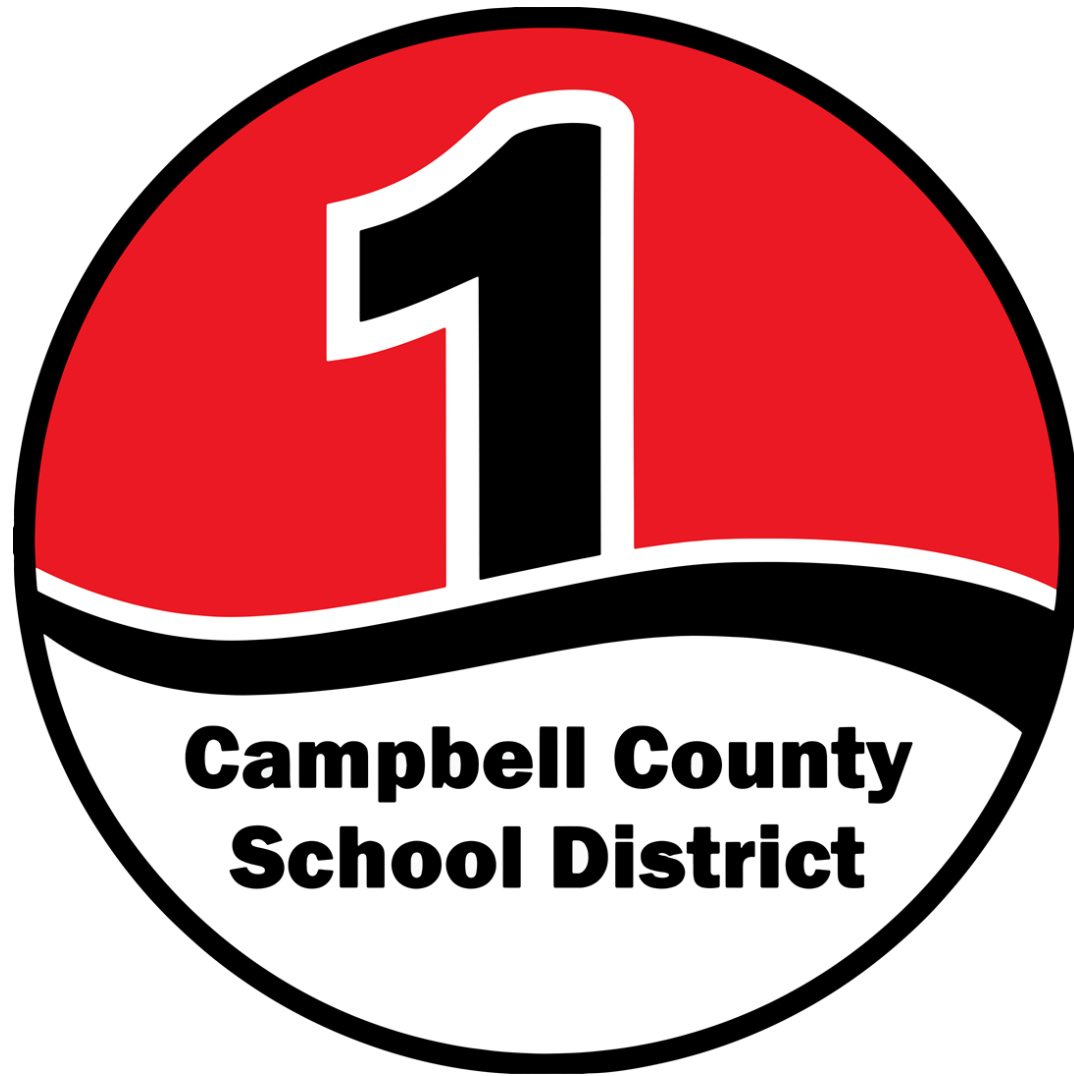




4J School
Board Report
2026-2027

Principal: Kasey Schurtz
Non Title 1 School

School Demographics

Staff	2024-2025	2025-2026	2026-2027
Certified	6	6	6
ESP	5	5	5

School Enrollment

Fall	K	1st	2nd	3rd	4th	5th	6th	Total
Oct. 1st 2024	5	3	5	5	4	7	6	35
Oct. 1st 2025	4	4	3	5	4	4	6	30
Current 2026-2027	2	4	3	3	4	4	3	23

Subgroups

*Subgroup data from the state is a year behind.

