

MONITORING REPORT  
May 2017  
EXECUTIVE LIMITATIONS POLICIES #5 & # 6  
ENDS POLICY #6  
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF  
DIRECTORS

By Pam Moore, School Administrator

**Ends Policy 6 School Community Connection**

The school and the community will work together to accomplish the following:

6.1 Student work is intellectually powerful, embedded in the local setting, holds personal meaning and is authentic – related to “real life”

***Pam writes:** The teachers and I have shared in the writing of these policies. Evidence of compliance with this policy follows:*

6.2 Community expectations for school and students include a large focus on the local environment, work outside of school, long term projects, active learning and public performance of academic work;

***Middle School teacher, Hillevi Peterson-Hirsch writes:***

*Guffey Community Charter School is truly a place of learning and living within an incredibly supportive community; therefore, this particular Ends Policy is easily applicable with another updated list:*

- We celebrated with two students, Emily Clarke and Havannah Van Egmond, as they placed first and second place (locally and regionally) in the VFW Essay Contest “What America Means to Me.”*
- Our Veteran’s Day music program also reinforced gratitude to the many individuals within the community who have served and sacrificed for our country. This year’s performance had the largest attendance thus far. Our choir was invited to take the show on the road and perform at the Veteran’s Home in Florence, Colorado.*
- In addition to the Veteran’s Day Concert, Guffey School students presented several theatrical and musical productions ~ Holiday Songs and Skits, The Pie Palooza Play and our spring production of A Tribute to Disney II.*
- Middle School students are involved in the community as they supported the VFW with their entries for the essay contest, made fire starters, cleaned the school yard and bus, read to K-2’s at the library, host a Spaghetti Supper, planted seedlings, and our 8th grade student, Emily, completed her graduation rubric with a variety of service goals throughout the community.*

6.3 School and community interactions are rich, complex, varied and natural

***Middle School teacher Hillevi Peterson-Hirsch writes:***

*Guffey Community Charter School students are invited to become involved in our local businesses on a regular basis. Within our community, we are gifted with dozens of multi-*

*generational individual volunteers that have given of their time and talents to help our students to blossom.*

*Throughout the year we have our bi-weekly visit to the library connecting with community members who volunteer there. Students are also encouraged to attend the Saturday STEM programs that the library had developed for them.*

*Our Healthy Snacks Afterschool Cooking class, led by Miss Carla and Mrs. Rucker, was held on Thursdays throughout the year.*

*Our K-5 School Art Program is held at Strictly Guffey where Miss Dana and Mrs. Heather Piotrowski lead the younger students in creative visual arts projects.*

*October: Our annual Halloween parade is a rousing tribute to the community spirit with the fire department, community members out on the streets interacting with our kids. Gatherings are held at the Freshwater Bar and Grill as well as the Bull Moose.*

*November: We honor our local heroes through our Veteran's Day concert.*

*December: Students were invited to decorate the Freshwater Bar and Grill for Christmas.*

*December: The Guffey School Holiday Concert is always a wonderful gathering of community families and filled with songs, special gifts and a visit from Santa!*

*In January, the Middle School students offered the Spaghetti Supper as their annual fundraiser.*

*February: The Pie Palooza -- need I say more????*

*This year the community held its first Easter Egg Hunt for our school.*

*May: Miss Sunnie led our school in a mass seedling plant at the beginning of May and will return for her annual gardening extravaganza at the end of May.*

*May: Our only 8<sup>th</sup> grade student, Emily Clarke, will give her 8<sup>th</sup> grade presentation on the 18<sup>th</sup>.*

*May: The spring music program, A Tribute to Disney II, will showcase more of the great music featured in Disney films and presented for our families and open to the community.*

*This list only touches on some of the multitude of ways our school interacts with our community. Guffey Community Charter School – The generous spirit of this town is interwoven into the name.*

**3-5 teacher, Lynda MacDonald writes:**

6.4 Schools and communities actively collaborate in seeking to make the local environment a good place in which to live and work.

*We are called Guffey COMMUNITY Charter School for a reason. This is such a great place to work because of the community interaction and support. Our community is so involved with our school, it is difficult to list all the ways, but I will try. I will apologize right now for the things that I have inadvertently left out. Oh, where to begin....*

*I will start with our classroom volunteers. Teaching in a multi-age classroom with a wide range of abilities can be difficult. Fortunately, we have a marvelous group of community volunteers who*

*come in to share their expertise and work with our students. Through these volunteers, we are able to give our students the additional one-on-one support that can make a huge difference in their ability to be successful and work up to the height of their potential.*

*Next is all the financial support our community gives our school. Whenever anything comes up, whether it be for the school or for school families, the generosity of our community is outstanding. Our Pie Palooza alone raises thousands of dollars. Another big fund raiser is our fire starter sales. My class had a cookie sale to help raise money for our field trips. Ms. Moore announced it on Guffey Shares. We had so much community support that we had to make dozens more cookies than we had planned on making. THANK YOU, community!!*

*Next I would like to thank our businesses. Our businesses go over and beyond to make sure our students are having a good time. Our Halloween parade has been a tradition since long before I have been here, and it has evolved into so much more. This year, community members came together to put on a "spooky" lunch. We had pumpkin carving at one business and a party at another business. For Christmas, one business had the students come over for tree decorating party. The Fire Department helps with Toys for Tots every year and provides Santa Claus as the grand finale for our winter program. For Easter, we had an all community Easter egg hunt that was a lot of fun. These are just a few of the ways our community actively collaborates in seeking to make the local environment a good place to live and work.*

6.5 Students value their local places and see them as having the potential to sustain a life of quality.

**3-5 teacher, Lynda MacDonald writes:**

*This year my class studied Colorado History and geology. I am always pleased to be able to take the students on field trips to our local sights so students can learn and appreciate what a great area we live in. This year we went to Cave of the Winds and Garden of the Gods to learn about the geology of Colorado. We went to the Dinosaur Resource Center and the Florissant Fossil Beds to learn what this region was like 65 million years ago. We went to the Starsmore Visitor Center to learn more about how the Ute Indians lived in our area. We were also able to visit the Wolf Rescue Center right here in Guffey. We went to the Western Mining Museum in Colorado Springs and got to look at machines from the early 1900's as well as see how mining has evolved over the years. Soon we will be going to the Cripple Creek/Victor Mine to learn about present day mining and the job opportunities available there. We recently planted trees on our playground as a gift from the forest service. Last week we went to the fire department and had a tour. We will soon be going to Breckenridge to learn more about the history of mining there. Students at Guffey Community Charter School definitely have many opportunities to value their local places and see them as having the potential to sustain a life of quality.*

6.6 School decision-making is responsibly and democratically determined by the people the school serves for the benefit of the entire community.

**Jenny Hartman, K-2 teacher writes:**

*The school does an excellent job of including those whom the school serves in the major decision making processes. For example, this year we have been reviewing our whole-school writing curriculum. This process started with the teachers – those who will be actually implementing the curriculum. Then, the curriculum draft was brought to the accountability committee who further*

*reviewed and revised the proposed curriculum. This committee truly represents who the school serves because it is made up of not only teachers and the administrator, but it also includes parents and community members. Likewise, when the school was looking to hire a new principal, they made sure that it was not just one or two people making the decision. Hiring a new principal at the school was a major ordeal because it will affect everyone who is at the school. The school created a search committee to find the absolute perfect candidate for our school. The search committee included the entire board, the current administrator, a teacher, and a community member. In addition, the school frequently seeks the opinion of parents when making decisions. Whether it be informally, in the hall at the end of the day, or more formally on a piece of paper, parents DO have a say in what goes on at our school. For example, we have an end of year survey that goes out to all of our school families at the end of the year. This survey is asking what our parents think about various topics ranging from “is our curriculum challenging enough” and “is the amount of homework your child is receiving adequate” to “do you think our school lunches are nutritious” and “what do you think are our school’s biggest challenges”. All in all, very few decisions are made by only one person at our school. I can confidently say that most of the school decision making is responsibly and democratically determined by the people the school serves for the benefit of the entire community.*

6.7 All students, regardless of circumstances (economic, cultural, linguistic, geographic, etc.) have access to and participate in high quality educational experiences.

***Pam writes:*** *Guffey School students and their families, regardless of their economic, cultural, linguistic, or geographical circumstances, have access to quality educational experiences. Our school does not knowingly discriminate against our students or their families. One example is that we provide FREE breakfast, school lunch, and snacks to any student who needs to be fed. In addition, anyone who cannot afford to pay for their field-trip is taken care of by our school. Our school year again has been filled with community friends who donate grocery store gift cards, Walmart shopping cards, etc. for our school families. Many of our economically challenged families are given these cards to assist them with their food, clothing and health needs, thus helping to alleviate some of the possible stress related to being financially stretched. And again, during the Christmas season, we had several “angels” who provided very generous Walmart gift cards, gas cards, and paid utilities to help school families during what can be stressful times. These examples help to level our students' educational experiences because they don't feel any peer pressure if their family struggles to make ends meet. Guffey kids seem open to the varied lifestyles of their classmates, and really don't make that big of a deal about where someone lives, who lives under their roof, or what the family unit is.*

### **EL 5 Staff Compensation**

With respect to employment compensation and benefits for employees, the Administrator shall not cause or knowingly allow jeopardy to the fiscal integrity or public image of the school.

Accordingly, the Administrator may not:

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

1. Change his or her own compensation and benefits.

*I have not in any way altered my compensation or benefits. I understand that only our school board can alter my compensation.*

2. Promise or imply permanent or guaranteed employment.

*I have not promised or implied that anyone's employment at the school is permanent. Our school's three teachers are on a one year only contract, which is offered in April and signed by the board in May. The terms of the school's bookkeeper's contract is July 1 until June 30 of the next year. All school support personnel, are on an annual hourly memo agreement and do not receive benefits, but do participate in PERA. Copies of our school's contracts and agreements are kept in the personnel files found in the administration office. The board is made aware of any changes in personnel via the monthly consent agenda.*

3. Create obligations over a longer term than revenues can be safely projected, in no event longer than one year.

*As mentioned in 5.2, I have not committed to compensate a teacher or staff member longer than the school year we are funded for.*

4. Fail to develop and implement salary schedules and pay plans for employees that:

a. Compensate the school's personnel commensurate with education and prior experience

b. Condition salary increments upon evidence of continued professional growth.

*The school's contracted teachers are compensated based on salary step schedule. The pay scale "steps" are based on the following educational degrees, such as: BA, BA+10, BA+20, MA+10, etc. This step salary schedule is a guideline and does not guarantee compensation increases each year. Due to annual operating constraints, and based on student count, there could be times when our school cannot afford a year's step increase. The current teacher salary schedule is found on the school's website.*

5. Fail to develop and implement plans to attract and maintain top quality staff.

*One of the hallmarks to our success has been the stability to maintain our school's staff, myself included. I believe that our school is an excellent place to work and here are a few reasons why:*

- Our school's board, community and school families who are supportive of the work that our teachers are doing for all Guffey students.*
- Our teachers are dedicated, organized, qualified, accountable and flexible.*
- Our small class sizes and family atmosphere offer teachers opportunities to make immediate classroom adjustments to meet the unique needs of their students.*
- Our teachers and support staff are empowered to do whatever it takes to support our school's students.*
- The opportunity to teach the same group of students over the course of several years, making it easier to observe improvements in students' social and academic accomplishments which gives them a sense of gratification in their work.*
- The teachers play an active role in virtually every aspect of our students' social and emotional needs, as well as in their instruction.*
- Guffey teachers don't experience the same frustration that some teachers might feel around the outcomes of their students' standardized test scores or parental pressure for student achievement.*

- *Guffey teachers meet each child where they are and work for individual achievement.*
- *Professional development opportunities are made available to our classroom teachers. For example, school year teachers Hartman and MacDonald have taken web-based classes on: You CAN Win Grants for your School, Social Media and Cell Phones. Today's Tools to Connect with Families this Summer, and Family, School, and lastly, the Community Partnering workshop.*

## **EL-6 Staff Evaluation**

With respect to evaluation of employees, the Administrator shall not cause or allow an evaluation system that does not link employee performance with the school's mission statement and belief system, that does not comply with state law and that does not measure employee performance in terms of achieving the Board's Ends policies.

