachers have materials for the children to use at home. This has been so important because the children are able to have the same materials as the students in class. You have supported us in keeping your children engaged in the learning process by getting your them online to learn and to participate in class lessons.

So many of our parents are monitoring the health of their families to ensure that their children do not bring anything to school that could put other students or staff in jeopardy of becoming ill. Our attendance this year has been spectacular, and we believe this is because children are staying home before they have the opportunity to spread anything to others. We understand that keeping your children home causes you to make changes to your daily lives, but it proves just how much you care for the well being of the other people in the school building.

If I could give each of our families a spirit stick, I would give you a “You’re a Slam Dunk” spirit stick to display proudly from

At Chaplin School, we strive to cultivate a strong, collaborative school climate and culture that is focused on high academic development and achievement for all students. – High standards for curriculum implementation and student learning.

Important Dates

- Feb 12– No School for Students (Teacher Professional Development)
- Feb 12-16– Winter Break Day (no school)
- Feb 8-21– Virtual Book Fair



Winter Benchmark Assessments

The parents and guardians of or first graders through sixth graders should have received a report for the child's January, midyear progress monitoring assessment (NWEA) recently. I would like to take some time to explain what is in the reports. Please feel free to contact me or your teacher if you would like someone to review the report or any of its meaning.

The graphs in the reports show multiple pieces of information over time. The (National) Average Achievement line demonstrates the score for a student at the 50th percentile. As you refer to the achievement bands (colored bars), you will see your child's percentile for that particular assessment. The analogy that makes most sense is to think about this in the same way you received information about your child's percentile for height and weight. A child scoring at the 62% percentile has scored greater than 62% of the children in the same grade across the nation. The bands are broken down as low, low average, average, high average, and high. This score is more telling for you than the (RIT) score as that is not based on a scale that is used by most. It is a score that can grow across the child's years in school through 8th grade.



The growth percentile tells you if your child has made average growth for a student who scored at the (RIT) score level in the previous assessment. Our goal is to be greater than the 50th percentile as this equates to a child scoring at a higher Percentile ranking spoken about above. Typically, the higher the score, the more difficult it is to increase these scores. The projected score shows where the student will end the year if they make average growth. Your teacher's target is greater than that to show an increased rate of growth and improvement.

Your report may also give you information as to instructional areas that are suggested for a greater focus or are areas of strength. An area not categorized as either means that the child is performing at the average performance level.

The report may also give you information about the child's independent readability measures—these come in two forms: The Lexile level is a range based on vocabulary, sentence complexity, and comprehension. The Flesch-Kincaid Grade level tells you where they are in relation to school. Both are useful when taking a child to the library or when buying books.

Lastly, for students in grade 3 and up, there is a projection of the child's performance on the Smarter Balance Assessment the students will take in the Spring.

Teachers receive much more information than what you are seeing, but this is a quick tour of the report for you. Teachers use the reports to determine where to go with the students and what to continue working on.

The recipients for the Honesty (January) Spirit Sticks are: ; K– Joseph; G1– Terralyn, & Cooper; G2– Dara & Olivia K; G3– Ambrosia, Mike, & Andrew; G4– Brodie; G5– Jack & Sam

We are so proud of you!

Learning Across the Past Year

When we were forced to close our school doors almost a year ago, nobody truly knew what to expect. We didn't know if we would be returning to in-person in the spring. We moved to remote learning in a asynchronous way— meaning that the teachers were video taping lessons for families to get to when they could. Unfortunately there were some families that found this difficult.

We found this difficult because teachers could not provide feedback in the moment to our students. As was the same across the country, many of our students lost momentum in their learning and did not finish the school year at the projected levels of mastery in ELA and Math. The majority of our students did not enter the school year at the same level of our students in a “normal” school year. The teachers have worked hard to close the gap from what students missed last year in curriculum, from normal “summer slide,” and to help our students with their social/emotional needs.

On top of this, many topics came into focus this year that are often considered taboo for young students. We have tried to use a social justice lens by focusing on the big pictures rather than the specific details of the events. We know that when we teach lessons on equity, trust, and mutual respect, we are accountable to our families. Talking about character qualities this year has taken on a new meaning.

We all realized many of their needs this year would hinge on our ability to support our students. Many of their needs would be affected by our ability to support our families. We see the dedication, love, and flexibility from our family at CES. Things are working!

A good majority of our students are on track to make up the skills that were slowed as well as catch up to grade level expectations. However, there are students who are behind. As we enter the second half of the school year, we will renew our focus with our students who are in need of additional support. Teachers may begin giving students new types of practice for them at home. It is our hope that you will support your child by participating in these new experiences in the manner that your teacher or interventionist may ask you to.

We continue to be fortunate in that we have not had to move to a hybrid or fully remote model for more than a short period of time (only 3 days for most of our students). As we move through the second half of the year, we will maintain our focus on the needs of the children. A goal for the year has been to maintain open lines of communication with our parents and to keep you informed of your child's progress.

Please reach out to us if you have questions about your scholar that we have not answered for you.

Virtual Scholastic Book Fair

This year, Mrs. Kauffman wants to make sure we still offer families the opportunity to purchase good reading materials for their children. Due to our ‘no nonessential visitor’ policy, she has worked out a virtual book fair for the families of CES. Please take some time to follow the directions going to our families to make a purchase for your child’s reading desires. If you have any questions, please email her at akauffman@chaplinschool.org Thank you!



	Name	Red Fruit	Party Item	
Red Flower	Amber	Beth	Clara	Darcy
Party Item	Daisies	Poppies	Roses	Tulips
Red Fruit	Balloons	Candles	Streamers	Table Cloth
Red Flower	Apples	Cherries	Strawberries	Watermelon
Party Item	Apples	Cherries	Strawberries	Watermelon



Track your answers			
Name	Red Fruit	Party Item	Red Flower
Amber			
Beth			
Clara			
Darcy			

4 friends are planning a Valentine's Day party and want all the decorations and food to be red. With the clues below, you must determine which red fruit, red flower, and party decoration each person brought with them.

1. The person who brought a bowl full of cherries loves the flower that starts with the same letter as her first name.
2. The person who loves red roses is not Amber.
3. Beth didn't bring the apples or strawberries.
4. The friend who loves poppies is Clara.
5. The person who loves candles didn't bring red apples.
6. The friend who brought streamers is not Clara.
7. The person who brought balloons is Amber.
8. Of the person who brought watermelon and the person who brought strawberries, one also brought streamers and the other loves tulips.
9. Either the friend who brought red daisies or the friend who brought red tulips also brought the candles.



mathgeekmama.com

The following students have been chosen as a Soaring Eagle or Bucket Filler (kindergarten) during the months of November and December:

(K) Addison, Emmiline, Catie (1) Isaiah, Lev, Matthew, Vanessa, Noah A, Terralyn, Odin, Kallen , Autumn, Matthew (2) Amelia, Carley, Ella, Dara, Riley (3) Isaac, Andrew, Kaylee (4) Sam, Jayce, Aneila, Brendan (5) Alanna, Jack, Jocelyn, Bella A, Kyeah, Shaeli, Natalie, Bailey (6) Abe, Jaina, Hallie-Grace, Braidan, Talia

