



Improvement Report for 2011-2012

Upton Middle 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

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.

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 60 students in the middle 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

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?

Narrative:

The school consistently meets AYP targets. Upton Middle School meets or 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 as a universal screener to assess benchmarks for students in reading, mathematics and language usage. The school uses classroom, district, 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. Students are divided based on ability level for SSR groups. 8th grade mathematics is divided into Algebra I for an accelerated course where students can gain high school credit and pre-algebra which is the regular 8th grade mathematics class. Interventions are also delivered daily in mathematics for students in grades 6-8 who are targeted through their classroom performance, MAP and PAWS scores.

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, parent/teacher conferences and open houses.

Section 3: Challenges and Opportunities

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

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 there 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

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?

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. Also, through homework support interventions including Homework Lunch, Extended Learning Opportunities (after-school program) and Bobcat Time, we have seen a decrease in students failing or having a D in their classes, which has increased the number of students earning honor roll recognition.

2011-2012 Reading Plan

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 in reading comprehension.	Objectives: 1 Strategies: 3 Activities: 5	Academic	80% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency reading comprehension in English Language Arts by 05/25/2012 as measured by scores on the MAP assessment.	\$42052

Goal 1: All students will improve in reading comprehension.

Measurable Objective 1:

80% of Sixth, Seventh and Eighth grade students will demonstrate a proficiency reading comprehension in English Language Arts by 05/25/2012 as measured by scores on the MAP assessment.

Strategy 1:

Improving Vocabulary Knowledge - All middle school students will be instructed in classrooms using a list of high frequency words common to all curricular areas at the middle school level.

Activity - Vocabulary Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are instructed with the definitions and contextual uses of the words. There is a short list of words given to study as a "Bell Ringer Activity" daily. The words are taken from the book, 504 Absolutely Essential Words. Students are then assessed the next week on the previous week's words. Success of this strategy will be measured through improvement on PAWS and MAP testing.	Direct Instruction	09/12/2011	05/25/2012	\$52	General Fund	All middle school classroom teachers.

Strategy 2:

Read 180 class - Students are placed in Read 180 according to reading levels as determined by MAP, PAWS and classroom assessments.

Activity - Instruction in Read 180 program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the systematic design of the program, students receive intensive interventions in the area of reading comprehension.	Academic Support Program	08/29/2011	05/25/2012	\$42000	Other Funding Source, Other Funding Source	Read 180 instructor.

Strategy 3:

Sustained Silent Reading (SSR) - Students will read for fifteen minutes a day.

Activity - Grouping of students	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are placed in SSR groups based on their Lexile reading levels.	Academic Support Program	08/29/2011	05/25/2012	\$0	No Funding Required	Certified staff, principal and Title I instructor.

Activity - Formative Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of the classroom, state and MAP assessments, students improvement will be measured.	Direct Instruction	08/29/2011	05/25/2012	\$0	No Funding Required	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.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Formative Assessment	Through the use of the classroom, state and MAP assessments, students improvement will be measured.	Direct Instruction	08/29/2011	05/25/2012	\$0	Certified staff.
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.
Grouping of students	Students are placed in SSR groups based on their Lexile reading levels.	Academic Support Program	08/29/2011	05/25/2012	\$0	Certified staff, principal and Title I instructor.
Total					\$0	

Other Funding Source

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Instruction in Read 180 program	Through the systematic design of the program, students receive intensive interventions in the area of reading comprehension.	Academic Support Program	08/29/2011	05/25/2012	\$10000	Read 180 instructor.
Instruction in Read 180 program	Through the systematic design of the program, students receive intensive interventions in the area of reading comprehension.	Academic Support Program	08/29/2011	05/25/2012	\$32000	Read 180 instructor.
Total					\$42000	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Vocabulary Instruction	Students are instructed with the definitions and contextual uses of the words. There is a short list of words given to study as a "Bell Ringer Activity" daily. The words are taken from the book, 504 Absolutely Essential Words. Students are then assessed the next week on the previous week's words. Success of this strategy will be measured through improvement on PAWS and MAP testing.	Direct Instruction	09/12/2011	05/25/2012	\$52	All middle school classroom teachers.

Total

\$52

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	N/A - Middle 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.	No	N/A - Middle School
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 the gifted and talented students through differentiated instruction in the regular classroom. We target students who are above the 70th percentile on the MAP assessment. One example of an advanced or challenging course is allowing 8th graders to take Algebra I for high school credit.
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.	Yes	
If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented.	Yes	
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	
The performance of each initial contract teacher is formally evaluated in writing at least twice annually.	Yes	
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"> • Wyoming Day, December 10 of each year. • Nellie T. Ross' birthday, November 29 of each year. • Native American Day, the second Friday in May. • Pearl Harbor Remembrance Day, December 7 of each year. • Constitution Day, September 17 of each year. 	Yes	

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.	Yes	
The school has developed and has on file the policy for required notification of pesticide application on or around the school building.	Yes	
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.	Yes	
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.	Yes	
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.	Yes	
The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning.	Yes	
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. <ul style="list-style-type: none"> • 1/2 Day Kindergarten - 450 hours • Full Day Kindergarten - 900 hours • Elementary - 900 hours • Middle/Jr. High - 1,050 hours • High School - 1,100 hours 	Yes	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.
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	
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 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	

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	

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