

MONITORING REPORT
ENDS POLICY #4
EXECUTIVE LIMITATIONS #11
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
November 2022
By Jacob Sampson, Principal/Administrator
With support/guidance from Martine Walker former Principal/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.

Jacob Sampson writes:

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

Written by Lynda MacDonald, 3rd-5th Grade Teacher

4.1.1 Students will possess good interpersonal communication skills

We have many opportunities for students to practice interpersonal communications skills. This year Mr. Sampson starts the day with morning circle activities that involve the whole school. One of these activities is asking everyone a "Would you Rather Question". Once the question is presented, the students think of their response and then share it with a partner. Three students are then asked to stand up and share their response with the whole group. Students are asked to give an introduction sentence and two reasons to back up their answer.

Another opportunity for students to practice interpersonal communication is through monthly Dialogue Circles with Stefanie. Each week Stefanie spends 30 minutes with one of the classes. She brings a card game that gets kids to think about and share their emotions in different scenarios.

During Open House every student shared a piece of what they are doing in their classrooms. We practice expression, eye contact, and fluency. I am always so impressed with how every student has no problem standing up in front of a group to give their responses.

During recess, students have the opportunity to communicate effectively when they are dealing with disagreements. I am very impressed with how well my students get along with each other despite different personalities. Learning to communicate effectively has helped a lot.

Written responses are also a form of interpersonal communication that we practice in class. Students have many opportunities to create thank you cards to show their appreciation for the things our community does for our school. Through these opportunities, we learn about the correct format for writing a friendly letter.

When we write our responses for written assignments, students are learning how to write using a complete paragraph. This includes changing the question into an introduction sentence, including specific important details from the story to support their answer, and ending with a conclusion sentence that ties the paragraph together and feels finished.

Written by Natalie Sardi, 6th-8th Grade Teacher

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

We began the year looking at ancient civilizations and what is needed for a civilization to thrive. We applied the concepts we learned to today's civilizations and our own small world of Guffey and how, through people working together, we all benefit. In science and exploring how our planet came to be we looked at the forces required to create the world we live on and how it has changed in the past and continues to change today. Questions we asked were about climate change in the past and today and how we as individuals can make a global impact and support positive change. In history we have looked at the importance of one story. The perceptions we have of other countries comes largely from what we see on TV, however, the telling of one person's story from a different country can and has changed preconceived understandings of a life different from our own. In ELA we have read Aesop's fables, Greek myths and articles describing the discovery of ancient artifacts. Through our reading we have discussed how we could apply the proverbs from Aesop's fables to our world today. Through all these studies we have learned different disciplines and have met the following graduation standards.

Reading, Writing and Communicating

Eighth Grade, Standard 1. Oral Expression and Listening

1. Engage in effective collaborative discussions and analyze information presented.
2. Design organized presentations incorporating key details and claims while tailored for purpose and audience.

Reading, Writing and Communicating

Eighth Grade, Standard 3. Writing and Composition

1. Write well-organized and cohesive arguments, distinguishing claim(s) from opposing claims and using language to clarify connections among claims, reasons, and evidence.
2. Write well-developed and logically organized informative/explanatory texts, conveying relevant content through precise language, domain-specific vocabulary, and formal style.
3. Write engaging real or imagined narratives effectively using techniques such as relevant and sufficient descriptive details, sensory language, logical pacing and dialogue to detail actions and to develop and reflect on experiences and events.

Science

Middle School, Standard 1. Physical Science

3. Motion is described relative to a reference frame that must be shared with others and is determined by the sum of the forces acting on it. The greater the mass of the object, the greater the force needed to achieve the same change in motion.
4. Forces that act at a distance (gravitational, electric, and magnetic) can be explained by force fields that extend through space and can be mapped by their effect on a test object.

Science

Middle School, Standard 3. Earth and Space Science

1. Motion is predictable in both solar systems and galaxies.
2. The solar system contains many varied objects held together by gravity. Solar system models explain and predict eclipses, lunar phases, and seasons.

Written by Lynda MacDonald, 3rd-5th Grade Teacher

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

This term in reading we have read stories about different cultures and their traditions. Through these stories, students have had the opportunity to honor diverse values and beliefs. We have also talked about how each of their families may have certain traditions and why.

Multi-age classrooms always lend themselves well to honoring different abilities. Every student is honored for their strengths. They are also encouraged and supported to work on areas where they may have a weakness. I always tell my students it is not important how fast they get their work done, but that they are able to show growth throughout the year. Right now we are learning our multiplication facts. Learning to memorize these facts can be frustrating for certain kids. It is fun to see their faces light up when they can see their own growth through practice. Students can also see their growth through our periodic DIBELS and MAP assessments. I always show students their past scores so they have buy-in to improve their scores.

Written by Elizabeth Cauley, K-2 Grade Teacher

4.1.4. Work Cooperatively in Groups

Throughout the day the students in my class have multiple chances to work in groups to accomplish tasks. Every week I assign different buddies. These buddies, one from 2nd Grade and one from 1st grade (my ratio worked perfect this year), team up several times a day. They do buddy reading, work on Science or social studies together, and even do journals and language arts together. For Reading and Math I also group the students together by ability level and we work through the I do, We do, You do method. I explain a problem or question. They all work together on some, and then do the last few on their own. This helps them all to gain confidence in sharing ideas, talking through difficult questions, and finding solutions together. It is quite exciting to watch a group of students work through a page of reading, taking turns reading questions and then discussing possible answers to find the one that makes the most sense.

Written by Elizabeth Cauley, K-2 Grade Teacher

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

Mr. Sampson has created several acronyms for the school. I have a specific one in my classroom as well. Mine is FLUTTER. **F**ollow school rules, **L**isten, **U**se our manners, **T**ake responsibility, **T**ake turns, **E**ncourage, **R**espect ourselves and others. The main idea in my classroom is Respect. Every aspect of FLUTTER addresses this core idea. I see students every day that apologize if they run into someone else in an accident, taking turns playing games or being the "it person", I see students telling other students they did a good job, whether it is about coloring a nice picture or working as a group. There are still some tough points where not everyone gets along, but those times are far less common than respectful interactions.

Written by Natalie Sardi, 6th-8th Grade Teacher

4.1.6 Students will celebrate each other's growth and learning

Through developing presentations on Ancient Civilizations students had the opportunity to present to their peers and be evaluated by them. In doing so they received constructive criticism on how to improve as well as affirmation on the elements of their presentation that had gone well. In presenting to the whole school, they received community feedback on their abilities and achievements. Through these endeavors students attained the following graduate standards.

Drama and Theatre Arts

Eighth Grade, Standard 1. Create

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Reading, Writing and Communicating

Eighth Grade, Standard 4. Research Inquiry and Design

1. Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.

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.

Jacob Sampson 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 2021-2022, 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:

https://guffeyschool.org/resources/admin/2022_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*