

MONITORING REPORT  
ENDS POLICY #2  
EXECUTIVE LIMITATIONS POLICY #7, #15  
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS  
March 2022  
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 Cauley (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.

### **Language Arts:**

In term 1 every year we learn the parts of speech: nouns, verbs, and adjectives. In term 2, we focus on mechanics of writing such as punctuation, capitalization, and types of sentences. Term 3 has a three-year rotation. Year 1 is a focus on poetry, year 2 is a focus on stories, and year 3 (this year) is focused on letters. Students learn about different kinds of writing and learn about how to properly format and write each type. The term concludes with completing an example of the specific kind of writing. Each of these also has an application aspect. Poetry has a “cafe” poetry reading. Stories have an Author’s Corner. Letters have a “Pen Pal” from my students to other students in the school.

If we have time during the day, we also do Daily Fix-it-Ups which are sentences projected on the board with a variety of grammatical and spelling errors. The students work to correct the sentences, learning proofreading notations along the way.

### **Math:**

I teach a mixture of traditional math along with Common Core to expose the students to several different methods of solving problems that they can pull from in order to make sense of whatever math comes their way. I use the Common Core Texts plus Harcourt Math. We start the year with basic number concepts for grades 1 and 2, while the Kinder students learn their numbers. Starting at the end of term 1, all grades are learning the same topic, though differentiated to ability. Term 2 covers geometry, fractions, addition, and subtraction. Term 3 moves on to money, time, measurement, and data.

### **Reading:**

Reading is highly differentiated. This is where I use my volunteers the most. Kinder students focus the year on learning sounds and letters, going from “letters make sound” to “groups of letters make words” to “groups of words make sentences.” They learn the concept of reading. First-grade focuses the year on putting sentences together to make stories. They learn about voice, inflection, and intonation. This gives them the ability to read. Second-grade goes a step further and really focuses on comprehension and vocabulary. Students expand their knowledge of the English language when working with new words to find their definition, synonyms, parts of speech and more. They also learn to draw conclusions, infer, predict, find details, understand main ideas, and more. This gives them the ability to understand and use what they read.

Students also complete book reports in reading. Second-graders do one each term, 1<sup>st</sup> do one in term 2 and 3, and Kinders do one in term 3. In the terms students do not have a term book report to do, they complete single page reports on their library books on a bi-weekly basis. The reports work on simple things from setting and characters, to identifying a new word in a non-fiction story.

All students have spelling tests at some point in the year. Second-grade has them at the end of each unit in all three terms. First-grade starts spelling tests halfway through the year. Kinders start their spelling tests at the start of term 3. First and second grade have words that go along a theme or phonemic concept from their reading unit. Kinders have CvC words that I sound out for them, and they need to code the sounds into letters and words.

### **Science:**

Science is a mix of lecture and labs. On Mondays, students read and work through a chapter that focuses on a subtopic of our term topic. Then on Wednesday they complete a lab or learn about scientists or inventions that are part of that subtopic. Students have a science journal they keep all their experiment pages in. They also complete one big yearlong project each year. This year students are researching, designing, building, and exploding volcanoes as Volcanologist.

Science is on a three-year rotation. Year 1 covers physical science to include matter, energy, magnets, and a focus on machines and engineering. Year 2 covers life science to include plants, animals, environments, and a focus on dinosaurs and the scientific process. Year 3, this year, covers Earth science to include space, natural resources, weather, and a focus on rocks/gems and on what it is to be a scientist.

### **Social Studies:**

Social Studies has a 3-year rotation. Year 1 is geography and culture. The students spend the year learning about the places on the Earth and all the people who live there. Year 2 is history and government. Students learn a basic history of the United States from the arrival of the pilgrims to more present day. They also learn about rules and laws and how the government and people work together. Year 3, this year, is communities and economics. Students discover how things have changed from the past to now, and how they will continue to change. They also learn the basic idea of how money and the economic cycle works.

Students have an interactive journal that they work in to help reinforce the concepts learned during each lesson. They are cut and paste pages with activities in a variety of different formats that engage the student to think, define, sort, and organize.

Students also participate in three to five Reader's Theatre presentations a year, as well as the Open House presentation. These help with social and personal skills, as well as tying back into the social studies and other subjects the students are learning about.

