

MONITORING REPORT
ENDS POLICY #3
EXECUTIVE LIMITATIONS #13 & #16
PREPARED FOR THE GUFFEY COMM. CHARTER SCH. BOARD OF DIRECTORS
September 2016

By Pam Moore, School Administrator

Ends Policy 3 Personal Skills

(Pam Moore writes)

I have asked our school's teachers, Jenny Hartman, (K-2) Lynda MacDonald, (3-5) and Hillevi Peterson-Hirsch, (6-8) to write to this Board End Policy. I believe that by having our teachers write our policies provides useful information about what we are doing in our classrooms and school's campus. The school's ends policies are supported by weekly discussions at the staff meetings as we address that month's Ends Policy as a team. The school's Accountability Committee also reviews the written ends policies so that they are also informed as to what we are doing at our school. As evidenced of how we are in compliance with this policy follows:

- 3.1.1 Students will create places for themselves in the community.
- 3.1.2 Students will effectively set personal goals.
- 3.1.3 Students will have a strong sense of self.
- 3.1.4 Students will work independently.
- 3.1.5 Effectively evaluate and reflect upon their own growth and learning.
- 3.1.6 Students will create a personal environment of emotional and physical safety.
- 3.1.7 Develop and practice self-discipline.
- 3.1.8 Organize their personal space and time.

Teacher, Lynda MacDonald (3-5th grade) writes:

- 3.1.1 Students will create places for themselves in the community

One amazing opportunity we have had this year (thanks to the help of Jenny Hartman) was to send a student to Sanborn Camp as a community member representing Guffey. This young man did such a fantastic job representing our community that Sanborn Camp came back to us in the fall requesting another student to attend their camp next summer. Sanborn Camp is a local camp where students attend for 4 week sessions. Our students are able to attend on full scholarships. Any student that has attended in the past is asked to return year after year. This is an incredible opportunity for our students. It is so impressive that Sanborn Camp came to us because they want to continue the program. Thank you Guffey School student for being such an ambassador for our community and setting a precedent for

students moving forward!

Teacher Hillevi Peterson, (middle school) writes:

3.1.2 Effectively set personal goals

My motto for grading is that I do not give and 'A' nor do I give an 'F' – they earn the grades based upon their personal study habits and effort. Middle School students at Guffey are asked to set personal goals each day. Providing students with rubrics for assignments allows them to choose how hard they plan to work. This has proved to be a winner for this age of students.

Teacher, Lynda MacDonald (3-5th grade) writes:

3.1.3 Students will have a strong sense of self

I am always amazed at the strong sense of self that kids at Guffey School exhibit. One of our first group activities at the beginning of the year was to get to know a new student. Students interviewed each other and made collages of themselves. Then they were requested to stand up in front of the whole school and share what they learned about their new friend. I am so happy to say that EVERY single kid was able to present with confidence from the youngest kindergartner to the newest student.

In my classroom, I also see a strong sense of self. I have many new students this year as well as many new third graders. I am so impressed with how these new students and third graders are adapting to the routines of our classroom. I often have students working with partners that I mix up regularly throughout the day. I am so impressed with how adaptable each student is in who they work with and how they respect/support each other. This shows a strong sense of self.

Teacher Hillevi Peterson, (middle school) writes:

3.1.4. Work independently

As students reach the middle school years it is important to expand the expectation of personal responsibility. There must be less time spent by the teacher reminding students of upcoming events or homework due as students use tools provided by the teacher to become independently accountable. The following is a list of some of my middle school efforts to promote independent work:

- *By using a personal planner in class, students take ownership of the assignments and their due dates as well as upcoming event preparation*
- *Our online math program, IXL, allows students to work at their own pace in math. Along with supported instruction and hard copy assignments, students are expected to complete 20 minutes of IXL each evening.*
- *Literature assignments are given with expected chapter completion dates, but students may read/work ahead as desired.*

- *My classroom website, hillevipeterson.com, allows students to submit work from home, see what assignments are coming up, download important handouts they may have left at school, and access support material from online links.*
- *New in the 2016 school year is a strong emphasis on reading instructions by themselves, and highlighting key points in math, literature, and social studies. In speaking with other teachers over the summer, the 'hand-holding' has become an enabling point and kept students from being prepared for high school and college. I hope to create leaders in our preparation.*

Teacher, Lynda MacDonald (3-5th grade) writes:

3.1.5 Students will effectively evaluate and reflect upon their own growth and learning

Students in the 3rd - 5th grade have many opportunities to evaluate and reflect upon their own growth and learning. The beauty of being in a multiage classroom is seeing for yourself your own growth from year to year. At the beginning of the year I do a number of assessments to see how the students compare to where they started at the beginning of last year and where they are starting compared to the end of last year. I am able to see and show students significant progress in their DIBELS, MAP, LexiaCore and priority words list scores. Kids are excited to know how they are progressing, as am I. These assessments are taken three times throughout the year so students can monitor their progress and try to improve their own personal scores.

This year I am implementing a new grading rubric for written work. Students will know exactly what to expect and will be able to evaluate themselves on: following directions, work showing thought/effort, editing their work, and having neat work. We model these requirements at the beginning of the year so students know what to shoot for. Then, as time goes on, I expect them to work towards these goals independently.

Teacher Jenny Hartman, (K-2) writes:

3.1.6 Create a personal environment of emotional and physical safety.

At Guffey School, we try our best to work with our students to create an environment of emotional and physical safety. In the K-2 classroom, we have talked extensively about how to create this environment during the first couple weeks of school. On the classroom door, we have a poster entitled "How To Be A Friend" which the students and I have discussed thoroughly and we constantly refer to. This poster is an acronym for FRIEND, stating: "Find something in common. Respect other students' space, property, and ideas. Invite and include kids to participate. Empathy – show you care. Know when to support each other. Do the right thing even if no one is looking. Say you're sorry, everyone makes mistakes." The students in the K-2 class are beginning to understand how to create this environment of emotional and physical safety in the classroom. The K-2 students also all have a middle school buddy. The middle school buddies are there for their K-2 buddy throughout the day, particularly during recess. They know to watch out for their younger buddy and be available if they need help. In addition, as teachers we strive to not only teach the students, but to also build a personal relationship with each student. Having that connection with each individual kid allows them to feel safe enough to talk to us about anything, which helps them to continue to feel emotionally secure and physically safe at school.

Teacher Jenny Hartman, (K-2) writes:

3.1.7 Develop and practice self-discipline

Practicing self-discipline is an incredibly difficult skill for a K-2 student, yet it is one of the most important skills that they must learn in order to succeed in the 3-5 or 6-8 classroom. At this point in the year, we are trying to teach the absolute basics of self-discipline. For a K-2 student, this means being patient while waiting for help. Students who have not been in my classroom before, particularly students who have never been in school before, have a very hard time with this. To provide an example, here is a scenario that occurs at least a couple of times per hour: A student comes to me asking for help, so we are now working one-on-one trying to get him/her to understand how to do something. About 10 seconds goes by and another student needs help. To me it is obvious that I am working with another student, but apparently that simple fact is over-looked in the K-2 student's eyes who lacks the self-discipline to wait about 30 seconds for help...and he/she decides to step in front of the child being helped and place his/her paper on top of the paper that the first student and I were working on. Teaching self-discipline to a k-2 student requires constant reminders to the student that they need to be patient and wait. It is very exciting to see when a student finally grasps the concept of self-discipline. Just the other day, one of my students, who was in my class last year, showed an excellent example of self-discipline. I was helping another student, and she came up near us, but gave us a couple feet of space, and simply stood and waited. She did not even say anything to me...she just waited silently until I was ready to help her. I was so proud of her!

Teacher Jenny Hartman, (K-2) writes:

3.1.8 Organize their personal space and time.

The students in the K-2 class are learning how to organize their personal space and time routinely every day. For starters, the classroom is designed to teach the students organizational skills. Each student has his/her own cubby to keep their personal items such as their math books, journals, handwriting books, and folders. Each student has his/her own set of folders that are labeled. They have a homework folder, Thursday folder, writing folder, music folder, and an extra folder for free time drawings, etc. They know how to keep their personal cubbies and folders organized. As a whole classroom, we have supply caddies on the tables that are labeled, so they have a specific place for pencils, colored pencils, and crayons. We also have a bookshelf with labeled tubs for all of our math manipulatives and other curricular materials. By having a specific place that is well organized and labeled for everything in our classroom, the students are learning how to not only stay organized, but how to become organized. I personally feel that having a highly organized classroom creates at least semi-organized students! In addition to learning how to organize their space, the K-2 students are learning how to organize their time. The students know that we have a schedule in our classroom and that there is an expectation for when things need to be done. Students know the consequences and rewards for using their time wisely and either not finishing an assignment, finishing on time, or finishing early. In our classroom, we have a thing called an "Uh-Oh!" if a student chooses to not stay on task and finish his/her work in a timely manner. An "Uh-Oh" is a piece of paper that gets stapled to the unfinished work that says "I was unable to complete my work in class due to the following reasons...{check one} talking, playing, not using time wisely, other. After I've finished my work at home, please sign it so that I may return it." On the other hand, if students choose to work quickly and finish early, they have a variety of choices to choose from. We have an "I'm Finished...Now What?"

wall that has 9 different choices of things to do, and the student must move his/her name and stick it on the choice that they have chosen. When they finish early, they can choose from tablets, knitting, drawing, building with pattern blocks, flash cards, silent reading, buddy reading, finishing a homework assignment, or writing a story. Having the "I'm Finished" and "Uh-Oh!" motivators in the classroom has really helped to keep students on task and focused on completing their assignments in a timely manner.

