

MONITORING REPORT
ENDS POLICY #2
EXECUTIVE LIMITATIONS POLICY #7, #15
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
March 2021
By Martine Walker, School Administrator

E-2 Academic Accomplishment

Students 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:
 - a. Language Arts;
 - b. Social Studies;
 - c. Mathematics;
 - d. The Arts;
 - e. Science;
 - f. Technology.
- 2) Each student's skill will meet or exceed individually established standards for analysis, critical thinking and presentation. These skills include, but are not limited to:
 - a. Planning and managing time effectively;
 - b. Finding and using appropriate resources;
 - c. Recording observations;
 - d. Evaluating their work and that of others;
 - e. Assessing the quality of the research sources;
 - f. Investigation and thoughtful inquiry;
 - g. Organization;
 - h. Understanding and appreciating the natural world;
 - i. Effective oral and written communication;
 - j. Recognizing the value of all disciplines.
- 3) Each student will demonstrate academic honesty by:
 - a. Respecting their own and other people's work;
 - b. Giving credit for the sources used;
 - c. Reporting honestly about their own work.

Martine Walker writes:

Teachers Elizabeth Jackson (K-2), Lynda MacDonald (3-5) and Jenny Hartman (6-8) have written to this policy as evidence supporting the work that we are doing to stay in compliance with this policy.

Elizabeth Jackson (K-2) writes:

E-2 Academic Accomplishment:

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

Students in the K-2 class meet the standards throughout the week. The best way to illustrate this is by going through the daily schedule that the class follows.

Morning Routine – When the students arrive in the morning, they put away their things and go to their desks where a simple one page worksheet is waiting for them. The worksheets are differentiated to the grade/ability level of each student. They cover a variety of skills and topics from reading, language arts, and math. Most topics are a review to help students focus for the day and become reacquainted with though the occasional item is a little bit of a preview to get an idea of what is coming up soon. 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. When the students come back inside, they move on to Calendar. One student leads the whole class in the month, date, days of the week, the seasons, weather, and even the number of school days. The job of leading the class changes each week so each student gets a chance to lead. After calendar time, 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.

Reading – We have 3 reading groups during reading time, with a volunteer or myself to lead each group. This year, due to the restrictions and guidelines from COVID, we have a smaller volunteer base than a regular year. We are lucky though to have Lani Gossett, Amy Owen, and Kathie Boucher volunteer to teach reading. 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 3 Kindergartners and 5 first graders. One Kindergartner works at 1st grade level and one 1st grader works at 2nd grade level. Students are assigned to a reading group based on ability, not grade level. The groups are flexible and kids can move groups according to how their abilities change throughout the year. For example, one kindergartner started in the kindergarten group and moved up to the first grade group, and one kindergartner started at the level of beginning kindergartner and has progressed on track, the other is struggling more and so more support and focus on what that student needs is maintained. We follow a specific schedule for each week in reading, and each week has a specific theme. Every day there is a phonics component. 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 kindergartners are being exposed to what the 1st and 2nd graders are learning, and vice versa.

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 several new vocabulary words, read a short story with those words in it, and do our vocabulary worksheets.

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 in their student's planner the number of 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 on average has increased their reading level and fluency by leaps and bounds.

Snack – We even practice important skills during snack time! During snack, we always read aloud a story. This time is an opportunity for the students to practice their presentation skills and reading fluency skills. I will usually pick a story for them that is a slight challenge but they are perfectly capable of reading.

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. Some kindergarten students who are not readers/writers yet have more of an oral journal. They tell an adult what they want to say. The adult will write it in highlighter and the younger student will trace the writing. Other students must write 1-3 complete sentences in their journals with more advanced students asked to provide more complex sentences. The journal entries follow specific formats for Language Arts and relate to seasonal topics for each month. The journals are checked not only for content, but also for correct capitalization, spelling, punctuation, and grammar. Words that are not in a student's lexicon for spelling are allowed to be misspelled as long as they are close enough through the sounding out of it by phonetic rules.