December is always focused on learning about the history, culture, and traditions of some of the December holidays including Christmas (Commercial), Christmas (Christian), Hanukkah, Kwanzaa, and Yule. They learn about commercial Christmas, Hanukkah, and one other (rotating) each year. This year the rotating holiday was Yule.

### **Specials**

Art: Students get to explore a variety of art mediums, techniques, and basic methods. This year they are learning about drawing, perspective, form, and painting. They have an art show at the end of the year where they get to pick and display their favorite pieces.

Music: The students experience getting to know different kinds of music and how it can express different feelings. In December, students learn a holiday song for each of the three holidays they are learning about. This year, students are also learning how to put dance steps to music as well.

P.E.: Students get two opportunities for directed/structured physical activity each week. On Wednesday, they sometimes have P.E. where there is a focus on sports and teamwork. On Thursday, they have Zumba which focuses on coordination, flexibility, and cardio.

Library: Students have Library on the 1<sup>st</sup> and 3<sup>rd</sup> Monday of every month. They learn about how to find books and how to treat books properly. They also do their bi-weekly book report on the book that they pick every other week.

Writing: There are two parts to writing in the K-2 class - creative writing and handwriting.

For handwriting, students have a composition notebook with lines and a drawing space. I project an image onto the board from the *Draw, Write, Now* series. These pages have 4 sentences about a specific thing within the book's topic (ex. elephants from the *Animals* book). Students copy those sentences into their notebook and draw the picture following the steps given on another projected page. I check for accuracy in handwriting and give a couple notes on what to focus on so students can fix them. Kinders start the year by working through a packet with each page dedicated to one letter in order to learn how to form each one. When they complete that, they join the other students in copying down the sentences.

Creative writing takes the form of monthly journals. Students respond daily to a variety of prompts, connected in some way with the month the journal is for. They may be asked to finish a story, make a list, draw a picture, write a letter, and more. Kinder students reply orally either to a partner or to me, their answers are written in highlighter, and they trace that. Other students have a variety of expectations based on differentiated ability.

#### Additional Reinforcement and Practice

Homework: I send home homework for all three grades. Kinder students have one page a day about the letter they are learning in reading, and one page about the topic they are studying in math. In Term 3, they also bring home one page for spelling. They also have their book reports to do over a two week, or term, period. First and second grade students have 1-2 pages of math per night of what they are learning in class. They have a page of spelling daily; 1<sup>st</sup> grade gets these when they start their spelling tests. There is a single page of punctuation or grammar work, once a week on Thursday. They also have their book reports over a two week or term period.

Kindergarten Olympics: For the first half of the year Kinder students are given a list of 10 skills to master by winter break. These are skills beyond that classroom that serve as a basis for math, reading, and social excellence.

- Letters: uppercase and lowercase
- Numbers 0-20
- 10 basic colors: red, orange, yellow, green, blue, purple, pink, brown, black, white
- 10 common shapes: circle, oval, triangle, square, rectangle, hexagon, sphere, cone, cube, rectangular prism
- Their name
- Their address
- Their phone number
- Cutting with scissors
- Tying shoes
- Using zippers

Warm-ups: Each day students have a page worksheet that has several different problems on it. These questions cover different concepts from math or reading and are differentiated according to ability level.

Calendar: Every morning the students go over the calendar. This is a review for months of the year, days of the week, number sequencing, seasons, weather and temperature, place value, social expression (finding something positive about the day), and vocabulary with a word of the day.

Reading Rocks: Each night students can read, or the Kinder students can be read to. For every 10 minutes of reading that is logged in their planner, they get mark on a chart. For every 10 marks, they receive a prize. They can pick a toy from my treasure chest, get to sit in a wheelie chair for the day, get an animal or toy at their desk all day, a free homework pass, or they get to pick a book from the hallway to keep. This promotes reading and practicing at home.

Math Masters: On Thursdays, students take a five minute timed addition test. Kinder students start these after they start the addition unit in math, and they have half sheets (45 problems) instead of the full page (90 problems). When students get 100% on a test, they get a star on a chart and move onto the next, harder test. If a student does better, but not 100%, on their test than the previous week, they get a smiley sticker on the chart to show their improvement. The following week they will get that same test back in hopes they will do even better.

Social Skills: A large part of the K-2 classroom is also learning how to get along with other students and to function in a setting other than their home. I have a few little details around my room to help foster this growth.

