

# WILDCAT PRIDE

## April NEWSLETTER



When this is sent out, we will have just 14 school days remaining until the end of a very interesting school year. This week is Teacher Appreciation Week. If you can, feel free to message your child's teacher and tell them thanks for their efforts this year. I would like to take this opportunity to thank our teachers and ALL of our staff at school. We don't often put much thought into what it all takes and what is all done for school to be made possible, but when you do it is truly astounding. When it's all over, in the 180 days of school for our approximately 450 students our cooks will have served roughly 154,000 meals at breakfast and lunch, our bus drivers will have driven over 600 routes and thousands of miles, teachers will have taught over 1,300 hours, custodians will have hauled trash for and vacuumed over 2,000 classrooms, K-12 coaches and activity sponsors will have coached over 400 extracurricular events (not to mention daily practices) and office staff will have dispensed dozens of students' daily prescription medicines totaling in the thousands over the year and given countless ice packs and band aides. The list could go on and on and the number of examples of the work done in a school year by all who make it possible would never be fully complete. Thanks to all staff members for making this most unordinary year possible.

I would also like to fill you all in on a little bit of what the process looks like and how decisions are made for splitting up classes and placing students in their next year's classroom. There are a wide range of factors that go into this process and I will not cover them all here, but will give you a general idea. Some of the factors taken into consideration for classroom placement include, but are not limited to:

- \*Boy to girl ratio
- \*Amount of special education students and their level of need in a grade level
- \*Attempt to create a balance in a classroom of high performing students, average performing students and students who may tend to struggle based on our student testing data, grades, teacher input and student behavioral needs
- \*Student behavior issues and determining which teacher may work best with that student and their needs
- \*Separating students who tend to not get along and maybe need a year away from one another
- \*Attempt to match student personalities with teacher personalities
- \*Attempt to match student needs with teacher strengths
- \*If beneficial, place students with a teacher their older sibling had since families are already familiar with what to generally expect from that teacher

Much of this information is gathered and input into a rating scale for each student. We use the rating scale and current teacher input along with factors that cannot be rated and begin placing students in a classroom. Once we complete an initial placement of all students we count up the points in each classroom to see if there is a disparity. For example, in second grade if Mrs. Walling's class had a class list with students comprising of 50 points and Mrs. Pittack's class list has just 25 points, we have one class with a much higher need and not a very equitable split. In this scenario, Mrs. Walling's class may have ended up with the majority of high need students and we would want to reevaluate this list and see which students need to be shuffled around to attain a more equal point split. A fairly close point split once calculated would indicate that we have a good

mix of students based on the factors listed above. Even with an equal point split, we still reevaluate the list and see if there are any other factors to consider. We have this list before the year is over, but it will not be made official until August. New students may be added and some students may move, or withdraw over the summer and in turn change the list established from the spring. We also may have families that move, or may leave and not inform us and upon school starting and last-minute adjustments may need to be made there as well, however that is generally unlikely. Parents often want to request a certain teacher for a variety of reasons. This request is taken into consideration and may be granted if possible, but in all cases is outweighed by the need of the group as opposed to the want of a few. I hope this helps to give you all an idea of how this process generally works. Our goal is to create classrooms to optimize the learning atmosphere to make the most kids successful.

Until next month, take care and GO WILDCATS! Mr. Hansen

### Other Information

\*LAST DAY OF SCHOOL IS May 20th. It is a 1:30 EARLY OUT. There will be NO Kids First ASP that day.

\*2nd-3rd Grade Music Concert is May 6th at 7:00 p.m. in the gym. Grades 4-5 is May 13th. Please drop your child off at their exterior door to their room. (The same door as each morning) between 6:30 and 6:45. Parents may then enter the main east entrance adjacent to the gym. Face coverings are required. Please observe this requirement and social distance as much as possible with the available seating.

\*Last WILDCAT PRIDE Assembly will be May 14<sup>th</sup> at 8:15 in the gym. If your child wins, you are welcome to come with up to 4 guests.