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" book. We project a picture with about 4 sentences below it on the white board, and the students must copy the sentences into 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 'sink' 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! The topics are varied and can be tied to what we are learning in other subjects. For example, our next topic is about different habits which will tie back to the unit we completed in science about environments. Other topics that we learn about while doing handwriting are Native Americans, Christopher Columbus, Pilgrims, Weather, and American History. 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 time to regroup (and calm down from recess) and read to each other. We have a substantial classroom library of books. I pick

partners, to ensure variety and lower level students are paired with higher, and assign books for them to read to each other. The students really enjoy reading to each other. This is a low-pressure reading time that gets the students to really enjoy reading for fun. I pick books that align with some of the topics we are learning about in science and social studies, or that focus on a social topic that the classroom is in need of refreshing. It also exposes the students to books that they may not at first be drawn to. While students are paired together for reading, I have the opportunity to work one-on-one with students who are working on reading fluency.

Math – For math, we are using the Harcourt GO! Math curriculum. And an older “classical” version of Harcourt Math. GO! Math 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 starts with a whole class, differentiated for separate ability levels, review/preview of what we are working on that day. A volunteer, on Tuesday, and I provide instruction to the groups (again, students are placed in groups based on ability, not actual grade level). I move back and forth between the groups to provide instruction and guidance while the students work in pairs or small groups. We are lucky to have volunteer and parent Kristie Satterly helping with math once per week. 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 the students learn the “traditional” method through the older Harcourt methodology and let the students decide which way they would like to complete the math problem based on what is easiest for them to understand (most students prefer the standard method of doing math). The exception to this is the learning of the importance of explaining how the students are getting to their answers. Beyond the ability of finding the answer, students should be able to understand how it works.

Spelling – The students have spelling tests each week that have words associated with their phonics lessons and reading stories for the week. The student’s work with their words for homework. On Mondays, they receive their new list during reading and then must write each word 3 times for homework. On Tuesdays, they take those words and write them in a sentence. On Wednesdays, the students complete a word search finding their words. Finally, on Thursdays, we have our spelling tests. Even the kindergarten students have a list they work with. Their test is a little different. They are given their words and are asked to use their phonics skills to spell the word.

Writing – We are working through the 1st Grade Writing Workshop Curriculum. This curriculum is teaching the students how to write a variety of types of pieces by actually writing. This year, the students will write a fiction story, a description, and a poem. 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.

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. 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. We also have a worksheet to help practice tools and skills they are learning. Tying Social Studies to literacy the students take part in a reader’s theater story that directly relates to the topic they are learning about.

Science – For science, we are using the Harcourt Science Fusion curriculum. This year I am working through the 1st grade level curriculum, but starting next year I will start to alternate and provide more in depth study on the topics in order to reach the standards without re-teaching content. 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! On Mondays we work through our lesson and then on Wednesdays we do a hands on experiment dubbed “Messy Science” that relates to the subject we learned on Monday.

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. On Mondays we alternate between library days where we go to the library. The students enjoy a little extra story time and then pick out a book they can check out for two weeks. They do book reports where they identify the title, author, and various story devices. The other Mondays I teach music. The topics we cover include instruments types, beats, dancing, and simple songs. I teach art classes every Tuesday that range from color theory to artist appreciation and medium exploration. Thursdays we have PE class. We have been lucky to have Rita teaching Zoomba most weeks. On weeks she cannot, I help the students by teaching a variety of skill and social building games.

Standardized Testing – In addition to informal teacher observations, we have multiple standardized tests that the K-2 students must take. We currently use the DIBELS, and MAP testing. The DIBELS tests reading abilities in multiple categories, while the MAP testing tests both reading and math abilities. I am pleased to say that my students have shown marked improvement over the course of just a few months.

E – 2 Academic Accomplishment

Lynda MacDonald writes:

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

Academic Standards:

Language Arts

Reading: This year, our reading content is supplementing our social studies curriculum. I choose stories from our textbook that relate to the material we are learning in social studies. In social studies, we read and review the material together. During reading, the reading is meant to be done more independently. Students are also given reading homework that includes small reading comprehension passages. These passages come from “Daily Reading Activities” and are chosen to support our social studies curriculum. We also have a read aloud each day where I model how to think through and visualize a story as it is being read. I also point out various features the author uses to make the writing more descriptive. These books are also chosen to support what we are learning in social studies. This term students will be required to do their own book project where they will read a chapter book that is appropriate for their reading level. The book will focus on the time period that we are studying in social studies.

