

MONITORING REPORT  
ENDS POLICY #4  
EXECUTIVE LIMITATIONS #11  
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS  
November 2024  
By Kelli Burke/Administrator and Lynda MacDonald/Principal

**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.

***Kelli Burke writes:***

*I am in compliance with this Ends policy as shown by the policy reports from our school's staff:*

4.1.1 Students will possess good interpersonal communication skill:

***Shawna Swindell writes:***

Our students have the wonderful opportunity to grow and develop in an educational environment that fosters independence and individuality. Because of this, each student learns how to communicate with students and staff from fairly diverse backgrounds. Students are taught how to show respect, how to work through conflict, and how to express their feelings in a small group environment. During class, we talk about the fact that it is ok to make mistakes and that everyone learns at their own pace. Students are encouraged to express their feelings and work through conflicts in a constructive manner. We also discuss ways we can express our feelings in a way that doesn't make the other person or people in the conflict feel attacked. Respect is also a frequent topic of discussion in our classroom and the students learn what respecting ourselves, each other, and our property looks like. Then they are able to demonstrate what that looks like on a daily basis.

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

***Lynda MacDonald writes:***

In science, I let students know how technology has led to new career opportunities compared to when I was their age. For example we will soon be going to the Space Foundation Discovery Center and will have an opportunity to participate in a Mars robotics simulation. Landing anything on Mars was not a thing when I was their age. I let my students know that maybe one day they could be part of a team that works on something like this or help to come up with ideas about things that can't yet be done.

Our community offers many opportunities for our students to be aware of the world around them and their place in it locally. This fall, our local fire department came to share what they do and taught the kids more about fire safety. We went to Colon Orchards to learn about the business of growing apples and pumpkins. Our Halloween parade was a huge success with many locals

coming out to support the kids. Two businesses also offered to hold a party for the kids. This fall we had a wonderful opportunity to participate in the Schools to Pasture program offered by the La Dolce Vita Ranch and learn about the energy cycle, nutrient cycle and the water cycle as they relate to ranching. This Monday the American Legion came to school for Veterans Day to let students learn about opportunities in the military and to answer questions. Students also made thank you cards that will be distributed to our local veterans. On Thursday, our students will have the opportunity to participate in an all school overnight where we will be able to use our huge telescope to view the moon, Jupiter, and Saturn and learn more about the night sky.

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

***Shawna Swindell writes:***

The wonderful thing with multi-age classrooms is that it gives students the ability to be challenged academically and encouraged to help support the other students in class. We talk a lot about the fact that each student learns differently and makes progress differently and at different paces. In our classroom, students have the opportunity to work independently on curriculum throughout the day and if they finish early, they can help other students. This encourages support and leadership within our classroom. Our classroom also participates in group projects during STEAM time towards the end of the day. The students are given a task (build a bridge, create a rocketship, etc.) and a simple set of instructions on what I would like to see with the end result. Then they are able to choose whatever supplies they feel would help achieve the end goal. During these group projects students discuss their abilities and naturally fall into individual roles. Each student in the group takes on specific tasks that help with completing the project efficiently. By completing group projects, students are able to acknowledge their own strengths and honor strengths of their peers. We discuss the importance of each role and how without that role the project could not be completed. We are all individual pieces of a whole puzzle and each piece is unique and absolutely necessary. The students learn that no matter what your ability each person is vitally important and encouraged to challenge themselves and make mistakes because that is how we learn and grow.

4.1.4. Work Cooperatively in Groups

***Amy Owen writes:***

In a multiage classroom environment. We often break off into groups. As there are sixth and seventh graders at an eighth grade level and eighth graders at a sixth or seventh grade level. So there are two primary math groups which are mixed with all three grade levels. They all teach and support one another. The more advanced students know to wait it out or try to find different ways to explain things until the others catch on or get it. This takes a lot of self control and patience. They also work in mixed pairs at reading buddies. It's a beautiful thing to see the bigs help the littles. We also work in pairs in science. We have fun and get things done when we cooperate. This was demonstrated when we carved our pumpkin as a class. First working as a large group then completing the task individually as they took turns carving out their piece of the pumpkin.

4.1.5 Create an Environment of Emotional and Physical Safety for Themselves and Others

***Lynda MacDonald writes:***

I have a lot of "girl drama" this year in my classroom. While sometimes I think it is a bit much, I do take the time to help students sort through their feelings and heal their hurts. Sometimes this means talking with each other and understanding different points of view. Sometimes this means just learning to let some things go.

4.1.6 Students will celebrate each other's growth and learning

**Amy Owen writes:**

I am fortunate to witness this on some level almost every day. They talk about how far they got in their multiplication speed test and encourage another student who may not have done as well. They are super supportive when they share their weekly spelling stories. They show respect to one another by being a good attentive audience member. They laugh when it's funny and give each other kudos in reference to their creation. They can constructively criticize or give pointers in a manner that does not hurt others feelings. My favorite is when we are reading out loud of the same book and they quietly help coach when someone is struggling with a word. They work well together as a team and display good sportsmanship in PE. Celebrating a win and "good gaming" the opposition.

**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.

**Kelli Burke 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 2023/2024, which was prepared by Lynda MacDonald and myself, submitted to the Board in May 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.*

*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*