(Pam Moore) Evidence of my compliance with these policies are as follows:

Policy Number: EL-13

Policy Type: Executive Limitations

Policy Title: Educational Program

The Administrator shall not fail to adapt and develop the educational program of the school as necessary to meet content standards and fulfill the Board's Ends policies.

Accordingly, the Administrator may not:

1. Fail to ensure that the educational program will provide both formal studies to meet the general academic needs of each student and, to the extent possible, opportunities for individual students to develop specific talents and interest in more specialized fields.

I interpret this policy to mean that our school's curriculum should offer both formal studies, State Content Areas, as well as opportunities for our students to explore and learn about things that they find interesting.

Here is how our school addresses the academics and the student's interest areas:

ACADEMICS: The Colorado State Standards, grades K-12 are: The Arts, Comprehensive Health & Physical Education, Mathematics, Personal Financial Literacy (PFL), Reading, Writing &

Communications, Science, STEM (Science, Technology, Engineering, & Math), Social Studies, World Languages, Extended Evidence Outcomes, for students with significant cognitive support needs, and English Language Proficiency. Our school's teachers along with our school's accountability committee (SAC) review and revise how our school covers the requirements of the state standards and try to cover one subject matter a year. For example, last school year we revamped our school's social studies curriculum, which resulted in a new scope and sequence for the K-8 social studies curriculum. The previous year it was science. This year the staff and our SAC will review our writing curriculum to make sure that it is still in alignment with the state's standards.

The October 12th Board Meeting will feature our three teachers and their students who will share their academic plans for the 2016-2017 school year in each of the core content areas as well as opportunities for individual students to develop their talents and interest in more specialized fields. This is a wonderful opportunity for board members, parents, students, and our community members to see what our plans are, get questions answered, and look at the resources that we will be using for the school year. I have put this date out to our school families as an 'Open House' event and hope that because we are involving students and offering a family meal, we should have a good turnout.

STUDENT INTERESTS: Our school's staff has become adept at working with our students on reading and writing projects that look at their likes and dislikes. Examples of this can be seen throughout the school year on entry way walls and classroom bulletin boards. It's really neat to get to know our students from their projects and writings. Another example of supporting our students' interests would be the entire 8th grade process, which I believe everyone is familiar with.

2. Fail to ensure that the educational program includes all legally required courses and programs.

Guffey School adheres to the Colorado State Standards and we are held to the same rigorous educational standards that all public schools in Colorado are. Our school's district, Park RE2 in Fairplay and MT BOCES of Leadville (Board of Cooperative Educational Services) assist our school and staff in assuring that our school includes all required educational programs for our school's students. Two examples are our ability to offer specialized services to students in the following areas:

IEPs (Individualized Education Plans), READ plans (Reading to Ensure Academic Development).

We also participate in the The Colorado Student Assessment Testing Program, and the Unified Improvement Plan (UIP). Our school is responsible and has maintained Adequate Yearly Progress (AYP) which is a reflection on all the state required courses and programs.

3. Fail to develop a curriculum to provide a program of instruction based on and designed to enable students to meet or exceed the Board-adopted standards for student performance, meet the needs of all students and utilize a variety of educational programs and instructional strategies.

Our school strives to meet both the Colorado State Standards and the Guffey Community Charter School Board adopted policies (Ends). One of our major concepts in working to accomplish this is that we meet each student where they are and implement teaching strategies to match the various learning styles of the individual student. Guffey School has always offered individualized instruction which ensures that every student has some degree of academic and social success. I believe that creative thinking, dedication, problem solving, teamwork, and thinking outside of the box, have been our tools for this success. If needed, we have always included additional staff, community members or special education consultants, with parent permission of course. These resources are brought in to offer their expertise and guidance. The multi-age environment eases students into learning groups where they can grow, be successful and most importantly, learn at their own pace.

4. Fail to involve appropriate staff and community members and utilize available resources to develop the curriculum.

Being able to match Guffey students with the appropriate staff or community members is one of our school's greatest assets. A Guffey School classroom teacher and community person is always a member of a 8th grader's team, and we have community math, reading, art, and science mentors. Additionally, there are five community members come daily throughout the week to sharing their expertise by working with small groups of students or one-on-one in our school's classrooms.

