

MONITORING REPORT  
March 2017  
ENDS POLICY E-2  
EXECUTIVE LIMITATIONS POLICIES EL- 7 & EL- 15  
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS  
By Pam Moore, School Administrator  
www.guffeyschool.org

**Policy Number: E-2**

**Policy Title: Academic Accomplishment**

Each student will have the academic competencies necessary to achieve personal goals.

1) Each student will meet or exceed individually established academic standards for performance in all content areas defined by the Colorado State Educational Standards and in additional content areas dictated by the interests of the Guffey Community. These areas include but are not limited to:

- Language Arts;
- Social Studies;
- Mathematics;
- The Arts;
- Science;
- Technology.

2) Each student's skills will meet or exceed individually established standards for analysis, critical thinking and presentation. These skills include, but are not limited to:

- Planning and managing time effectively;
- Finding and using appropriate resources;
- Recording observations;
- Evaluating their own work and that of others;
- Assessing the quality of their research sources;
- Investigation and thoughtful inquiry;
- Organization;
- Understanding and appreciating the natural world;
- Effective oral and written communication;
- Recognizing the value of all disciplines.

3) Each student will demonstrate academic honesty by:

- Respecting their own and other people's work;
- Giving credit for the sources used;
- Reporting honestly about their own work.

***Pam writes:** The October, 2016 Guffey Board meeting and school open house was the first time of this school year that this Ends Policy was monitored. It was during this meeting that primary teachers Hartman (K-2), MacDonald (3-5) and middle school teacher Peterson-Hirsch (6-8) presented their vision of our school's academic plans for the 2016-2017 school year. This board and a large turnout of school families, students, school district board members and our community, enjoyed a tour of our classrooms and learned from teachers and their students what the curricular plans and goals were for the 2016-2017 school year. Now, after about 6+ months of instruction and reflection, our teachers offer an assessment of what has happened in their classrooms.*

*Evidence of my compliance for this policy is as follows:*

**Jenny Hartman**

**Ends E-2 Academic Accomplishment**

*To demonstrate how we are meeting the standards in the K-2 class, I will discuss what the students are doing as it relates to the Colorado standards in the order of our typical daily schedule.*

***Morning Daily Warm Up***

*Each morning, the students have a warm-up paper to complete. This paper is on the student's desks when they first arrive in the morning and they know to get right to work when they walk into the classroom. Each student has a differentiated paper correlated to his/her grade level. The morning work papers are a spiral review for the year covering math and English/language arts. After the students finish their morning work, we move on to Calendar. We use our new MimioTech Smart Board, where the kids can use the 'smart pen' to move the star to the correct date on the calendar. We then go through the days of the week and find what day is today, yesterday, and what tomorrow will be – they use the pen again to move the correct day to answer the question. After calendar we do a grammar warm up called Daily Fix-it-Ups. We have 3 sentences projected onto the white board each morning. The students must identify what is wrong with each sentence and fix it on the board. The grammar skills are aligned with the State Standards and the sentences correlate with topics pertinent to the month. For example, February topics were the history of Groundhogs Day, Valentine's Day, President's Day, and dental health. As a way to connect with the natural world each day, we go outside to feed the birds and run the track. We have 2 bird feeders outside of our windows and the students enjoy seeing the different species of birds come to eat throughout the day.*

***Reading***

*We have 3 reading groups during reading time, with a volunteer or myself to lead each group. We use the Houghton Mifflin Reading curriculum. This curriculum covers all of the necessary building blocks for reading instruction including: background knowledge, vocabulary, phonemic awareness, phonics, oral reading fluency, and comprehension.*

*Currently in my class, I have 4 kindergarteners, 3 first graders, 1 second grader, and 1 fourth grader. Students are assigned to a reading group based on ability, not grade level. In the kindergarten curriculum, there are 3 kindergartners. In the 1<sup>st</sup> grade curriculum, there is 1 kindergartener, 2 first graders, and 1 fourth grader. No students are currently in the second grade curriculum. In the 3<sup>rd</sup> grade curriculum, there is one 1<sup>st</sup> grader and 1 second grader.*

*We follow a specific schedule for each week in reading, and each week has a specific theme. Excluding the kindergarten group, on Mondays, we have our vocabulary and phonics day. First, we learn our new sight words. Then we read a Phonics Library story, which teaches a very specific phonics goal and has numerous words with that phonics goal in the story. We learn our 6 new vocabulary words, read a short story with those words in it, and do our vocabulary worksheets. The vocabulary paper for the upper level group that I created has them write the word, draw or define the word, identify the part of speech, write a synonym, and use the word in a sentence. We try to incorporate technology into this assignment. They use the Dictionary.com app on the tablets to look up definitions, parts of speech, and synonyms. On Tuesdays, we read the main story from the book. This is a somewhat longer story that incorporates all of the vocabulary words. We also have a specific goal for each story to learn about a language arts topic such as inferences, fact/opinion, comparisons, poetry, etc. On Wednesdays, we re-read the main story and answer 3-6 questions about the story using complete sentences. On Thursdays, we read a leveled reader correlated with the theme and continue to work on the specific language arts topic of the week. We also read a Phonics Library story that has a very specific phonics goal related to the reading.*

