



# **Improvement Report for 2011-2012**

**Upton Elementary School  
Weston County School District #7**

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## Executive Summary Introduction

### Executive Summary

Every school has its own story to tell. The context in which teaching and student learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way school leadership considers how to organize, maintain order, and stay faithful to the school's vision. A description of the level of stakeholder engagement, trends and issues affecting the school, and the kinds of programs and services that the school implements to support student learning also contributes to the overall narrative.

The purpose of the Executive Summary (ES) is to give schools an opportunity to tell their story, to describe their context both strengths and challenges so that the public and members of the school community have a more complete picture of how the school perceives itself and what it is deliberating as it engages in the process of self-reflection for continuous improvement.

This report is structured into 4 sections that give context about what the school faces on a day-to-day basis in providing teaching and learning in its community:

#### Section 1: Introduction

- Describes the community in which the school is located. Identifies the unique features and special challenges of this school community. Provides brief demographic information with regards to both students and staff and the community at large.

#### Section 2: Student Performance

- Gives a brief description of the school's vision about students and their performance.
- Provides a brief summary of student performance in this school. Identifies the school's goals and how the school will know they have achieved them. Describes the variety of the school's student performance assessments. Identifies how the staff engages in meaningful analysis of student work in order to modify instruction.
- Describes the school's student support programs and services. Identifies the ways in which the school ensures community/parent involvement in the life of the school.

#### Section 3: Challenges and Opportunities

- Identifies the major challenges the school has faced in the last 3 years and how it has addressed those challenges.

#### Section 4: Conclusion

- Identifies what the school is most proud of and why.
- Relates other information the school would like to share with the public and the school community.

## Executive Summary

### Section 1: Introduction

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**Provide the school's mission statement. What process was used to create the mission statement?**

**Describe how the school engaged its stakeholders to parents and community members in the development and fulfillment of the mission statement. Describe the community in which your school is located. What are the unique features and special challenges of your school community?**

**Briefly provide demographic information with regards to both students and staff and the community at large.**

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**Narrative:**

The school's mission statement is: A student centered community striving for educational excellence.

Parents and community members sat in on the meetings where the mission statement was developed. The mission statement was then communicated to a larger group at subsequent parent/council meetings. We consistently seek out avenues to include parents and community members to be involved in school activities. Such activities include parent/council meetings, open houses, math night, recognition assemblies, Title I night and inviting community members into classrooms for presentations in regards to specific activities or units of study.

Our community is a rural community in northeastern Wyoming with a population of 1,100 people. The largest employer in the community is the school district. A large number of our families have at least one parent employed in the energy industries such as the coal mines and oil fields. This leads to two special challenges in our community, many of our parents travel over an hour a day to their jobs which leads to a disconnect from the community. Also, there is a high degree of turnover throughout the year in our student population.

We have approximately 110 students in the elementary school. Approximately 95% of our student population is white, with Hispanic and Native American students being the primary minority populations. Approximately 40% of our students receive Free and Reduced lunch supplements. These demographics are a consistent reflection of the community. The staff is 100% white and 95% female.

## Section 2: Student Performance

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**Give a brief description of your school's vision about students and their performance. Provide a brief summary of student performance in your school. What are your goals and how will you know you have achieved them?**

**Describe the variety of your school's student performance assessments. How does your staff engage in meaningful analysis of student work in order to modify instruction?**

**Describe the school's student support programs and services. In what ways does your school ensure community/parent involvement in the life of the school?**

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**Narrative:**

The school's vision about students and their performance is: 1. All students are capable of experiencing success. 2. Student success can be attained through high quality instructional practices. 3. The variety of students' needs will be met through research based/best practices to improve student learning. 4. Improvements in student learning will be demonstrated by improvements on classroom, district, state and nationally normed assessments.

The school consistently meets AYP targets. Upton elementary exceeds the state average of proficiency on the majority of the grade level and subject indicators. The school's goal is to have 80% of our students show grade level proficiency in language arts and mathematics on PAWS, MAP or both.

The school uses MAP and DIBELS as universal screeners to assess benchmarks for students in reading, mathematics and language usage. The school uses classroom, district, STAR, SRI and other intervention-embedded monitoring tools to use as assessments to monitor student growth throughout the year.

The staff collaborates under the Professional Learning Community concept to analyze student work and determine modifications based on the results.

The school has developed a comprehensive Pyramid of Interventions under the Rtl models to support student programs and services for at-risk students. The school also has implemented Positive Behavior Intervention Systems to encourage better student behavior.

The school ensures community/parent involvement in the life of the school through quarterly Parent/Council meetings, special events including recognition assemblies, classroom projects, math night and open houses.

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## Section 3: Challenges and Opportunities

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**What are the major challenges your school has faced in the last 3 years and how have you addressed those challenges?**

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**Narrative:**

One major challenge has been the development of a tiered intervention program. Through extensive training in the WySis/RtI program conducted by the Wyoming Department of Education and other trainings that staff members have attended in regards to RtI, we have strengthened our identification procedures and interventions for students who are not at grade level. The school was able to take a hard look at its practices and either keep, add or do away with programs in regards to their effectiveness in improving student learning.

Another cultural challenge our school has faced is over the last four years, the number of students receiving assistance under the Free and Reduced Lunch program has increased close to 15% from around 25% to 40%. We have addressed this challenge by continuing to provide sound instruction in the classroom and by providing a safe and inviting environment for our students to ensure their needs are being met.

## Section 4: Conclusion

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**What is your school most proud of and why?**

**Is there any other information you would like to share with the public and the school community?**

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**Narrative:**

Our school is most proud of the increase of student achievement that we have realized on PAWS and MAP. We can clearly see the improvements in our instruction have correlated with improved student performance. This improvement in scores comes in light of an increase in the percentage of students in our building from low-income families. Our expectations have remained high and our students have met those expectations.

# 2011-2012 Language Arts Goal

## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Measurable Objective	Total Funding
1	All students will improve reading comprehension.	Objectives: 1 Strategies: 5 Activities: 8	Academic	80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency reading at grade level. in English Language Arts by 05/25/2012 as measured by Scores on the MAP Assessment.	\$38500

## Goal 1: All students will improve reading comprehension.

### Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency reading at grade level. in English Language Arts by 05/25/2012 as measured by Scores on the MAP Assessment.

### Strategy 1:

Colorful Language - Students will be instructed using the Colorful Language program to enhance their writing skills.

Activity - Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will lead and monitor their classrooms to ensure that their students are developing skills that will enhance their creative writing.	Direct Instruction	08/29/2011	05/25/2012	\$1500	General Fund	Classroom teachers.

### Strategy 2:

Sustained Silent Reading (SSR) - Each classroom will designate 20 minutes daily for Sustained Silent Reading for the entire school year.

Activity - Reading leveled readers.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will read during SSR books that are at their ability level as determined by Lexile scores from the MAP assessment and DRA scores.	Direct Instruction	08/29/2011	05/25/2012	\$0	No Funding Required	All classroom teachers and building principal.

### Strategy 3:

Guided Reading - Students will be assigned to leveled reading groups based on their Lexile and DRA scores. Students will read books at their determined reading level.

Activity - Leveled Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will lead and monitor their classrooms to ensure students are comprehending their reading. They will intervene and work on reading skills with groups to provide assistance when students have difficulty or need to enhance their reading skills.	Direct Instruction	08/29/2011	05/25/2012	\$6000	Title II Part A	All certified staff.

Activity - Formative assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed at the beginning and end of the year.	Direct Instruction	08/29/2011	05/25/2012	\$0	No Funding Required	All certified staff.

**Strategy 4:**

Reading Strategies - Kindergarten through Fifth grade students will use the reading comprehension strategies of: schema, inferring, questioning, determining importance, synthesizing, and mental imaging.

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be assessed at the beginning and end of the year.	Direct Instruction	08/29/2011	05/25/2012	\$0	No Funding Required	All certified staff.

Activity - Teacher Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue training in reading strategies supported by the Public Education and Business Coalition.	Professional Development	08/29/2011	05/25/2012	\$30000	Title II Part A	All certified staff and selected classified staff.

Activity - Reading Technology Interventions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Raz-Kids and Ticket to Read for reading intervention.	Technology	08/29/2011	05/25/2012	\$1000	Other Funding Source	All certified staff and selected classified staff.

**Strategy 5:**

3+8 = Reading Success - Teachers will instruct students on the development of comprehension strategies of narrative, expository and functional texts.

Activity - Classroom instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will lead and monitor their classrooms to ensure students are developing strategies to be able to answer questions that are essential to comprehending the narrative, expository and functional texts.	Direct Instruction	08/29/2011	05/25/2012	\$0	Other Funding Source	Classroom teachers in grades 3-5.