The behavior chart is an accountability for following, or breaking, the rules of the classroom or school. Students can move their name up and down the chart based on the decisions and action they take during the day.

Students can get tickets for helping others. If an adult sees them do an act of kindness without being asked, or looking for gratification for doing it, they can give that student a ticket. That goes in a bucket and on Thursdays students may use the tickets they have earned to buy prizes that vary from 1 ticket to 10 tickets in cost. If the student really wants to save up to 50 tickets, they can get an extra special prize meant just for them.

Each week, the classroom jobs are rotated so that students each get to be a part of making the classroom function and have responsibility.

My "cool-out-corner" helps students manage their emotions by giving them a safe place to breathe, calm themselves, and to feel out their feelings instead of yelling, hitting, or throwing.

### **2<sup>nd</sup> Grade Cumulative Project:**

At the end of 2<sup>nd</sup> grade, students should have learned everything they need to meet state and federal standards. As a cumulative project, across all subjects, students have a project to complete. They will create a series of writing examples, picking from topics they have learned in other subjects. Students have all of term 3 to complete the project during their "I'm finished" time (extra time during class once they have finished their other work), as well as one dedicated 1 ½ hour block a week. A copy of the final project will be kept as an example for the future as an installment in the "Fairy Library," in my fairy forest reading corner. There are 12 required samples, and 4 extra credit ones. Some pieces of writing will be completed in class, others will need to be "self" directed (I will provide advice and guidance when needed).

- Completed as classwork
  - Reading
    - Fable
    - Biography
    - Simple Chapter Book
    - Simple Poem
  - Science
    - Research Paper (part of the group year-long project)
  - Language Arts
    - Product of Term 3 topic (Poetry Compilation, Short Story, Letter Samples)
  - Homework
    - Final Term 3 Book Report
- “Self” paced
  - Personal Narrative (Written and Oral Presentation)
  - Set of Instructions
  - Description
  - Opinion/Persuasive Letter/Essay
  - Advertisement
- Extra Credit:
  - Folktale
  - Play
  - Other Language Arts topics not covered this year (2 possible)

## **E – 2 Academic Accomplishment**

### ***Lynda MacDonald (3rd - 5th) writes:***

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.

### **Academic Standards:**

#### **Language Arts**

**Reading:** This year our reading content supplements our social studies curriculum, which is learning about the 1800’s. 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 also 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 point out various features the author uses to

make the writing more descriptive. Each term students are required to do their own book project where they will read a chapter book related to the 1800's that is appropriate for their reading level. We plan to have a book club at the library towards the end of the term focusing on the books that they have read. 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. Writing is also a big piece of their reading assignments. Students are taught to write a developed response. This includes rewriting the question as a statement, looking up specific information in their text, and supplementing their responses with who, what, where, when, why and how, as it is appropriate. We have also hired a reading specialist to work with students this year in small groups. She is great at modeling different reading strategies and helping students to think about what they are reading. Overall, my students showed very good growth in reading on their MAP and DIBELS assessments this term.

**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. This source is used for homework to further review the concepts we are learning in class. I was very pleased at the growth every student showed in grammar on their mid year MAP assessment.

**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. This year I added a new opportunity for my students. I have some students who struggle with their spelling tests. I believe that at this age it is important for students to have the opportunity to learn from their mistakes. I give students that want to take advantage of this opportunity to come in during recess, review the words they got wrong for as long as they want, and retake those words to improve their grades. It is interesting to see which students care enough to do this, and which students have a "good enough" attitude. I believe in rewarding a good work ethic.

### **Writing:**

This past term students wrote a lengthy story where they got to choose the topic. During the writing process, we focused on the Six Traits of Writing. One of these traits focused on various ways to create an exciting beginning that would draw the reader into the story. We also talked about how to write a good resolution, making sure the story feels finished and is tied together. We talked about how to develop the plot by building up to the climax and not going off on too many different tangents. We modeled how to "show" with descriptive actions and not just "tell about" what was happening in the story. Another trait included using explicit nouns, adjectives, verbs, and adverbs to bring out emotion and mood in our stories. We also worked on character development. We practiced how to use conversation correctly. During the writing process, we frequently used examples of other authors' work to show how they used each trait of writing. Finally we revised, revised, revised and then we edited, edited and edited. If anything, students learned that the writing process takes time!