Grammar: I use multiple sources to teach grammar. One source is Language Arts Today. I use this source to go through each grammar concept together and then the students do practice work. Another source is Grammar & Punctuation. I use this source for students to do independent review of the concept we just learned. A third source is Grammar Minutes that is used for homework to further review the concept.

Spelling: We have weekly spelling assignments and quizzes from the book Spelling Workout. I currently have four spelling groups to accommodate the various ability levels of my students. Each spelling assignment includes an editing piece as well as a written paragraph. Through these weekly paragraphs I can monitor how well students are progressing in developing their paragraphs as well as editing their own work for spelling, capitals, and use of punctuation.

Writing: Aside from the writing students do for their written responses in reading and social studies, students have completed a variety of other written assignments. These assignments include, but are not limited to: poetry, thank you cards and letters, as well as stories. Each of these assignments focuses on using examples from material we have read as well as applying what we are learning in grammar.

In addition to the above work and material, students also do LexiaCore on a regular basis. LexiaCore is a computer based program that students are able to work at their own pace.

Standardized assessments: Each term I assess students using DIBELS which tests a student's reading fluency and MAP assessments which assess a student's reading comprehension. This past term, I was very impressed with the growth reflected by all of my students on each of these assessments.

Social Studies

This year in social studies, the 3rd -5th graders are studying US history from early exploration to the Revolutionary War, the US Constitution and how our government works, and geography.

We are using two main sources for our social studies curriculum. Our textbook is Exploring America's Heritage supported by USA Studies Weekly, which is written in a newspaper format. I like using two main resources because one source gives good background information and the other source digs deeper into the topic. We read and discuss the content together. Then the students write written responses to the questions. I am modeling for the students how to write complete sentences that include the important parts of the question. I am also modeling how to turn a question into a well-developed paragraph; including a topic sentence, supportive details from the text, and a conclusion. Students are then quizzed on their understanding of the content.

We supplement our curriculum with a variety of literature including books from the library. I also use YouTube videos to support what we are learning in class. In addition we learn skills around reading maps and creating timelines. I also try to mix things up with a variety of activities including, but not limited to, role playing, and creating their own graphic novels and picture books.

Current events: This year we are using Time for Kids to introduce current events. I am really impressed with how engaged the students are with current events. They clearly have opinions about what is happening in our country right now. I try to keep views neutral, but at the same time point out recognizing bias in news (how a news source may focus on one side of the story) as well as noting where your source of information is coming from. The important thing is for students to learn to take this information and think for yourself as well as try to understand events from another point of view. I also point out how today's current events will be tomorrow's history. I show how certain events that happened in the past have led to where we are today.

Mathematics

For math I use the Harcourt Math textbook. I like this curriculum because it works well across grade levels to line up similar units. This year I really feel like my students are engaging and learning to enjoy math. It is fun to watch the excitement when they "get it". We talk a lot about how to approach a math problem from different angles, how to connect one type of problem to another type of problem, and

different strategies for solving a word problem. I always make sure students understand the importance of making sure that their answer seems reasonable.

Homework: Students are given weekly homework to assist in practicing the concepts we are learning in class. Students also have the opportunity to use IXL, a computer based program, both at home and at school to help with supplemental practice.

Assessments: Chapter review and MAP assessments. Again, it was very good to see the growth from the beginning of the year.

Science

For science, I primarily use the Science Fusion curriculum as my base and build from there. This curriculum includes reading, writing, investigating, lessons, quizzes and unit assessments. I also use the Interact curriculum to supplement as an interactive way for students to learn and apply science concepts. I often use projects, investigations, and experiments for students to do as well. In addition, I use YouTube videos to help bring a science concept to life. Also, when students finish their work early, they are welcome and encouraged to look at science videos themselves to further satiate their curiosity about a particular science concept. For our unit on the body, students each became an expert in a certain body system and created a Google slide presentation on this system. The slide presentations were then compiled together and sent to families to preview together at home. This was a huge success.

The Arts

I have had a variety of art projects that connect to our curriculum. Students created artwork to support our poetry units. In social studies students learned about how to do quillery and they just completed a cross-stitch project to support our unit on colonial life. Unfortunately due to COVID, we have not been able to offer a theater program or music this year.

Technology

This year Kristie Satterly is coming in once a week to teach about digital citizenship. Students are learning how to use Google classroom as well as other features that Google has to offer. Students recently put together a Google slide presentation to go with our unit on the human body. This slide presentation was emailed to families to view from home.

Other technology programs we use are: Typing Club, LexiaCore, and IXL. I also often use Youtube videos to supplement content we are learning in class. These videos are also fun if a student is curious about something. We can easily look up the topic on the spot. If a student completes their work early, they are encouraged to look up YouTube videos about subjects they are curious about as it relates to science and social studies.

Student Skills:

Planning and Managing time effectively

Managing time well is always a big deal. It has been a pleasure this year to see the growth over last year with certain students. I help students learn how to work more efficiently. For written responses that may mean highlighting the key words in the question and then looking for headings in the reading to help locate an answer quickly.

Organization

Organization can be a real challenge for some students. To help alleviate this problem, each student has a tub and a pencil container where they keep their supplies. Each student is responsible at the end of the day to make sure their area is cleaned and sanitized before they leave for the day. Students also

keep their work in a notebook. I encourage students to organize their work neatly. I model how to take notes using headings and bullet points. Students can also use these notes on their quizzes and tests, so it is important that they be able to read their own work. I show students how to write their written responses as well as their math problems so that they can be easily read.

Finding and using appropriate resources

For our Google slide presentation project, students needed to research specific questions in order to become “experts” in their field. Students needed to find and use appropriate resources that they could easily understand as well as convey that information in a way that others could understand. There are some great resources that are very age appropriate for 3rd - 5th graders.

Investigation and thoughtful inquiry/Recording observations

A big part of our science curriculum is knowing how the scientific method works. This includes investigation and recording observations. We have done a number of investigations this year including our own mask study. Students learned how to write up the steps for the scientific method, record their data on a table, and come up with a conclusion based on that data.

Evaluating their own work and that of others

Students often evaluate their own work. For spelling I had students create their own line graph to see how their spelling test grades changed over time. This was a very effective way for students to get motivated to study because they could immediately see the consequences when they did not. For writing, I use a rubric where students can edit and evaluate their own work as well as give feedback on the work of others.

Assessing the quality of their research sources

In social studies we talk about the importance of using more than one resource to get a fuller picture. We also talk about bias and how certain media may only tell one side of a story. We discuss that it is important to read both sides when forming your own opinions.

Understanding and appreciating the natural world

At Guffey Charter School students definitely appreciate the natural world. Recess is so much more than just recess. It is an opportunity for kids to be outside in all seasons. Right now students are enjoying winter. We have sleds for kids to sled down the hill on our newly acquired property. Some kids have said they have never had the opportunity to sled before. The kids (and this teacher) love it!

Effective oral and written communication

I often tell students that writing is important because many times it will be the first impression people may have of you. We talk about how important it is for your writing to be neat, clear, and error free. Students have an opportunity to write for a variety of purposes and for a variety of audiences. Before COVID we had many opportunities for students to present orally in front of an audience. This year, unfortunately those opportunities have been limited. I do encourage every student and provide opportunities for students to read out loud in front of the class. I make this as stress free as possible by allowing them to choose how long they would like to read. I am happy to say that every student willingly complies – even those who were quite reluctant at the beginning of the year.

Recognizing the value of all disciplines

Anytime one concept we are learning in one subject pops up in another subject, I point it out to the students. They have fun seeing all the different ways the concepts we are learning can relate to each other. Also whenever we talk about career opportunities, I point out how what they are learning in class

will help them in the future. It is fun to see how passionate students are about science, social studies and math.

Academic Honesty:

Respecting their own and other people's work

Giving credit for the sources used

Reporting honestly about their own work

When we did our science research project, I made it a point that students knew they needed to site the sources they got their information from and why this was important. I had a form for them to fill out every time they wrote down facts from a source.

