

MONITORING REPORT
ENDS POLICY #4
EXECUTIVE LIMITATIONS #11
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
November 2021
By Martine Walker, School Administrator

E-4 Social Skills

Students will be productive citizens participating actively in their community.

4.1 Students will:

4.1.1 Possess good interpersonal communication skills;

4.1.2 Be aware of the world around them and their place in it;

4.1.3 Honor diverse attitudes, values, beliefs and abilities;

4.1.4 Work cooperatively in groups;

4.1.5 Create an environment of emotional and physical safety for themselves and others;

4.1.6 Celebrate each other's growth and learning.

Martine Walker writes:

I am in compliance with this Ends policy as shown by the policy reports from our school's teachers.

Written by Jenny Peck, 6th - 8th grade teacher

4.1.1 Students will possess good interpersonal communication skills

It is so important that students and staff possess good interpersonal communication skills. Having solid interpersonal communication skills allows people to communicate in an effective way, even if they are feeling upset, angry, frustrated, etc. It is often very challenging to have an effective and positive conversation when flooded with emotions. Sometimes this means that students may need to take a minute to themselves to calm down before entering into a conversation. It is also important to have a filter when speaking. One thing I tell my students is that whatever they say needs to meet 4 criteria before it comes out of their mouths: 1. Is it true? 2. Is it nice? 3. Is it necessary? 4. Is it helpful? If it doesn't meet those 4 criteria, it doesn't need to be said. This year we have one more incredible resource to help students learn good interpersonal communication skills. This year we have a school counselor, Stefanie Skidmore, who comes to school every Monday. Stefanie meets with individual students on a regular basis and she also organizes whole-class dialogue circles for each class once per month. Stefanie has been an invaluable resource this year. She lets students know that their emotions that they are feeling are 100% valid and they are 'allowed' to feel the way that they do, and she helps the students learn how to express their emotions in a more constructive way. I have a couple of students in my class who meet with Stefanie regularly and they continually mention how helpful it is to talk with her.

Written by Lynda MacDonald, 3rd - 5th grade teacher

4.1.2 Students will be aware of the world around them and their place in it

In Social Studies we are learning about the 1800's. This is a very interesting period in US history. Through these studies we learn how the US expanded into the country we are today. One area we talked about was immigration and the role that immigrants played in the 1800's. Students got to interview their parents to learn more about their own ancestors, where they

came from, and why they came to America. We also learned about how transportation and inventions evolved in those days. As a result, we compare what life was like back then to our life today. We also use history to understand how things have changed in America. For example, we read a short story called the "Orphan Train". One student pointed out that they had child labor and wasn't that illegal. I pointed out that back then it was not for various reasons, but today that would seem to be a strange practice. We learned about propaganda and how propaganda was used to convince pioneers to move west. I show them how propaganda is used today in advertising and that it is important to recognize bias in order to make an informed decision. I tell students it is important to learn history through different resources to get a fuller picture about what happened back then, as well as look at events from different points of view. This way we can build on what we already know by looking for new information. In our class we use: *Exploring America's Heritage and Our Nation Studies Weekly*. We also read stories from *Trail Blazers of American History*. We read short historical stories from *Daily Reading Activities*. In our reading, we supplement what we are learning in social studies by reading a variety of nonfiction and fiction stories. I also supplement what we are learning with writing activities and YouTube videos. I teach my students that learning history is thinking – thinking about our past, our present, and our future to help us be more aware of our world and our place in it.

Written by Elizabeth Jackson, K - 2nd grade teacher

4.1.3 Students will honor diverse attitudes, values, beliefs and abilities

The demographics of the students at Guffey are not greatly diverse. However, this is no reason they cannot learn about how wonderful and unique each person in the world is. Throughout the year students in the K-2 class learn about people from different cultures, belief systems, and values. December Social studies focuses on different holidays and cultures around the world. More personally in the classroom, the students have the opportunity to learn and talk to each other about their own lives. They may have similar demographics but each of them have their own stories and experiences. They learn from each other each and every day.

Written by Jenny Peck, 6th - 8th grade teacher

4.1.4 Students will work cooperatively in groups

We tend to do a lot of group work in the middle school classroom. Every day for either science or history we have some sort of partner/group project. This year we have really been focusing on doing the best you can possibly do, even when you don't get to choose who is in your group. We have a system in the classroom where we pick one person in the class to draw names, and that student will randomly draw names to form the groups. The students have come to really enjoy the 'suspense' of not knowing who they will be paired with, and they have done a really great job of having a positive attitude about who it is that they are going to be working with. Recently, we did a short unit in class focusing on how to have a strong work ethic. We started by having a classroom discussion about what it means to have a strong work ethic, then we did a short writing assignment, then the students had the opportunity to 'prove' that they can show what it means to have a strong work ethic by doing projects at Stefanie's non-profit organization – W.H.O.A – Wild Horse Outreach & Advocacy. Students were placed into groups and had to work together to paint a hay trailer, oil tack, and scoop manure. We discussed how when working with a group, you need to give it your all, even if it is a task that you are not particularly excited about. Here is an example of what one student said in his writing assignment:

"Having a strong work ethic means you go above and beyond at work. This is important so you can make money and keep a job to have a house and a car. Someone that just goes and gets it done has a good work ethic. Someone who doesn't have a good work ethic will sit there and not work. Having a strong work ethic goes beyond just showing

up. You have to go and do your best. Someone with a good work ethic will make their job easy, they will set it up and go. They are willing to work and get out there for the day. I feel my dad has a strong work ethic because he wakes up every day and takes me to school, then he goes and works hard all day. I can show I have a good work ethic today by going and doing it right. I feel [our work projects were] a success. We worked for 2 hours, and we got so much work done she had to keep giving us new jobs. The last job was splitting wood.”

- 7th grade student

My hope this school year is to be able to provide multiple opportunities for students to work in groups and participate in community service/work projects so that they can continue to develop one of the most important life skills - work ethic.

Written by Lynda MacDonald, 3rd - 5th grade teacher

4.1.5 Students will create an environment of emotional and physical safety for themselves and others

The other day a couple of students asked me, “What do you do when someone bullies someone besides just talking to them?” This led to a great discussion. I let them know that talking is a very important first step. Through talking we can understand what is happening and why. We can also help each student to get a better perspective on how their behavior affects other students – this goes for both the “bully” and the “victim”. I also let them know that through talking we can also see if this was an isolated incident or if there is a pattern. I let them know that as a staff we talk about these types of situations all the time. Then I let them know that we deal with each situation on a case by case basis. I used their own situations as examples. For example, they had all been in the position of being the “bully” at some point as well as being the “victim” at another point. They all agreed that talking definitely helped. I spoke with one student in particular to get his input. He said, “The talking part is really helpful. Talking allows us to sort out our differences and allows us to see both sides of the story.” He did say that he would like to see more consequences in the classroom. For example he thought that even though I let his parents know what happened, I should also have kept him inside for recess for the part that he played in this particular incident.

For some students who may feel victimized or who may be the “bullies”, we now have a school counselor who can help them put their thoughts and feelings into perspective. We also meet monthly as a class to work with the counselor learning about different types of emotions. Through these activities we are able to see that we are all normal in how we feel. The important thing is to figure out how best to react to and deal with these emotions. In talking with this particular student he summed these ideas up nicely by adding, “Stephanie helps people let out their emotions and release them. She does fun different games where we are talking about emotions which allows people to get out their emotions in a safe environment when they aren’t feeling the emotion.” He also added, “The main thing that has helped me is my parents who help me come up with different strategies to deal with my emotions. I share these ideas with my teacher so she can help me use them in class.”

Written by Elizabeth Jackson, K - 2nd grade teacher

4.1.6 Students will celebrate each other’s growth and learning

Part of what makes Guffey such an amazing school is the community spirit from the entire town, and within each classroom. In the K-2 class there are several posters that chart student progress in reading and math. Students can see how their classmates are doing and help encourage or cheer on each other. Older students frequently are paired with younger students

to do reading buddies and other projects. Students get to help each other on a one-on-one basis to help each other grow.

EL-11 Accomplishment Reporting to the Public

The Administrator shall not fail to prepare an annual progress report to the community.

Accordingly, the Administrator may not fail to include the following in the annual progress report:

1. Student achievement based on the attainment of established standards.
2. School strategies to improve student achievement.
3. Comparisons of school adopted content area.
4. Revenues, expenditures and costs of various segments of school operations.
5. The extent to which the school has achieved its ends.
6. Information regarding achievement of the state accreditation indicators.

Martine Walker writes:

I am in compliance with this Executive Limitation Policy which is shown in the annual report called: Guffey Community Charter School's Annual Report 2020-2021, which was prepared and submitted to the Board by myself in September of this year. This document is available to the community and the general public on the school's website and the full report contains all required (1 - 6) items. It can be found at: http://guffeyschool.org/resources/admin/2021_eoy.pdf

Following the introduction which lists the many highlights of the school year, the bulk of the report summarizes the following:

- *Student Achievement – in this section the testing methods we use are listed*
- *Achievement by Classroom/Teacher – in this section the number of students assigned to each letter grade (A,B,C,D,F) is listed along with a description of how achievement is measured and ways in which teachers and the school work with all students to meet them where they are*
- *School Strategies to Improve Student Achievement – this section talks about our Ends policies which are monitored monthly in a group effort to be sure we are implementing, tracking, and aiding our students to be the best student they can be*
- *Accountability Committee Year End Report – this is a summary, prepared by our accountability committee chair, who was Jenny Hartman, to highlight everything covered for the school year*
- *Fiscal Management – this section explains our we are fiscally responsible and how we are held accountable*
- *School Consultant Services – this section discusses how we address special needs*