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

Accordingly, the Administrator may not:

Fail to develop and administer an evaluation system for personnel that is designed to:

### 1. Improve instruction.

*Our school's teacher effectiveness (evaluation) of licensed personnel (teachers) complies with the intent of the provisions of S.B. 10-191, the Great Teachers and Leaders Act, of 2011. Guffey School has a history of continuing to improve the quality of education teachers offer in part because our teachers meet each student where they are on their educational path. Having classrooms with fewer students makes this possible along with clear Board Ends policies which are monitored by our teachers and myself on a regular basis. I believe that our school's use of multiple methods for evaluation, makes the system that we are using reliable, valid, and fair, and our teachers agree. If you would like a copy of the current teacher evaluation worksheet, please let me know.*

### 2. Enhance the implementation of curricular programs.

*Our school's curriculum is intensified as we welcome local community mentors and volunteers who offer valuable insights and real life expertise that support our students and their teachers. Examples are: Chris Peterson, middle school science mentor, Paula Bennett, offering reading interventions, Cheri Moehle, Linda Parrish, Kathie Bouchers, and Carol Spingarn all providing small group reading groups in our K-2 classroom, Dana Peters and Heather Piotrowski hosting weekly art for the K-5<sup>th</sup> graders, Barb Felton planning and instructing hands-on art projects for grades K-5<sup>th</sup> at the Guffey Library twice a month, Lani Gossett doing movement classes for K-2, Bill O'Connell started offering all-school Mindful Meditation once a week prior to the start of our school's day, and Ashley Stone who reads chapter books to the students once weekly in the mornings.*

### 3. Measure professional growth, development and performance.

*The specific performance criteria for our school's evaluation reflects each teacher's knowledge and the quality of their work, cooperation, communications, and judgement. The evaluation for teachers happens at the end of each school year and they score themselves in each of the performance criteria by levels. This is followed up with a face-to-face meeting on the last staff day of school. Together we discuss each area of their performance for the school year. This year, Martine Walker, new school Administrator, will join me for this meeting with our teachers.*

4. Document unsatisfactory performance.

*Employees who present an unsatisfactory performance are subject to a written incident report and/or a meeting with the appropriate parties involved. This documentation is placed in the employee's personnel file which is in the school's administration office. Employees at our school are always offered time and opportunities to improve their performance.*

5. Link staff performance with multiple measures of student performance.

*Our school's multiple measures of student performance are measured by informal classroom observation, the staff/student compliance or working towards compliance of our ends policies, and the formal standardized testing that we do throughout the school year. Since standardized state testing (PARRC and CMAS) results are not available until the next school year, our school will be using MAP (Measures of Academic Progress) as our student growth model. Students who are on an IEP, ILP or READ Plan are subject to additional evaluations which are guided by their disability and the work of their support team. Our school's small class size and low student teacher ratio make classroom observations a powerful tool that many larger schools could not offer.*

6. Assure that scheduled instructional time is used to students' maximum advantage.

*Guffey School's instruction is targeted to meet the students where they are both academically and socially. The amount of instructional material that the teacher is able to cover is based on each student's individual needs. The multi-age environment allows a student to continue to work at his/her own abilities, whether below or above grade level. Because of our school's size, we have the flexibility to move through instructional material at whatever speed our students dictate.*

7. Assess staff understanding of the Ends policies, and effectiveness of performance in achieving those Ends policies.

*Examples of the staff's understanding of our school's Ends policies can be found in the monthly monitoring reports that have been written by them throughout the school year.*