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training	Teachers will continue training in reading strategies supported by the Public Education and Business Coalition.	Professional Development	08/29/2011	05/25/2012	\$30000	All certified staff and selected classified staff.
Leveled Reading	Teachers will lead and monitor their classrooms to ensure students are comprehending their reading. They will intervene and work on reading skills with groups to provide assistance when students have difficulty or need to enhance their reading skills.	Direct Instruction	08/29/2011	05/25/2012	\$6000	All certified staff.
<b>Total</b>					<b>\$36000</b>	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative assessment	Students will be assessed at the beginning and end of the year.	Direct Instruction	08/29/2011	05/25/2012	\$0	All certified staff.
Reading leveled readers.	Students will read during SSR books that are at their ability level as determined by Lexile scores from the MAP assessment and DRA scores.	Direct Instruction	08/29/2011	05/25/2012	\$0	All classroom teachers and building principal.
Formative Assessment	Students will be assessed at the beginning and end of the year.	Direct Instruction	08/29/2011	05/25/2012	\$0	All certified staff.
<b>Total</b>					<b>\$0</b>	

### Other Funding Source

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom instruction	Teachers will lead and monitor their classrooms to ensure students are developing strategies to be able to answer questions that are essential to comprehending the narrative, expository and functional texts.	Direct Instruction	08/29/2011	05/25/2012	\$0	Classroom teachers in grades 3-5.

Reading Technology Interventions	Students will use Raz-Kids and Ticket to Read for reading intervention.	Technology	08/29/2011	05/25/2012	\$1000	All certified staff and selected classified staff.
<b>Total</b>					\$1000	

**General Fund**

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction	Teachers will lead and monitor their classrooms to ensure that their students are developing skills that will enhance their creative writing.	Direct Instruction	08/29/2011	05/25/2012	\$1500	Classroom teachers.
<b>Total</b>					\$1500	

## State Assurances

The following is a summary of your institutions certification status with required state assurances. All comments provided in ASSIST with respect to specific assurances are provided in the Comment/Attachment section of the report below. If evidence or documentation was uploaded in support of an assurance, the filename is provided in the Comment/Attachment section as well. The contents of the document can be viewed by logging into ASSIST and clicking on the file name in the Assurance Module.

Assurance	Certified	Comment/Attachment
If applicable, the school assures all students in eleventh grade take the ACT or Work Keys assessment.	No	We are an elementary school.
The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior.	Yes	
The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens.	Yes	
The school provides educational programs sufficient for all students to meet uniform content and performance in all areas of the common core of knowledge and skills.	Yes	
The performance of each continuing contract teacher is formally evaluated in writing at least once each year.	Yes	
Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis.	Yes	
The school implements the district assessment system, including Body of Evidence, to measure student performance relative to district content and performance standards. The system is designed so that all Students have equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards.	Yes	
The school has implemented the district technology plan.	Yes	
Fire inspections are conducted at least once every three (3) years, and results are available.	Yes	

The school conducts fire/safety drills at least once every month that school is in session according to state statutes.	Yes	
If applicable, the school is providing foreign language instruction in grades K-2.	Yes	
The school is providing for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, etc.	Yes	We meet the needs of gifted and talented students through differentiated instruction in the regular classroom. We target students who are above the 70th percentile on MAP assessment to experience these enrichments in the classroom.
All students have access to guidance services that provide assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning process.	No	At the elementary level we do not provide guidance services for educational and career plans. However, we do include units on careers in our classroom curricula.
If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented.	No	Not applicable at the elementary level.
A health inspection of the building and the food service facilities is conducted annually, and the building principal has sought remedies to noted problems in accordance with state statutes.	Yes	Inspection results posted in the kitchen area.
The performance of each initial contract teacher is formally evaluated in writing at least twice annually.	Yes	The building principal completes these evaluations.
The school is providing for the needs of all disabled students and is in compliance with statutory requirements.	Yes	
The following days are appropriately observed: <ul style="list-style-type: none"> <li>• Wyoming Day, December 10 of each year.</li> <li>• Nellie T. Ross' birthday, November 29 of each year.</li> <li>• Native American Day, the second Friday in May.</li> <li>• Pearl Harbor Remembrance Day, December 7 of each year.</li> <li>• Constitution Day, September 17 of each year.</li> </ul>	Yes	