*In addition to the in-class reading, we have an at-home reading program called Reading Rocks. This program was created to encourage the students to read outside of school. Their parents must write on a calendar how many minutes the students read each night, and the students get to put a sticker on our sticker chart for every 10 minutes they read. Once they reach a colored bar, they get a reward associated with which colored bar they reach. This program clearly works because the class average showed each student reading approximately 1,669 minutes over the winter term outside of school!*

### **Snack**

*Yes, we even practice important skills during snack time! During snack, we always read aloud a story. This time is an opportunity for the 'readers' in our class to practice their presentation skills and reading fluency skills. They have the opportunity to choose whatever story they would like to read, and if they choose to, they can take the book home to practice or practice during reading buddies before they read it to the class.*

### **Phonics**

*Phonics lessons correlate with which phonics topic is in the reading stories for the week. All phonics lessons are taught as a whole class, meaning that the kindergarteners are being exposed to what the 1<sup>st</sup> and 2<sup>nd</sup> graders are learning, and vice versa. Phonics lessons are presented in a variety of ways. Sometimes we do a 'normal' lesson on the board with a paper to follow it, sometimes we play a Reading Folder game, and frequently we try to incorporate technology by using Journey's Interactive White Board lessons. We are very fortunate to have received a grant for our MimioTech Interactive White Board. In order to incorporate some kinetic learning, I have the students take turns going up to the board to 'click' on things or to 'move' things where they need to go – it is sort of like a giant tablet on our whiteboard where they get to 'play' a phonics game as a whole class. The students love to be the ones moving the items on our interactive white board!*

### **Journals**

*Every day, the students write to a journal entry that relates to various topics following each month/season. This is a differentiated activity for K-2. The 1<sup>st</sup> and 2<sup>nd</sup> graders must write a couple of sentences, while the kindergarteners verbally respond to the journal entry. An adult will write with a highlighter what the kindergarteners want to say, and then the kindergarteners will trace what was written in a highlighter. The journal entries follow specific formats for Language Arts, including writing letters, lists, cards, brainstorming webs, directions, acrostic poems, and creative writing. The journals are checked not only for content, but also for correct capitalization, spelling, punctuation, and grammar.*

### **Handwriting**

*Even though handwriting is not considered required by the State Standards, we still find it extremely important to practice handwriting in the K-2 class. For handwriting, we practice not only handwriting, but also drawing/fine motor skills every day. We are using the "Draw-Write-Now, A Drawing And Handwriting Course For Kids" books. We project a picture with about 4 sentences below it on the white board, and the students must copy the sentences onto their own paper in their best handwriting. The students know that I am specifically looking to see if each letter is formed correctly, and if any letters 'fell below the line' or are 'floating'. When the students are finished writing, they have me check their handwriting. Letters that do not meet the standards that I have set for that specific student are circled and must be re-written. This sounds very strict, but it works SO WELL! Many of my students in the K-2 class now have better handwriting than the average adult! Each handwriting paper focuses on a themed topic for about a month. For example, right now we are writing about animals in tropical forests. Other month long topics that we learn about while doing handwriting are Native Americans, Christopher Columbus, Pilgrims, Weather, and various habitats. After the students write the 4 sentences, they can draw the picture that goes with the paragraph. This curriculum actually, teaches the students how to draw by showing them step-by-step which lines to draw and when.*

### **Reading Buddies**

*For 20-30 minutes after lunch recess, the students get a time to regroup (and calm down from recess) and read to each other. We have a substantial classroom library of books, all organized by either topic or reading level. The students pick a partner and get to read whatever book they would like to read to each other. The students really enjoy choosing their own books to read to each other. This is a low-pressure reading time that gets the students to really enjoy reading for fun.*

### **Math**

*For math, we are using the Harcourt GO! Math curriculum. This program has an excellent scope and sequence, and has a homework assignment for each lesson that is a review of what we learned during the day/previously in the year. Our routine for math starts with the kindergartners practicing IXL Math or LexiaCore5 Reading on the tablets while I provide instruction to the 1<sup>st</sup> or 2<sup>nd</sup> graders (again, students are placed in groups based on ability, not actual grade level). While the 1<sup>st</sup> and 2<sup>nd</sup> graders are doing their independent practice, I provide the general instruction for the kindergartners. We are very fortunate to have a volunteer, Linda Parrish, helping with math on Mondays and Tuesdays. I do my best to teach them how to approach a problem in a variety of ways. I show them how the book wants the problem to be completed, using the Common Core methodology, then I show them the standard/simpler way of completing the same problem and let the students decide which way they would like to complete the math problem based on what is easiest for them to understand.*