### **Social Studies**

This year in social studies, we are studying US history from the 1800's. 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. We point out how reading non-fiction is different from reading fiction. We learn how to use context clues such as headings, maps, photos, and graphs. We learn about primary sources and secondary sources. Then the students write written responses to the questions. I model 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. I emphasize that spelling, capitals, and punctuation are important in anything you write. 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. We use a variety of writing activities including writing from the point of view of people at that time. This could include journal writing, writing letters, and creating posters showing propaganda at that time. I also incorporate geography into what we are learning about in history. Each student has a US map on their desk. Whenever we talk about a certain area, I have them locate it on their map.

### **Mathematics**

This year I am teaching 3rd-6th grade math. I use the Harcourt Math textbooks for the 3rd-5th graders and the Go Math series for the 6th graders. This is the first time I have used Go Math which is the curriculum used by middle school. This year, I was able to see how what I have been teaching in the 3rd - 5th graders translates to what they need to know in middle school. I will say that my students are being well prepared to be ready for the middle school math curriculum. There are things I like about the Harcourt curriculum. First I think it allows for more repetition of practicing specific skills. Second, it translates well into teaching across multiple grades with similar units. I also really like the Go Math curriculum. I like how it applies directly to real life situations. Moving forward, I am not sure whether or not I will switch my 3rd-5th graders to Go Math. I plan to look into that curriculum for that age group and compare it to the Harcourt curriculum that I am currently using. 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.

I really enjoy teaching math and bring this enthusiasm into my classroom. 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. We also talk about how math translates into other subjects. Again, I was very pleased to see the growth in math this past term on the MAPS assessments. Any areas of weakness were areas that had not been taught yet, so I expect that this growth will continue to be reflected on our end of year assessments.

### **Science**

We started the year learning about space. From there we learned about motion and forces. Then we learned about the engineering process. We are currently learning about simple machines. We recently went to the Colorado Mining museum where we learned more about simple machines. 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 Space, we had a “sleepover” where students were able to use our school’s HUGE telescope. We saw the craters of the moon, rings of Saturn, and moons of Jupiter. We also went on a field trip to the Space Foundation in Colorado Springs where we learned more about space travel and were able to model using rovers on Mars. As a culmination of our unit on space, students each became an expert in a certain aspect of what we were learning. They worked in pairs to create a Google slide presentation and developed quiz questions. The slide presentations were then compiled together and sent to families to preview and take the quiz together at home.

### **Technology**

This year Kristie Satterly came in once a week to teach students how to use Google classroom as well as other features that Google has to offer. She showed them how to use Google docs for their writing project and how to use Google slides for their science presentation. We also used a drawing program to create a cover for each of our stories. Other technology programs we use include 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.

### **The Arts**

We have had limited access to the arts this year. I try to incorporate what we are learning in class to a particular art related project. We have also created art projects to decorate our room as they relate to different holidays throughout the year. We also have the opportunity for students to do Zumba this year with Rita, a community volunteer. Later this year, I am hoping to introduce some music lessons with another volunteer.

### **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. For students who are easily distracted, I may set the timer on my phone near their desk, ask them how long they think it will take to complete a problem, and challenge them to do it in that time frame.

#### **Organization**

Organization can be a real challenge for some students. To help alleviate this problem, each student has 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. Students then learned how to cite their work.

### **Investigation and thoughtful inquiry/Recording observations**

A big part of our science curriculum is learning how the scientific method works. This includes investigation and recording observations. We have done a number of investigations this year. Students learn 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 writing, students were given the opportunity to edit and evaluate their own work during each step of the writing process. I also had students read each other’s work and give feedback.

### **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.

### **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. For example we wrote cards to our veterans. We wrote thank you notes to our very generous community at Christmas time. Students had the opportunity to orally present our curriculum during open house. I also provide opportunities for students to read out loud in front of the class.

### **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 cite 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 Peck (6th - 8th) writes:***

*E.2.1 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 (8:00-8:45)**

We begin each day by doing a daily warm-up. For this warm-up, we typically start with Math Facts Pro. This is a program designed to increase math fact fluency. Students are working on improving multiplication facts and need to answer 100 problems each day. After they complete 100 problems, they can see their overall results showing which facts they solidly know represented in green, yellow which means they know the fact, but we are a little slower at it, and red which means they still need to practice that fact. Recently, we have also been doing 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.