E – 2 Academic Accomplishment

Jenny Hartman writes:

1. Each student will meet or exceed individually established academic standards for performance in all content areas as defined by the Colorado State Educational Standards and in additional content areas dictated by the interests of the Guffey Community.

To demonstrate how we are meeting the standards in the middle school classroom, I will discuss the curriculum as it relates to the Colorado standards in the order of our typical daily schedule.

Warm-Up (Wed-Thurs. 8:00-8:45)

We begin the day on Wednesdays and Thursdays by doing a daily warm-up. This warm-up differs based on the time of year. We started the year with a warm-up called Smarter Balanced ELA. We read passages from popular young-adult novels and discuss questions based on inference, main idea, author's purpose, character traits, drawing conclusions, point of view, making predictions, setting, theme, context clues, and summarizing. We also frequently do Math Facts Pro, which is an online tool to help students memorize math facts. Recently, we have begun learning about the basics of debate, including how to identify logical fallacies as well as how to create a strong argument through the use of ethos, pathos, and logos. Also, some of the students recently requested to learn more cursive handwriting, so we are also practicing cursive during this time.

Computers (Mon-Tues 8:00-9:00)

Mrs. Satterly teaches a computer class every Monday and Tuesday. During this class we are learning typing skills and digital citizenship, as well as diving deeper into Google Tools such as Gmail, Chat, Docs, Sheets, Slides, and Zoom. Frequently, Mrs. Satterly and I will coordinate projects, cross-curricular. For example, for a writing/history project, students made a "Choose Your Own Adventure" story for the Oregon Trail. To tie it in with Computers, Mrs. Satterly taught them how to create links in Google Slides that allow a student to click a particular 'choice' button that takes them to the next page in the story path.

Math (8:45/9:00-10:30)

We have wonderful math volunteers who help our class every day so that we can have individualized small group instruction for each math group. We are using the GO! Math Middle School math curriculum for the majority of the class. We also have one student taking honors Algebra 1 who is using Educere for his math program. We have a strong emphasis on note-taking skills and students can use notes on their tests and quizzes. Students always write example problems in their notes along with the step-by-step directions. As a small group, we go through the guided practice together, then they have a chance to

work on the independent practice. Whatever students do not finish from the independent practice during class becomes their math homework that night. Each lesson has a variety of real-world problems so we have an idea of how this math can be used in real life.

Literature (10:30-11:30)

In literature, we are reading books that correlate with the historic time period that we are studying in History. Each day we have book circles to review the previous night's reading assignment, quiz each other, discuss literary elements, and analyze how the story relates to what really happened in history. We read about 6 novels per year. Our first novel this year was Blood on the River which was about Captain Smith's journey to the New World and the Jamestown settlement. Next, we read A Break with Charity, which is a book about the Salem Witch Trials. Then we read about the American Revolution, in a classic called Johnny Tremain. The next book was Moccasin Trail, a novel about traveling west on the Oregon Trail. We are currently reading the classic, The Adventures of Huckleberry Finn, and we will finish the year by reading a novel about the Civil War.

Grammar (11:30-12:00)

For grammar, we begin as a whole class to learn new grammar skills, using the program Education Perfect. Then the class is split into leveled groups to complete their 5-A-Day Language Review, which includes 5 different grammar and vocabulary skills each day, for a total of 20 skills practiced and reviewed each week. We have a student handbook with notes for each type of grammar and vocabulary skill that we are working on. Every Thursday, the students have a grammar quiz.

Science (Mon/Wed 1:00-3:00)

We are fortunate to have Astrophysicist, Chris Peterson, teaching our honors science class, while I teach the general science class. We began the year with "An Introduction to Science and Technology" and are currently studying Earth Science. We will also be studying Space Science this year. In the general science class, we begin with learning the science concepts and taking notes in our science notebooks, then each day we do some form of a hands-on lab. There is a large focus on student inquiry, and the students seem to really enjoy doing something hands-on during each science class.