*In addition to GO! Math, I am teaching my students to quickly learn their math facts. We are taking timed math fact tests where the kids are expected to answer up to 90 math problems in 5 minutes. The students do VERY well on these tests and have made substantial progress since we started them earlier this year.*

### **Spelling**

*The students have spelling tests each week that have words associated with their phonics lessons and reading stories for the week. Again, we have a schedule of how we do spelling so the students know what to expect. On Mondays, they receive their new list and must write each word 4 times. On Tuesdays, we have a worksheet that asks them to do various things, such as sort the words by vowel sound, riddles, rhyming, etc. On Wednesdays, the students verbally quiz each other. Finally, on Thursdays, we have our spelling tests.*

### **Writing**

*This year we have a very heavy focus on writing in our classroom. We are following the 1<sup>st</sup> Grade Writing Workshop Curriculum. This curriculum is teaching the students how to write a variety of types of pieces by actually writing... a lot! This year, the students will write a personal narrative, a How-To book, an opinion paper, book review, fairy tale, realistic fiction, non-fiction book, persuasive letter, and poetry. The students are going through the entire writing process starting with brainstorming, to writing a rough draft, adding details, editing and revising, then finally writing a final copy and publishing. All of their writing is presented on the bulletin board outside of our classroom.*

### **Social Studies**

*For Social Studies, we are using the Harcourt Social Studies curriculum. We are covering the topics of Community and Resources, Geography, American History, Government, Cultures, and Economics. So far, we have taken one field trip this year that applied to our social studies curriculum. We visited the Western Museum of Mining and Industry where we learned about the Industrial Revolution, mining techniques/the impact of mining on western expansion, and simple machines. This year, we are trying something new to help the students retain the information they learned in the textbook. We are creating interactive notebooks, and are adding to it with every lesson we have in Social Studies. An interactive notebook is a different form of note taking. We practice our fine motor skills by cutting out different pieces, then we 'take notes' by essentially making a pop-up book full of all of the information that we just*

*learned. For example, if we learned new vocabulary, we might see a vocabulary word on a flap, then you lift the flap to see the definition underneath. If we are learning about things that fall into different categories, we might glue in a 'pocket', then sort pictures into the correlating pockets. Creating interactive notebooks has proven to be very beneficial! While creating the interactive notebooks, the students have retained more information from the 3<sup>rd</sup> grade level texts than they previously retained from the 1<sup>st</sup> grade level texts without the interactive notebooks.*

### **Science**

*For science, we are using the Harcourt Science Fusion curriculum. For this curriculum, I am alternating units between the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade curriculum in order to meet the standards for each grade level without teaching the same things each year. Science Fusion is a very comprehensive science program that covers all of the essential topics for elementary school, including multiple units in The Nature of Science, STEM, Life Science, Physical Science, and Earth Science. The students love this new science curriculum because it encourages hands on activities for almost every other lesson! In addition to hands-on labs, Science Fusion also offers virtual labs to provide inquiry based learning when a physical lab is not possible. We use our MimioTech Interactive White Board to perform the virtual labs.*

### **The Arts**

*I incorporate The Arts as much as possible into each curricular unit that we are studying. Also, as a part of our handwriting practice, we are using the Draw-Write-Now books. In these books, the students copy in their best handwriting a few sentences, then draw a picture to go along with the writing. These books provide step-by-step instructions on how to draw the picture. We also have an art class with a volunteer 3 of the 4 weeks each month. Additionally, we have a volunteer teaching a movement class for the K-2s once per week. The students also have the opportunity to participate in music classes throughout the entire school year.*

### **Standardized Testing**

*In addition to informal teacher observations, we have multiple standardized tests that the K-2 students must take. We currently use the DRA, DIBELS, and MAP testing. Both the DIBELS and DRA tests reading abilities in multiple categories, while the MAP testing tests both reading and math abilities. I am pleased to say that 7 out of 8 of my students tested at or above grade level in every category of every standardized test!*

### **Lynda MacDonald**

#### **Ends E-2 Academic Accomplishment**

1) Each student will meet or exceed individually established academic standards in:

#### **Language Arts**

*Reading - This year in reading we are working our way through the Houghton Mifflin textbook. We are getting exposed to different genres of reading and learning about different reading strategies. As we answer questions, we are learning how to write in complete sentences that include the important part of the questions. We are also learning how to expand our answers into mini paragraphs with an introduction sentence, supportive details, and a conclusion that wraps up the idea. Besides the reading, we do in class, students are required to read at least 300 pages a term. When they finish their book, the student and I meet for a book interview where we review some of the reading strategies that we have been talking about in class. Students are also being very successful in working their way through LexiaCore which is an online reading curriculum.*

*Writing – In writing, we have been learning grammar and applying it to our writing. We also do editing practice to learn how to edit a piece of work and then apply this practice to our own work. This year in writing, we have done a number of written pieces including a persuasive letter, poetry, journal entries from the perspective of an early explorer, and adventure stories. Right now, students are writing their own*

mysteries. Here we are implementing the Six Traits of writing as well as using figurative language (idiom, metaphors and alliteration). In writing, I provide a rubric for students to follow so they can improve their own writing by assessing themselves. The Accountability Committee is reviewing our writing curriculum this year.

*Spelling* – Every week we have a weekly spelling list and workbook pages that reinforce a variety of phonics skills. Each student also has their own private My Words list which is a list of words from the they have spelled incorrectly in their daily work. Throughout the term, we review these words. The goal is to get this list as small as possible by not spelling words incorrectly because "spelling is important."

*Assessments (DIBELS/DAZE and MAP)* – I am pleased to say that every student in my class showed good growth in their DIBELS and DAZE fluency scores since the beginning of the year. They also showed good growth on their MAP reading and grammar scores as well.

### **Mathematics**

We are making good progress through our Harcourt math textbook this year. In addition to the work in our textbook, students have access to IXL. Weekly homework is also given through Addison Wesley review pages, Spectrum math with word problems, and Math Minutes general review of material. We have also been working heavily on mastering our multiplication and division facts. The most important piece in math that I emphasize over and over is making sure that your answer seems reasonable. I also show multiple ways to recognize what a question is asking and how to approach that problem. We use hands-on manipulatives, drawings, and even act out certain problems to help us visualize how math works. I relate one kind of a math problem to another type of math problem so students can make connections to the relationships in math. The only problem I continue to have is never seeming to get as far in math as I would like by the end of the year.

**MAP** - I am pleased with the growth shown by my students on the MAP assessment from fall to winter term.

### **Social Studies**

In social studies this year we are learning about Colorado History. I use Colorado Studies Weekly which is a weekly newspaper covering the events of Colorado history. Students enjoy reading this together. For more in-depth study, I use A Rendezvous with Colorado. Writing is very much incorporated into our social studies curriculum. Students answer questions using complete sentences, paragraphs, or essay format. We have done a variety of written assignments from researching an explorer and writing a journal from this explorer's point of view. We also learn about different note taking techniques. Early in the year I assigned a Family Project where the whole family was involved in researching and putting together a visual display of a Colorado landmark. I was pleased to be informed that some of the families even went to visit their place of study. I received many wonderful comments of how much the families enjoyed working together on this project. In addition to our written work, this year we have an "on-going" diorama in our classroom. Every time we learn about a new event in Colorado history, we adjust our diorama accordingly. The students are having a lot of fun with this. To help supplement our studies about Colorado, we have been fortunate to take a number of field trips. This winter we went to the Western Museum of Mining and Industry. This spring we hope to go to the Starsmore Visitor Center to learn more about the Ute Indian Culture. I would also like to take the students to see the Victor Cripple Creek mine. Some of our field trips in science also lent themselves nicely to Colorado studies.

### **Science**

Since we are studying Colorado in social studies, I like to make my science curriculum relevant to Colorado. This year we learned about changes to the earth's surface, the rock cycle, and fossils. Right now we are learning about weather and the water cycle. In the spring, we will learn about simple machines (with nine boys in my classroom this year, I couldn't resist). In science, we are implementing the

*Science Fusion curriculum. I also supplement this curriculum with the Interact curriculum that I have used in the past, as well as some of my own investigations. Students learn about and use the Scientific Method in a variety of investigations. Right now, students are recording their weather observations three times a day and observing first-hand how what we are learning about weather is occurring before their eyes. We have also had the opportunity to take a variety of field trips that have supplemented what we are learning in science. In the fall, we visited Cave of the Winds and Garden of the Gods for our unit on geology. We also went to the Dinosaur Resource Center and Florissant Fossil Beds for our unit on fossils. In the spring, I plan to implement another Family Project where students can work together with their families to create their own machine using only simple machines. I also supplement our lessons with YouTube videos to reinforce what we are learning about.*

### **The Arts**

*Twice a month the students have the opportunity to go to Dana's art studio and do a project with Dana and Heather. We also have the pleasure of working with Barb who brings crafts for the kids to create once a month at the library. This year we have the continued opportunity of being able to tap into Mrs. PH's expertise in leading us in fine music performances. This year we had a Veteran's Day concert, a winter concert, and will be performing another concert in the spring. This year we were able to bring our Veteran's Day concert on the road as we performed for the Vets at the Florence nursing home. We also put on our annual Pie Palooza in February. This year to support our appreciation of music, students had the opportunity to go to Pikes Peak Center to watch the orchestra in action. The students really enjoyed this opportunity.*

### **Technology**

*We continue to use technology in our classroom as often as we can. Students have access to both LexiaCore (an online reading curriculum) and IXL (an online math curriculum). Both of these online programs are accessible at school as well as at home. I have to say, I have seen the results of both of these programs in our MAP assessments. Speaking of which, our assessments are also done on line (MAP and PARCC). Students learn keyboarding by practicing typing their spelling words each week. We have learned to word process through writing our stories. Students have learned research skills through our social studies and science projects. I frequently access YouTube videos to help supplement my science and social studies lessons. Last, but certainly not least, anytime a good question comes up that we are curious about, we always have immediate access to Google. I am looking forward to implementing Chromebooks into my classroom next year.*

### **Other**

*This year I am taking a course called "Succeeding with the Struggling Student." In this class I am learning about learning modalities and how to differentiate instruction to better meet the needs of struggling students.*

2) Each students' skills will meet or exceed individually established standards for analysis, critical thinking and presentation. These skills include:

### **Planning and managing time effectively**

*Planning and managing time effectively can be a challenge for some of my students. Some students like to get done as quickly as possible, but their work lacks the thought and effort that more time would give. Other students take forever to complete a given task. I work with both types of students to help them make the most of the time that they have. We learn to manage our time with a variety of short term projects and as well as long term projects. For some projects, I give students a guide for them to write a plan and then track their work progress relative to their plan. I also give out homework on a weekly basis so students can plan their time according to their week's schedule. This has been very successful.*

### **Organization**

*Our classroom is organized with communal supplies. Students do not have their own desks, but rather share tables and as a result share classroom supplies. Homework folders are sent out weekly to help students know what to expect and organize their homework. Throughout the day and at the end of every day, students are asked to help clean the room so we have a fresh start the next day.*

### **Evaluating their own work and that of others**

*We just finished writing the rough draft of our mystery stories. I created a checklist to go with my rubric for the students to check their work as they made revisions. They then chose six students who would each take the responsibility of one item on the checklist and help give feedback to the student regarding that one aspect of their writing. In this way, I hope the students have had much feedback on their stories before I go over it with them. I have also modeled and we have practiced what a well written answer looks like, so students are clear of the expectation.*

### **Investigating and thoughtful inquiry**

*In science, right now, we are investigating the weather. I used the Fusion curriculum to help give the students background knowledge about the weather. I am now using the Interact curriculum to supplement what they have learned with more investigations. We have also set up our own weather station recording the temperature, wind speed/direction, precipitation and cloud cover. We record our results three times a day. We compare our results to a weather map and see how fronts as well as high and low pressure systems are directly impacting our weather. From here we make predictions as to what we think the weather will be like the next day. We are learning how to base our predictions on actual evidence by justifying our reasoning.*

### **Understanding and appreciating the natural world**

*I have a deep appreciation for the natural world, and I like to give my students opportunities to explore this world as much as possible. We are so fortunate to live where we live and to be able to take as many field trips as we can. This year some of our field trips included a trip to Cave of the Winds and Garden of the Gods. We also spent an afternoon at Florissant Fossil Beds. Right now, in science my students are very engaged in observing the weather around them throughout the day. They are enjoying looking for patterns, understanding why the weather happens the way it does, and making predictions about the weather.*

### **Recording observations**

*In science, we keep a science notebook. We are learning about the scientific method and use it when we conduct experiments and observations. Students are learning how to write a problem, hypothesis, different ways to record data, evaluate their observations, compare to their hypothesis through their conclusion, and then make an educated guess as to why they think the experiment turned out the way it did based on the information they have been learning in class. Our class is also recording detailed information about the weather three times a day for two weeks while we learn why weather works the way it does.*

### **Effective oral and written communication**

*In reading, we work on our reading fluency and expression. We have learned to write complete sentences, paragraphs, and stories. We know that spelling and editing our work for content is important. I impress upon my students that often writing is the first impression we give to other people.*

### **Recognizing the value of all disciplines**

*I like to share the excitement of learning with my students. Whenever possible I point out how what we are doing in one subject relates to what we are doing in another subject. For example, this term we've been reading mysteries, now we are writing mysteries, and our science curriculum even has an element of*

*mystery added to it to make it interesting. In grammar, we learned about figurative language, we looked for it in our reading, and now we are using it in our writing. When possible, I also like to apply what we are learning in class to the real world. When we were learning about graphing, my students spent a week graphing the amount of food waste the students had at lunch. By doing this we were able to point out to students how much waste there was. As a result, the amount of waste was reduced in the future by this awareness. When we learned about money, we had a cookie sale so the students could more effectively practice counting back change. Also, baking helps us to understand fractions because I always forget to bring the correct size measuring cups forcing us to adapt. The most important thing I can do as a teacher is to have my students be excited to be here. I would say that they are which may make for a little bit of "craziness" once in a while, but it is worth it.*

3) Each student will use research skills and demonstrate academic honesty:

*Through our explorer project, students learned to find and use appropriate resources as well as assess the quality of their research sources. I make sure students review an article before printing it. Then they highlight the important information. From there they write their own paper. We practice what it means to put information in our own words and not copy it directly. I also have shown students how to cite their sources, giving credit for the source used. In this way students are reporting honestly about their own work and respecting other people's work.*

### **Hillevi Peterson-Hirsch** **E-2 Academic Accomplishment**

Each student will have the academic competencies necessary to achieve personal goals.

1) Each student will meet or exceed individually established academic standards for performance in all content areas defined by the Colorado State Educational Standards and in additional content areas dictated by the interests of the Guffey Community. These areas include but are not limited to:

*Language Arts; Middle School Students use the All Write textbook from Great Source Education Group. They are taught and assessed in areas of grammar and punctuation, spelling – including Latin and Greek roots; writing descriptive sentences as an introduction to expository, persuasive, and narrative essays, and elements of poetry. All writing is based upon Six Traits of Writing and assessed via the downloadable rubric on my web site.*

*Literature curriculum is established based upon state standards for comprehension, analysis, critical thinking and presentation.*

*2015 Literature includes:*

- (6<sup>th</sup>) *The Giver* (science fiction)
- *Edgar Allen Poe* (more short stories and poetry)
- *Midnight Ride of Paul Revere* (classical poem)
- *As You Like It* (a work of Shakespeare)
- *Johnny Tremain* (historical fiction)
- (6<sup>th</sup>) *Touching Spirit Bear* (sociological fiction)
- (7<sup>th</sup>/8<sup>th</sup>) *The Hobbit* (classical fiction)
- (7<sup>th</sup>/8<sup>th</sup>) *A Tree Grows in Brooklyn*
- (7<sup>th</sup>/8<sup>th</sup>) *The Children's Homer* (mythology)

*The Roots of English: Text ~ Latin and Greek Roots for Beginners*

*Social Studies; 2016-17 Middle School Students are taught and assessed in areas of history, geography, and social studies throughout the first half of the 20<sup>th</sup> Century, including:*

*Geography of the Western Hemisphere*

*The Making of America: Pre-Revolutionary War timeline*

*Building to the Revolution ~ The Declaration of Independence*

*The US Constitution, the Bill of Rights, & Amendments*

*Mathematics; 2016-17 Middle School Students are taught and assessed using Spectrum publications in areas of:*

- *General math (consumer math, ratio and proportion, fractions, percent, calculating interest, perimeter, volume, and statistics)*
- *Geometry (points, lines, rays, angles, triangles, polygons, circles, perimeter, area) and*
- *Pre-algebra (problem-solving, functions, graphing, proportion)*

*Methods of multi-level instruction include 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade individualized online practice at: IXL.com*

*The Arts; 2016-17 Middle School Students are taught and assessed in areas of visual arts, music, and theater.*

- *Visual Arts include: art history, creative visual expression through right brain, left brain sketching activities, using attractive layout and design for making power point presentations, newsletters, posters and brochures, 3-D art and POP art*
- *Music includes introduction to notation, vocal technique (tone and dynamics), and choir performance: Veteran's Day Concert, Holiday Song Fest, and Salute to Disney II*
- *Theater Arts includes literature study of Shakespeare's As You Like It and performed in the Pie Palooza play.*

*Science; Taught by Chris Peterson, this year's topics have covered Introduction to Scientific Method, Light, Sound, and Waves, Circuits, Electrical Laws, Magnets, Gravity, Orbits, Solar System, and Cosmology using the Scientific Process (Prediction, Hypothesis, Experimentation, Theory). Methods of assessment include:*

- *Hands-on activities*
- *Science Fusion (Houghton Mifflin Harcourt)*
- *Notes*
- *Quizzes*
- *Computer-based labs*
- *Test at term*

*Technology; Integrated into every subject area, 2016-17 Guffey middle school students use technology effectively based upon 21<sup>st</sup> century learning goals established by the state of Colorado. Classroom expectations and content is always available online with my classroom website: [www.hillevipeterson.com](http://www.hillevipeterson.com).*

*There, students will find links to our online math software, IXL, individualized math support at Math Is Fun -- <http://www.mathsisfun.com/index.htm>.*

*Writing is integrated into the student's personal password protected blog. Here students are challenged to write responses, read and respond to one another's blog comments. 6 Traits of Writing rubrics are found under the writing tab.*

*Science labs are accessed and supported online.*

*Students may use email from the web site to contact me at any time, forward assignments from home, or even download worksheets that were accidentally left at school.*

*Other areas of technology integration are found in composing reports, using templates, creating visual*

*documents, power point presentations and research work.*

*Students' familiarity with the use technology has been a definite advantage as we perform online tests for MAP and PARCC.*

*2) Each student's skills will meet or exceed individually established standards for analysis, critical thinking and presentation. These skills include, but are not limited to:*

- *Planning and managing time effectively; Middle School Students are presented with classroom planners to record daily assignments, homework, future events, and planning. Completed and graded assignments are delegated to students subject files for reference at conferences and preserving student achievements for their 8<sup>th</sup> Grade Academic Portfolio.*
- *Finding and using appropriate resources; Students use classroom texts, online resources, and occasional library materials. Students are instructed on how to find reliable online resources (see below). Handouts are provided on information gathering from websites for accountability purposes. Some websites links are available on our classroom website.*
- *Recording observations; Students record observations during science labs, literary analysis, art projects, and in history reflections.*
- *Evaluating their own work and that of others; Students are presented with rubrics and introduced to self-evaluation (grammar and composition) and frequently use peer editing of work prior to final drafts. One such evaluation on descriptive information required the students to write an intensely informative blog that described their bedroom. Then a fellow student had to draw their room based upon the information. There were many amusing revisions of this essay.*
- *Assessing the quality of their research sources; Students are instructed on how to find reliable online resources at the beginning of the year. Handouts are provided for future reference. They practice assessing quality web sites with each report by completing a website information gathering template.*
- *Investigation and thoughtful inquiry; Students are assessed in areas that exemplify multifaceted learning strategies: open-ended questions, personal response to literature, visual arts interpretations, hands on inquiry, cause-and-effect writing/analysis, and "You're the Teacher" classroom instruction opportunities.*
- *Organization; Methods employed are:*
  - A. *Planners – classwork and homework recorded daily from the white board*
  - B. *Topic based folders for graded assignments*
  - C. *Designated folders for each subject to place handout into*
  - D. *Science notebook checked and graded weekly*
  - E. *Computers with personalized files to keep created work*
  - F. *Eighth-grade portfolio compilation*
- *Understanding and appreciating the natural world;*
  - A. *See science curriculum for connections to real life*
  - B. *Reading connections to events in students' lives*
  - C. *Field Trips: Two concerts of the Colorado Springs Philharmonic, The Colorado Mining Museum, Mueller State Park, Colon Apple Orchard, Local business: Sundance, Veteran's Home Concert, upcoming spring trips include ~ Colorado Springs Aviation Museum,*

*D. Videos and presentations*

*E. Community service projects*

- *Effective oral and written communication; See Language Arts Curriculum. Additional practice in Oral presentations of various projects, presentations, community phone calls for special events. Students receive instruction on how to write business letters, request for funding and thank-you letters.*
- *Recognizing the value of all disciplines. Emphasis is placed on writing across curriculum, spiraling subject matter by building upon concurrent academic subjects. Students are expected to:*
  - A. Finding connections between reading, experience, and/or previous knowledge in a students' personal or previous academic life*
  - B. Linkage between social studies, reading and art curriculum*
  - C. Linkage between science, history, and mathematics curriculum*
  - D. Community mentors and school support*

*3) Each student will demonstrate academic honesty by:*

- *Respecting their own and other people's work; A student is expected to respond respectfully and positively to the work of their cohorts. Students have demonstrated empathy and support for one and other in all areas of school life. They have boldly spoken up in regards to any bullying situation that has arisen, respectfully disagreed with classmates when stereotypes have occurred, and been quick to respond to fellow students in emotional distress.*
- *Giving credit for the sources used (and) Reporting honestly about their own work; Students are instructed in and expected to use the MLA formatting and citing guide. All students practice how to cite online and written sources. They are presented with website summary templates which require students to rephrase information in their own words. We have a strict adherence to a "No Plagiarism" policy that results in failing the plagiarized assignment followed by a parent/teacher conference.*

## **EXECUTIVE LIMITATION POLICY EL-7**

### **Policy Title: Budgeting**

***Pam writes:** Evidence of my compliance for this policy is as follows:*

EL 7 Financial planning for any fiscal year shall not deviate materially from the Board's Ends policies, risk fiscal jeopardy or fail to be derived from a multi-year plan. Accordingly, the Administrator may not do any financial planning which:

1. Is not in a summary format understandable to a lay person

*The financial information is presented in a format that is accurate, clear, and consistent with CDE's required reporting format. Our school's auditing firm keeps our school in compliance with any requirements or changes to the state's reporting system. The school's website is up to date with all of our school's financial information.*

2. Fails to show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year.

*Our school's budget is presenting in this way.*

3. Contains too little information to enable credible projection of revenue and expenses.

*Our financial reporting incorporates both the projections of revenues and expenses, and can be described in more detail if necessary.*

4. Fails to disclose budget planning assumptions.

*Here is my list of my budget assumptions:*

- *What is the estimated number of students who will be enrolled in our school at the October count.*
- *What is the amount of PPF (per pupil funding) that we will be getting from the state.*
- *What title and small attendance funds will we receive.*
- *What are the anticipated expenses for the school year.*
- *What are our staffing needs.*
- *What are our fiscal liabilities.*
- *What additional revenue might we expect.*
- *What, if any, is the carry-over from the previous school year.*

5. Plans for the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period unless otherwise approved by the Board in a multi-year plan.