5. Fail to encourage and carefully monitor innovative programs, evaluating the effectiveness of all pilot courses annually and keeping the Board adequately informed.

Our school's staff and I carefully monitor the effectiveness of our programs throughout the school year and make adjustments as needed.

6. Fail to ensure that faculty and administration regularly evaluate the education program and recommend modifications of practice and changes in curriculum content as well as the addition or deletion of courses to the instructional program.

The school's teachers and I regularly evaluate our educational programs by carefully analyzing and monitoring the progress of all our instructional programs based on our students' learning outcomes. To do this we ask specific student-driven questions. Examples of these are: Is this student achieving at or above their grade level? Is the curriculum still challenging and interesting to our students? Are there things that we could do better to improve our student outcomes? Over the years and with the implementation of the READ plan, our teachers have become proficient in identify and targeting their instruction to meet the needs of all school students.

7. Fail to ensure that all new programs and courses of study as well as the elimination and extensive alteration of the content of current programs and courses are presented to the Board for information.

The board is kept informed about the school's curriculum at our school by reading the written monthly monitoring reports and attending our October board meeting where classroom teachers share their educational plans for that school year.

8. Fail to consider class size and organization as important components of the education program. *This school year we have three Colorado Certified Teachers. Jennifer Hartman, teaching grades K-2 who currently has nine students in her classroom. Lynda MacDonald, teaching grades 3-5th grade, with 12 students and Hillevi Peterson – Hirsch (Mrs. PH), teaching grades 6-8th with 11 students. Each of our three classrooms are designed to be age specific and currently have a very manageable number of students in each setting.*

9. Fail to ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.

Teachers MacDonald, Peterson-Hirsch, and Hartman are State of Colorado professionally certified and licensed, teachers who are all recognized as highly qualified teachers (HQT) by our state.

10. Fail to meaningfully involve staff members in the development and evaluation of staff development programs designed to meet the Board's Ends.

I encouraged and support our staff to participate in educational classes, read books, and attend workshops or seminars on topics that would be helpful to our school and the professional development needs.

11. Fail to provide a learning environment that maximizes multi-age instruction through project-based learning that is rooted in a sense of place and community connection.

Guffey School is firmly rooted in our small, rural community and because of the connection that we have with our community, our school's students have the opportunity to learn and grow in our local

environment. For example, the school now has a lease agreement on two pieces of pond properties from Cover Mountain Sub Division that would offer living labs for both science and social studies projects.

Policy Number: EL-16

Policy Type: Executive Limitations

Policy Title: Student Conduct and Discipline

The Administrator shall not fail to ensure an environment which is reasonably safe, conducive to the learning process and free from unnecessary disruption.

Our school maintains an environment that is safe and free from disruptions, creating a learning environment where all students can be successful. Our school is a closed campus, which means that students are not allowed to roam about the building or leave the school's campus without permission. We do not allow people from the community or neighborhood to hang out on our school's playground or in the building during school hours. Parents are required to sign their children "out" if they are taking them for the day and "in" if they arrive late. Only one door is unlocked during the day, and visitors are directed to the school's office. Students are informed of any known guests or visitors during morning announcements. Annually, and as needed throughout the school year, we review rules of conduct with our students and post these in their classrooms and in the common areas. Disruption at our school remains at a minimum. We continue to have an annual State of Colorado fire inspection, and have regular visits from the school nurse, and speech language consultant. Our school district superintendent visits our school monthly. The Park Co. Sheriff Department makes itself available to us as needed.

Accordingly, the Administrator may not:

1. Fail to adopt a written student conduct and discipline code which, at a minimum is in accordance with state and federal law.

The school's Parent/Student Handbook, which every family receives at registration, offers information about student conduct. The parts of the handbook that speak to student conduct and discipline are as follows:

Dress Code, Student Absences & Excuses, Concerns or Complaints, Bully Prevention Policy, Bus Safety and Rules and School Discipline Policy. In addition, school rules are posted throughout our school. A copy of the school's handbook is on the school's website too.

2. Fail to include teachers, administrators, students and the community in developing the code.

Whenever there is a major change in a written policy it is reviewed by teachers, staff, the board, and our school families. Our school annually asks open ended questions of our school parents in the end of year survey. Examples are: What do you see as the greatest strength(s) of our school? What do you see as the greatest weakness(es) of our school? Is there any positive change you feel our school could make to service our kids better? The school's staff and I review the survey results at our first staff meeting of the new school year and if necessary, implement any needed improvements or follow up on suggestions.