History (Tues/Thurs 1:00-2:45)

In History, we are studying American History from 1600-1900. We began by learning about the First Americans, Colonial America, and the American Revolution. We recently studied the Constitution, Early Presidents and the political parties, and are currently learning about Westward Expansion. We will end the year with studying about abolitionists, the Civil War, and Reconstruction. Recently, our history class has become more interactive, including a variety of activities such as creating rap battles, performing mini-skits, station learning, analyzing primary sources, staging a mock trial, etc.

Writing (2:45/3:00-3:25)

In writing, we are writing a variety of essays using the 6 Traits of Writing and following MLA formatting styles. Students have already written and presented Autobiographies, biographies on a Revolutionary War hero, fictional Salem Witch Trial stories, and a Choose Your Own Adventure Oregon Trail fictional story. Later, they will have a writing assignment related to the novel, The Adventures of Huckleberry Finn, and another assignment that relates to the Civil War.

Foreign Language (3:25-3:50)

Students who have already completed their Greek and Latin requirements can choose a foreign language that they would like to study. This year, we do not have any 6th grade students, so all students

have chosen a foreign language. Among the 7 middle school students, the languages students chose include Spanish, French, Italian, German, and American Sign Language. We are partnering with the Guffey Library to use the Mango Language program which will give students head start on learning a language before high school.

Electives (Tues 11:00-12:00)

This year, each student will take three different elective classes. They will take one class per term and rotate to take a different class each term. Students are able to have a choice in which 3 out of the 5 elective classes they would like to take. Each term, Mrs. Boucher is offering a sewing class and Mrs. Dana is offering an art class. During the 1st trimester, three students took Ham Radio with Mr. Francis, 2nd trimester Mrs. Satterly taught a computer programming class, and 3rd Trimester Mr. Walker is teaching a welding class.

8th Grade Project

This year, we only have one 8th grader. She has a culminating project that she is working on all year. It includes a career research project where she has to research a career she might be interested in in the future and complete 8 hours of observation with a person in that career. She also has a community service project where she picks one larger service project to volunteer for and complete 16-20 hours of community service and will have to reflect on the successes and challenges of the service project. She also must complete an autobiography, academic portfolio, and obtain 3 letters of reference. Finally, she must pick either a visual art, performing art, or life skill to demonstrate. She will present all of this in a 30-minute presentation in May.

Technology

There is a strong emphasis on technology in the middle school classroom. We are very fortunate to have a 1:1 ratio of computers to students, and therefore use the computers on a daily basis. Google Classroom has been an exceptional program in helping integrate technology into the classroom in an effective and organized way. As a teacher, I can post new assignments on Google Classroom, organized by classroom subject. Along with the assignment, I can include instructions, rubrics, due dates, and other papers associated with the assignment. Once I post an assignment, it will go to the students' Google Classroom page where they can access all of the contents of the assignment. It will also put the due date on their Google Classroom Calendar. As assignment due dates approach, an email is sent to the students' parents informing them of assignments that are due soon. Additionally, students can complete the assignments on Google Classroom by linking a Google Document or Google Slides attachment to the assignment that I posted. When students work on a Google Document or Google Slide, they can access what they are working on anywhere there is internet access without having to remember to put their work on a flash drive...or even having to remember to hit a 'save' button to save their work because everything automatically saves for them. As students are working on assignments, I have the ability to see everything they are writing as they are writing it. This means I can easily view student work before they ever turn in a rough draft. I can help them edit and make comments the entire time. This has proven to be an excellent resource because it has created a "no excuses" environment for the classroom. Students cannot 'forget' their flash drives at home (or at school), they cannot 'forget' what is required on an assignment, and they cannot 'forget' their homework at school because students have the ability to see everything from anywhere, on any device. We are also using Alma, a grading system where I can input grades into the gradebook and students and parents can instantly see the grade as well as comments for individual assignments.

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: Students have a planner to write daily assignments as well as long-term assignments in. Also, their Google Calendar marks due dates for important assignments (which is also emailed to parents). For longer-term assignments, multiple mini due dates are assigned to ensure students are keeping on track with their long-term project.

Recording Observations/Investigation and Thoughtful Inquiry: In science, students do many hands-on labs as well as computer-generated labs. During these labs, students are required to record their observations and use their inquiry skills to test their hypothesis and analyze results.