*I have not spent more money during any fiscal year than what we have in our school's available funding accounts.*

6. Plans for the expenditure of funds from the Sustainability Fund except as authorized by the Board according to the requirements set forth in GP-15.

*I have not accessed these funds and understand that these funds can only be used if authorization is granted to me by the Board as stated in the requirements set forth in GP-15.*

7. Reduces the current cash reserves at any time to less than the minimum amount required by the spending limitations set forth in the state statutes.

*I have not spent or commit to spend more funds in a school year than what is in the amended operating budget.*

8. Fails to provide adequate and reasonable budget support for Board development and other governance priorities, including the costs of fiscal audit, Board and committee meetings, Board memberships and legal fees.

*The school's budget provides for board development, governance, estimated legal/consultation fees and the school's annual fiscal audit.*

9. Fails to take into consideration fiscal soundness in future years or fails to provide the organizational means sufficient to achieve ends in future years.

*Our school has been able to successfully operate on fluctuating state and federal funds because of careful monitoring of funds and a determination to find alternative ways to provide funding that involves our school families and local community. Examples are: Amazon Smiles, City Market's Community Giving, Box Tops for Education, Sunflower Bank's School Days, AmeriGas and MarGas school programs, and Office Depot programs, all of which our school is registered with and which contribute to additional revenue for our school's programs. I post this twice a year on Guffey Shares and on our school's Facebook page help to get the word out to our community. In addition, this information is always on the school's website.*

10. Fails to reflect anticipated changes in employee compensation including inflationary adjustments, step increases, performance increases and benefits.

*The funding of salaries and employee benefits is our school's biggest expense. I'm proud to say that*

*during my time as the school's administrator, we have been able to annually offer STEP salary advancements to our teachers and stay current with excellent health care benefits.*

## **EXECUTIVE LIMITATION POLICY EL-15**

### **Policy Title: School Year Calendar**

*Pam writes: Evidence of my compliance for this policy is as follows:*

The Administrator shall not fail to prepare and present to the board for adoption a school calendar for the next school year that provides for the number of instruction and contact hours/days established by the Board, includes the dates for all staff in-service programs, and that best meets the instructional needs of students.

Accordingly, the Administrator may not:

1. Fail to allow for public input from parents and teachers prior to scheduling the dates for staff in-service programs.

*The school's staff and I prepare the 'first pass' of the next school calendar after reviewing the calendar of the other area schools. We always try our best to coordinate the start, end, and seasonal breaks so that our families who have children in other area schools can make their family plans accordingly. Public input on the school's calendar is offered to our current school families in the form of a DRAFT of the proposed calendar. This is their opportunity to offer any comments prior to the calendar being put on the consent agenda for board approval.*

2. Fail to provide a copy of the calendar to all parents/guardians of students enrolled in the school.

*After our school's calendar is presented to the board, it is available to all families prior to the end of the current school year. It is also included in the school's parent/student handbook, and can be found on the school's website.*

3. Fail to ensure that any change in the calendar, except for emergency closings or other unforeseen circumstances, be preceded by adequate and timely notice to students, parents and teachers of no less than 30 days.

*Any changes to our school's calendar would be shared with students, parents, staff and this board. Copies of past years' calendars and student attendance records, are available in the administration office.*

4. Implement a school calendar that plans for no fewer than 990 (minimum) hours of student instruction/contact time for elementary students and 1,080 (minimum) hours of instructional/contact time for secondary students, including provisions under state law for staff development and parent-teacher conferences.

*According to Colorado State Law, and the School Attendance Law of 1963, and under the Compulsory School Attendance, 22-33-104, every child who has attained the age of six years on or before August 1 of each year and is under the age of seventeen years shall attend public school for at least the following number of hours during each school year:*

*One thousand fifty-six hours (1056) if a secondary school pupil; Nine hundred sixty-eight hours (968) if an elementary school pupil in a grade other than kindergarten; Nine hundred hours (900) if a full-day kindergarten pupil; Four hundred fifty hours (450) if a half-day kindergarten pupil. At Guffey School, all students, K-8 have 1080 contact hours, so we exceed the minimum requirements. Our school has calendared seven staff days. The school offers parent-teacher conferences twice during the school year, one in October and the other in February.*

5. Fail to consider a reasonable balance between the instructional needs and the extracurricular obligations of students.

*The staff and I recognize that our students have family obligations and extracurricular commitments after school. For example, this year many of our school's students are taking piano lessons after school, or Zumba classes. The school's teachers offer plenty of classroom time for students to complete their assignments. And for those without internet at home, they have the opportunity to do their online courses, like IXL Math, daily after school until 5 PM.*