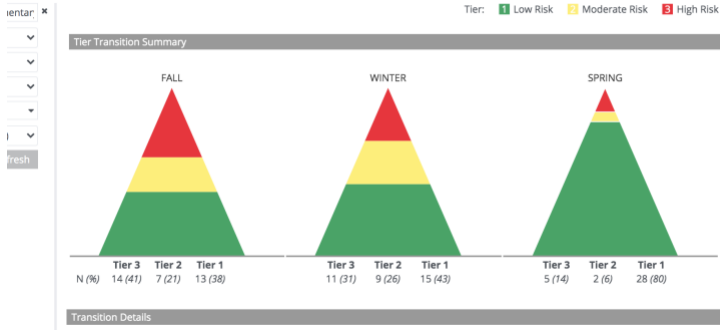
\*ALL LOST AND FOUND items will be donated at the end of the year. If you are missing something, have your child check for their item, or come in to the school and check yourself.

\*PK-1 Track and Field Day is Friday May 7 at 12:15 at the practice field. Grades 2-5 is Monday, May 10, same time, same place. Please only bring 4 Guests and try to social distance. Masks will not be required while outdoors, but please wear one if you are unable to distance or gathered in a crowd. Please bring one with you in case you need to enter the building for any reason. They are required inside of the school.

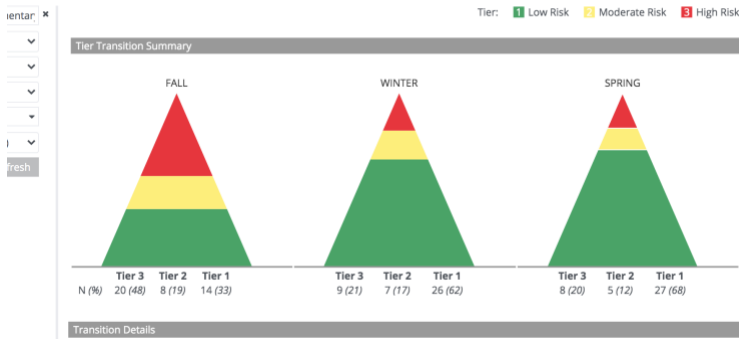
\*PK Graduation will be the last day of school from 11:30-12:15 in the auditorium. Kindergarten graduation will be the last day of school from 12:45-1:30 in the auditorium. Masks will be required and please limit guests to no more than 4 people.

We have finished up our spring AIMSweb reading tests. These tests measure students reading fluency, comprehension and vocabulary. A general goal is to get each grade level to be 75-80% at benchmark. 4 of 6 grade levels met this goal. However, the two that did not were the two grade levels we are most concerned about with the loss of learning time last year as kindergartners and first graders. These two grade levels were never quite able to put a solid stamp on some core reading skills before the shutdown. It is not surprising to see slightly lower scores in those two grades. Even if they did not reach the 80% mark, first grade went from 28 students scoring below the benchmark in the fall down to 13 this spring. Second grade went from 25 students not meeting in the fall down to 11 in the spring. All grade level growth charts are below.

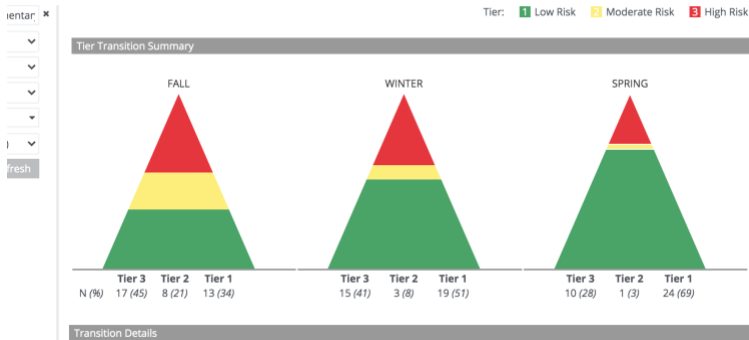
Cedar Bluffs Elementary, Grade K, Early Literacy, '20-21



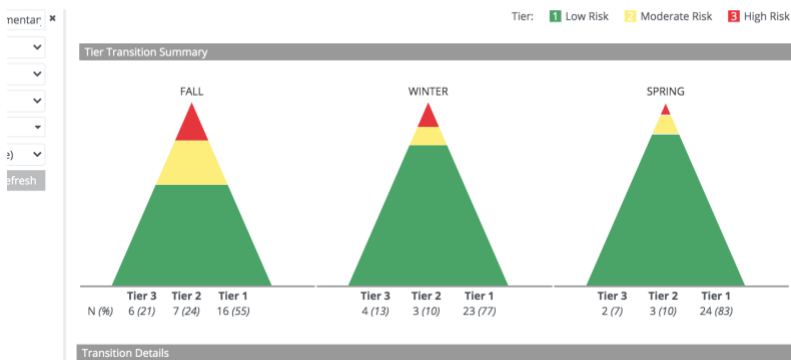
Cedar Bluffs Elementary, Grade 1, Early Literacy, '20-21



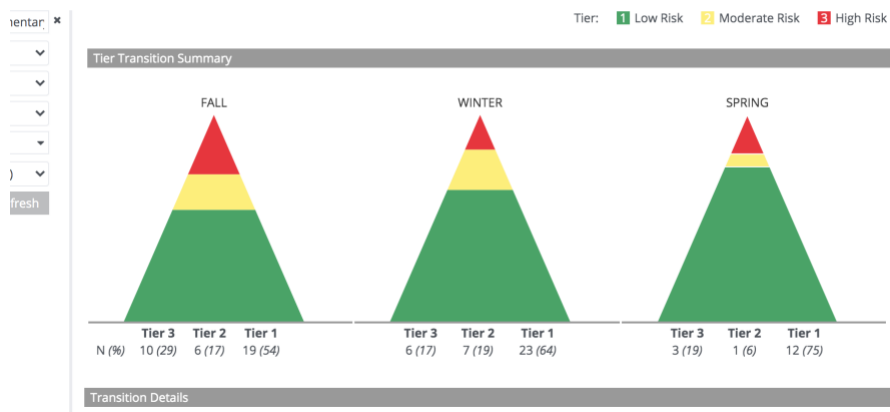
Cedar Bluffs Elementary, Grade 2, Reading, '20-21



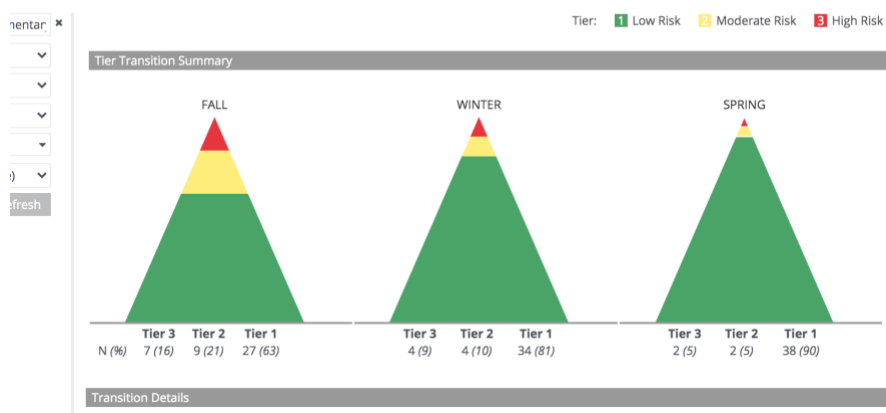
Cedar Bluffs Elementary, Grade 3, Reading, '20-21



: Cedar Bluffs Elementary, Grade 4, Reading, '20-21



: Cedar Bluffs Elementary, Grade 5, Reading, '20-21



GO WILDCATS!