		2024-2025			2025-2026			2026 - 2027		
Category		School	District	State	School	District	TBD	School	District	TBD
Gender	Female	57%	49%	48%	50%	49%	TBD	43%	49%	TBD
	Male	43%	51%	52%	50%	51%	TBD	57%	51%	TBD
IEP		6%	14%	16%	8%	15%	TBD	17%	16%	TBD
Free/Reduced		11%	42%	42%	26%	44%	TBD	22%	40%	TBD
Mobility		8%	15%	NA	0%	16%	NA	TBD	TBD	NA
ELL		3%	5%	3%	3%	4%	TBD	4%	4%	TBD
Ethnicity	White	97%	83%	75%	94%	83%	TBD	96%	83%	TBD
	Hispanic	3%	11%	16%	6%	12%	TBD	4%	12%	TBD
Other Minority		0%	6%	9%	0%	5%	TBD	0%	5%	TBD

SCHOOL IMPROVEMENT GOALS

ELA 2026: By the end of the 2026–2027 school year, 4-J School will increase the percentage of students in tested grades scoring proficient or advanced in English Language Arts from 63.2% to at least 70% on the Summative WY-TOPP assessment.

ELA 2025: By the end of the 2025–2026 school year, at least 55% of 4J students will score proficient or advanced in English Language Arts on the Summative WYTOPP assessment.

ELA 2024: 4J Elementary will Meet or Exceed Growth and Achievement Targets as measured by the 2024-2025 WAEA School Performance Report. 50% of 4J students will score proficient in the area of informational reading as measured by 2024-2025 WY-Topp Summative Assessment.

MATH 2026: By the end of the 2026–2027 school year, 4-J School will increase the percentage of students in tested grades scoring proficient or advanced in Math from 68.4% to at least 75% on the Summative WY-TOPP assessment.

MATH 2025: By the end of the 2025–2026 school year, at least 65% of 4J students will score proficient or advanced in Math on the Summative WYTOPP assessment.

MATH 2024: 4J Elementary will Meet or Exceed Growth and Achievement Targets as measured by the 2024-2025 WAEA School Performance Report.

SCIENCE 2026: By the end of the 2026–2027 school year, 4-J School will maintain or increase the percentage of fourth-grade students scoring proficient or advanced in Science from 75% to at least 80% on the Summative WY-TOPP assessment.

SCIENCE 2025: By the end of the 2025–2026 school year, at least 65% of 4J 4th grade students will score proficient or advanced in Science on the Summative WYTOPP assessment.

SCIENCE 2024: 4J Elementary will Meet or Exceed Growth and Achievement Targets as measured by the 2024-2025 WAEA School Performance Report.

WELL-BEING 2026: During the 2026–2027 school year, 4-J staff will consistently implement Positive Behavior Supports and Behavioral Leadership strategies across school settings. Staff will explicitly teach and reinforce behavior expectations and review implementation and student behavior data quarterly to identify needed adjustments.

WELL-BEING 2025: 4J School staff will implement Positive Behavior Supports and Behavioral Leadership strategies across all school settings, including classrooms, in order to promote a consistent, positive, and proactive behavioral framework.

WELL-BEING 2024:4J staff will work on fully implementing Character Counts.

ACCOUNTABILITY REPORT GOALS

ACHIEVEMENT 2026: 4-J School will increase its Achievement Indicator score from 67 to at least 70, with the goal of reaching Exceeds Target status, as measured by the 2026–2027 WAEA School Performance Report.

ACHIEVEMENT 2025: 4J School will maintain a score of meeting or exceeding expectations on the Achievement Indicator as measured by the 2025-2026 WAEASchool Performance Report

ACHIEVEMENT 2024: 4J Elementary will Meet or Exceed Growth the Achievement Target as measured by the 2024-2025 WAEA School Performance Report.

GROWTH 2026: 4-J School will maintain a Mean Growth Percentile of at least 55 and meet or exceed expectations on the Growth Indicator, as measured by the 2026–2027 WAEA School Performance Report.

GROWTH 2025: 4J School will maintain a score of meeting or exceeding expectations on the Growth Indicator as measured by the 2025-2026 WAEASchool Performance Report.

GROWTH 2024: 4J Elementary will Meet or Exceed the Growth Target as measured by the 2024-2025 WAEA School Performance Report.

EQUITY 2026: 4-J School will maintain an Equity Indicator score of at least 57 and meet or exceed expectations on the Equity Indicator, as measured by the 2026–2027 WAEA School Performance Report.

EQUITY 2025: 4J School will maintain a score of meeting or exceeding expectations on the Equity Indicator as measured by the 2025-2026 WAEASchool Performance Report.

EQUITY 2024: NA

ELP 2026: N/A for school accountability reporting. Staff will monitor the individual English language development progress of identified English learners and adjust support based on their needs.

Our Instructional System

Everything we do points back to our **grade level essential standards**. Three layers work together so every student gets grade level learning and the support to reach it.

Teach the standard.

LAYER 1

Core Instruction

The grade level essential standards, taught well the first time, to every student.

What do we want every student to learn today?

- Clear expectations and consistent routines, so time goes to learning.
- