

MONITORING REPORT
ENDS POLICY #4
EXECUTIVE LIMITATIONS #11
PREPARED FOR THE GUFFEY COMMUNITY CHARTER SCHOOL BOARD OF DIRECTORS
November 2023

By Kelli Maguire/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 Maguire and Lynda MacDonald write:

I am in compliance with this Ends policy as shown by the policy reports from our school's principal, Lynda MacDonald.

4.1.1 Students will possess good interpersonal communication skills

With the variety of support staff we have in the way of substitute teachers, aides, and volunteers, our students have the opportunity to learn and practice interpersonal communication skills with a variety of people in a variety of settings. One area that is particularly important is learning to show respect for others and appreciating what they do for us. Because our school is so small and personal, it is easy to hold all of our students to a high standard. Disrespect is not tolerated toward other students or other adults. Our students truly do understand and appreciate what everyone is doing to help this year go smoothly. After all we are a team where everyone is invested in what is best for the good of all.

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

In social studies both the 1st - 4th grade classrooms and the middle school classroom have been learning about Native Americans. Ken Valles came to share his expertise regarding the Navajo people.

Our local fire department came to share what they do and taught the kids more about fire safety.

We went to the Colon Orchards to learn about the business of growing apples.

On November 9, the American Legion will come to do a presentation for our students for Veterans Day.. Our students will also be creating thank you cards for our veterans.

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

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 that it does not matter how well everyone is doing around them, that what I am looking for is their personal growth throughout the year.

Students have many opportunities to measure their own growth. In reading, first graders are given fluency passages to read at home. They are encouraged to track their time and their mistakes. As they reread the passage multiple times, they can see how much they improve each time. The older students are taught how to add detail to support their answers. These responses are kept in a notebook so students can see for themselves how their writing progresses throughout the year. Students can also measure their own growth through their progression in LexiaCore. Kids always want to tell me when they reach the next level. Students can measure their own growth as we progress monitor reading fluency through DIBELS assessments. With our MAP assessments, I always show students their past scores so they have buy-in to improve their scores on the next assessment. I encourage my students to set their own personal goals and do what they can to attain those goals.

4.1.4. Work Cooperatively in Groups

Multi-age classrooms lend themselves very well to working cooperatively in groups. This year especially, with the wide range in grade levels my older students are often paired up with my younger students. For science in particular, I like to work towards the upper level. To have the younger students keep up, I often pair them with an older student to help guide them and keep them engaged. We recently did a science investigation on animal adaptations. This was a perfect opportunity for older students to support younger students. The older students could do the writing, while helping the younger students being engaged in the thinking and participating process. It was fun to see everyone getting along so well and being actively involved.

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

Every once in a while a particular student may get on the nerves of another student - especially with the wide age ranges we have. One day when one of my younger students chose one of my older students to be their partner. I knew that older student really did not want to work with this particular younger student. However, I was so impressed with how that older student worked so well with that younger student and made him feel so valued and so important. We have great kids at this school!

4.1.6 Students will celebrate each other's growth and learning

Both the younger students and the middle school students did research projects on their specific native American tribe. Each student got to present their findings to the whole school. It was fun to see the scaffolding of what the younger students were able to present as compared to what the older students presented. Both groups learned a little more from each other about what we had been learning in class. Both groups also supported and celebrated each other's accomplishments.

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 Maguire 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 2022/2023, which was prepared by Lynda MacDonald and submitted to the Board 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.

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*