Evaluating their own work and that of others: Most written assignments are graded with a rubric that is given to students prior to ever starting the assignment. Students can evaluate their own work by checking it using the rubric before handing it in. It is also required that students work with another student to review rough drafts and to have another student “grade” their work using the rubric before handing it in.

Finding and using appropriate resources/Assessing the quality of their research sources: As a class, we discuss how to find valid sources online for research papers. Students understand that most .edu, .gov, and .org sites are typically reliable, whereas .com and .net sources need further evaluation to determine if they are valid sources or not.

Organization: Students organize their assignments done on the computer on Google Drive/Google Classroom. They also each have a filing cabinet with their desks to organize paper assignments, as well as a locker for other items.

Understanding and appreciating the natural world: This year, the middle school students have done many classes outside and have come to appreciate being in the natural world. We also frequently have lunch outside as well.

Effective oral and written communication: Students are expected to write in multiple ways to communicate information (see writing), in addition to less formal pieces of writing including thank you cards. Middle School students are also required to do at least 3 oral presentations throughout the school year.

Recognizing the value of all disciplines: One common question the class always asks is, “How does this apply in the real world?” In all subjects, we discuss the importance of learning the content in today’s world. Students also make connections across disciplines as much of the academic work spirals with multiple subject areas. The areas of the most significant cross-subject connections include history, literature, writing, and computers.

3. Each student will demonstrate academic honesty by:

Respecting their own and other people’s work: Students are expected to act with respect at all times. This includes being respectful towards other people as well as being respectful towards other people’s academic work. Students are very good at complimenting each other on their work as well as by helping to respectfully provide constructive feedback.

Giving credit for the sources used & reporting honestly about their own work: Students are learning how to cite sources not only on a “Works Cited” paper at the end of a research paper, but also by using in-text citations throughout the entire paper. In-text citations give credit to specific quotes and paraphrases throughout the paper. Middle school students use the MLA formatting style for all of their papers including their Works Cited and in-text citations. Guffey School has a strict “No Plagiarism” policy and consequences will be given for any/all forms of plagiarism. All student papers that include a research element are put through a plagiarism checker.

EL-7 Budgeting

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.
- 2) Fails to show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year.
- 3) Contains too little information to enable credible projection of revenue and expenses.
- 4) Fails to disclose budget planning assumptions.
- 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.
- 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.
- 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.
- 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.
- 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.
- 10) Fails to reflect anticipated changes in employee compensation including inflationary adjustments, step increases, performance increases and benefits.

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

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 intended to be understood by a lay person or anyone who is interested. Our financial reporting is consistent with CDE's required reporting format according to HB 10-1036 which directs local education providers to post financial information on-line, in a downloadable format, for free public access. Our school's auditing firm keeps our school in compliance with any requirements or changes to the state's reporting system. Collaboration between myself, our bookkeeper, Victoria Wertgen-Capaci, and our technology director, Chris Peterson, ensures that the school's website is in compliance and up to date with all of our school's financial information. Thanks to the hard work of our bookkeeper and Mr. Peterson, our website is completely up to date with all required financial transparency documentation.

Accordingly, the Administrator may not do any financial planning which:

- 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 shows the amount budgeted for the current and upcoming fiscal year. I will be creating the budget for the 2021-2022 school year in April to be presented to the board during May's board meeting.

Accordingly, the Administrator may not do any financial planning which:

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

Our financial plan contains details that are meant to represent, to the best of our ability, accurate projections of revenue and expenses. These projections are based on prior experience and knowledge of possible upcoming changes which are monitored through various CDE sources and the state budget committee updates.

Accordingly, the Administrator may not do any financial planning which:

- 4) Fails to disclose budget planning assumptions.

My budget assumptions are based on an estimated number of students who will be enrolled in our school at the October count, the amount of PPF (per pupil funding) that we anticipate receiving from the state, the Title I & II funds, small attendance funds, capital construction funds, e-rate funds, anticipated expenses for the school year, staffing needs, fiscal liabilities, additional revenue and carry-over from the previous school year.