<p>The school has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards.</p>	<p>Yes</p>	<p>Parents are invited to parent council meetings which are conducted quarterly. Parents are also included in the accreditation process. Community input is also part of our curriculum adoption procedure.</p>
<p>The school has developed and has on file the policy for required notification of pesticide application on or around the school building.</p>	<p>Yes</p>	<p>District maintenance crews post signs for public awareness per policy.</p>
<p>The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors.</p>	<p>Yes</p>	<p>These are all part of our Response to Intervention pyramid of interventions. <a href="#">Pyramid of Interventions Upton Elem.MS 2011.doc</a></p>
<p>The school has developed and implemented a professional development plan that focuses on the development and implementation of standards and standards-based assessments, the instructional and student learning uses of technology, individual school improvement goals, assessed needs based on documented student results, and individual professional development goals.</p>	<p>Yes</p>	<p>The school works in conjunction with the district professional development director.</p>
<p>Protective eye devices have been purchased and are used, free of charge, by all students and teachers involved in activities or using materials that create a substantial risk of harm to the eyes.</p>	<p>Yes</p>	
<p>The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning.</p>	<p>Yes</p>	<p>The school uses the services of the district instructional facilitator.</p>
<p>The school complies with the State Board of Education's definition of the minimum hours of student/teacher contact and minimum days per year. The school calendar includes a minimum of 185 teacher work days.</p> <ul style="list-style-type: none"> <li>• 1/2 Day Kindergarten - 450 hours</li> <li>• Full Day Kindergarten - 900 hours</li> <li>• Elementary - 900 hours</li> <li>• Middle/Jr. High - 1,050 hours</li> <li>• High School - 1,100 hours</li> </ul>	<p>Yes</p>	<p>The school operates on a regular calendar which includes 175 student/teacher contact days, 10 days devoted to professional development and 4 days for parent/teacher conferences.</p>

On Presidents' Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, and general election day, the school is not dismissed except by order of the board of trustees of the district. Exercises to emphasize the significance of these days are optional to the school.	Yes	
The school ensures that students are educated in a safe environment that meets all building, health, safety, and environmental codes and standards required by law for all public buildings.	Yes	
The school requires written documentary proof of immunization or written immunization waiver to be provided for all students attending within thirty (30) days after the date of school entry. The school maintains documentation on file and conducts an audit of immunization status for each child enrolled in accordance with rules and regulations prescribed by the Department of Health.	Yes	Documentation is certified by the school nurse.
The school monitors its school improvement process and supports the implementation of the school Improvement plan.	Yes	
The school participates in the State Accountability System and complies with applicable Federal laws.	Yes	
Instruction is provided in the essentials of the state and federal constitutions.	Yes	
The school has adopted and implemented strategies to monitor the teaching of standards.	Yes	
The school ensures that all third through eighth and/or eleventh grade students participate in the Wyoming state assessment of student performance in reading, writing, mathematics and, science (known as PAWS).	Yes	
Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff.	Yes	
The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations.	Yes	
The school uses a State Board of Education/WDE approved teacher performance evaluation system.	Yes	
Every three years the school assesses all grade levels, parents, and staff regarding school mission and student learning, school safety, service provision, equity, and opportunity to learn. The results are used for school improvement planning.	Yes	The most recent Advanc-Ed Opinion inventory was completed in the Fall of 2010.

The flags of the United States of America and the State of Wyoming are displayed when school is in session in, upon, or around the school building.	Yes	
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## Federal Assurances

The following is a summary of your institutions certification status with required Title I assurances. All comments provided in ASSIST with respect to specific assurances are provided in the Comment/Attachment section of the report below. If evidence or documentation was uploaded in support of an assurance, the filename is provided in the Comment/Attachment section as well. The contents of the document can be viewed by logging into ASSIST and clicking on the file name in the Assurance Module.

Assurance	Certified	Comment/Attachment
The school will allocate and spend Title I, Part A Targeted Assistance funds only on programs and activities for identified eligible students and will maintain appropriate financial records in this regard.	Yes	
The school has conducted a comprehensive needs assessment, which included a review of academic achievement data, and has established objective criteria for identifying eligible students.	Yes	
The school has planned targeted assistance activities for identified students that are coordinated with and support the regular educational program of the school so that identified students have access to both.	Yes	
The school has planned targeted assistance activities for identified students to be coordinated with and integrated with other federal, state, and local programs.	Yes	
The school has assigned to targeted assistance programs and activities paraprofessionals who meet the requirements of NCLB and teachers who are Highly Qualified under NCLB.	Yes	
The school has incorporated targeted assistance planning into the existing school improvement planning process.	Yes	
The school has planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities.	Yes	
The school has planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, including the development of a Parent Compact.	Yes	

<p>The school has planned or provided appropriate professional development activities for staff who will be serving identified students.</p>	<p>Yes</p>	
<p>The school has planned and developed research-based instructional strategies to support and assist identified students.</p>	<p>Yes</p>	