### **Computers (1<sup>st</sup> Semester, Monday/Tuesday 8:00-8:45)**

During the first semester (August – December), Mrs. Satterly taught a computer class on Mondays and Tuesdays. During this class students learned typing skills and digital citizenship, as well as dove deeper into Google Tools like docs, sheets, and slides through project-based learning that correlated with the projects we were doing in history and writing.

### **Math (8:45-10:30)**

We have wonderful math volunteers who help our class so that we can have individualized small group instruction for each math group. We are using the GO! Math Middle School math curriculum. 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 students 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 students 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 a book circle to review the previous night's reading assignment, quiz each other, and analyze how the story relates to what really happened in history. Our first novel this year was Counting on Grace, which was a story about child labor and follows a 12-year-old girl's experience working in a textile mill in 1910. Next, we read Remembrance, which is a book set during World War 1. Then we read a book set in the 1920's, a mystery novel called Isabel Feeney, Star Reporter. Students just

finished up reading Night, a memoir from a boy who was sent to Auschwitz during the Holocaust. They are currently following a girl's story through the Holocaust in the novel, I Will Plant You a Lilac Tree. When we learn about Civil Rights, we will read Fire from the Rock. We will read Cracker, The Best Dog in Vietnam when we learn about the Vietnam War.

### **Grammar (11:30-12:00)**

For grammar, we begin as a whole class to learn new grammar skills, using the program Grammar Flip. 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, we do a Kahoot review which is like an interactive trivia game-show style review, then we also have a grammar quiz every Thursday.

### **Science (Monday/Wednesday 1:00-3:00)**

We have science class on Mondays and Wednesdays. This year we are focusing on physics and chemistry through learning about matter, motion, forces, energy, sound, and light. We begin each class with learning the science concepts and taking notes in our science notebooks, then we spend over half the class each day doing hands-on labs. There is a large focus on student inquiry and hands-on experiments.

### **History (Tuesday/Thursday 1:00-3:00)**

In History, we are studying a mix of American and World History from after Reconstruction through present day. We began the year by learning about the Gilded Age, the Progressive Era and U.S. Imperialism. When learning about WWI, WWII, The Cold War and Vietnam, we will look at it from both the perspective of American history as well as through the world history lens. We will also learn about events more specific to America in the 1920s, Civil Rights, and Modern America. During History class, we do a lot of partner and group activities, and we also frequently present what we have learned in our groups to the rest of the class.

### **Foreign Language: (3:00-3:30)**

Students who are either in 6<sup>th</sup> grade, or who are in their first year at Guffey in the middle school classroom take Greek and Latin. This will help students with English vocabulary by teaching Greek and Latin stems and roots as they relate to English words. Students who have already completed their Greek and Latin requirements can choose a foreign language that they would like to study. This year, some middle school students are taking Spanish while others are taking German. 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.

### **Writing (3:30-4:00)**

In writing, we are writing a variety of essays using the 6 Traits of Writing and following MLA formatting styles. The goal is to write in a variety of different styles (autobiographies, fiction stories, research, etc.) in a format that is interesting to the students. Most of the writing assignments tie directly into what we are learning in history and what we are reading for literature. Writing assignments this year include Autobiographies, WWI Newspapers, 1920's Historical Fiction Mystery Stories, Holocaust Butterfly Project, Quote/Poem Analysis, WWII Radio Show, Civil Rights Children's Book, and Vietnam Letters Home/Journal.

## **Electives (Tuesdays 11:00-12:00)**

Students each get to take three different elective classes. Students will take one class per term and rotate to take a different class each term. Students have a choice in which 3 out of the 7 elective classes they would like to take. The elective classes offered this year include sewing with Mrs. Boucher & Mrs. English, art with Mrs. Dana, cooking with Mrs. Sarah, computers with Mrs. Satterly, welding with Mr. Walker and Bill Sioux, and photography with Mr. Peterson, and robotics with Mr. Peterson.

## **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 daily. 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 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 can 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 can 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. 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. 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:** We do our best to integrate outdoor education into our school curriculum. This year, the students have taken multiple outdoor field trips. In April, the middle school class will be going on a 3-day overnight field trip to High Trails Outdoor Education Center.

**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 always act with respect. 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 most 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. Students are able to put their paper through the plagiarism checker before turning it in, which gives them an opportunity to have a conference with me to help them understand how to correctly cite the sources that were flagged by the 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 2022-2023 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.*