Accordingly, the Administrator may not do any financial planning which:

- 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 this fiscal year than what we have available in our school's funding accounts.

Accordingly, the Administrator may not do any financial planning which:

- 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 used these funds and understand these funds can only be used if authorization is granted to me by the Board as stated in the requirements of GP-15.

Accordingly, the Administrator may not do any financial planning which:

- 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 committed to spend more funds in a school year than what is in the required reserves.

Accordingly, the Administrator may not do any financial planning which:

- 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 annual budget provides for board development, governance, estimated legal fees and the school's annual fiscal audit.

Accordingly, the Administrator may not do any financial planning which:

- 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 regular review of funds, budget, and actual spending. We are creative in finding alternative ways to provide funding. Some of these avenues are: family donations, local community donations, Amazon Smile donations, City Market's Community Giving donations, cashing in and collection of Box Tops for Education, AmeriGas/MarGas donations, and fundraisers such as Pie Palooza, Guffey t-shirts, the Spaghetti Dinner, and the hard work of a very frugal and fiscally responsible staff.

Accordingly, the Administrator may not do any financial planning which:

- 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. The teacher's salaries are currently in line with the STEP salary advancements and our STEP salaries reflect updates for costs of living and staff continuing education hours and/or credits. Full time staff are current with excellent health care benefits which include Vision and Dental, an annual HSA deposit, and retirement benefits. All staff are current with PERA benefits.

EL-15 School Year Calendar

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 days, and is written to try to best meet 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.
- 2) Fail to provide a copy of the calendar to all parents/guardians of students enrolled in the school.
- 3) Fail to ensure that any change in the calendar, except for emergency closing or other unforeseen circumstances, be preceded by adequate and timely notice to students, parents and teachers of no less than 30 days.
- 4) Implement a school calendar that plans for fewer than the minimum number of instruction/contact hours for students as required by state law, including provisions under state law for staff development and parent-teacher conferences.
- 5) Fail to consider a reasonable balance between the instructional needs and the extracurricular obligations of students.

Martine Walker writes:

Evidence that I am in compliance with this policy is as follows:

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.

I prepare a rough draft of the school calendar for the following school year in March with a final draft completed before the April board meeting. This allows adequate time to receive input from parents and teachers. While planning the calendar I also take into consideration the calendars of other schools nearby that in which our students' siblings may be attending. I will try my 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. I offer current school families and staff the opportunity to provide their input on the school calendar rough draft. After these steps have taken place I will present the proposed school calendar to the Board for their approval during the April board meeting.

Accordingly, the Administrator may not:

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

I make our school calendar available to all families during enrollment, a link is provided on the school website, it is posted on the school's multi-purpose room bulletin board, and I keep copies in the office and hallway to provide as requested.

Accordingly, the Administrator may not:

- 3) Fail to ensure that any change in the calendar, except for emergency closing 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 school Board with at least 30 days notice. Everyone has been notified of the recent changes which include the cancellation of most school programs.

Accordingly, the Administrator may not:

- 4) Implement a school calendar that plans for fewer than the minimum number of instruction/contact hours for students as required by state law, 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 is the age of six on or before August 1 of each year and is under the age of seventeen shall attend public school for at least the following number of hours during each school year: One thousand fifty-six (1056) hours if a secondary school pupil; Nine hundred sixty-eight (968) hours if an elementary school pupil in a grade other than kindergarten; Nine hundred (900) hours if a full-day kindergarten pupil; Four hundred fifty (450) hours if a half-day kindergarten pupil. At Guffey School, all students, K-8, have a scheduled 1008 contact hours while often acquiring more contact hours through school trips, required event participation, and other after school educational activities. Since we schedule all of our students to the same hours our K-5 students go above and beyond their required hours. Our school has 7 staff days calendared. The school offers parent-teacher conferences twice during the school year, one in October and the other in February, which are half-days for students.

Accordingly, the Administrator may not:

- 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 a longer school-day. Since we are in school 4 days a week, most of our students travel a great distance to be here and they also have family obligations or extracurricular commitments in towns nearby. Our school's teachers offer plenty of classroom time for students to complete their assignments and oftentimes, their homework too.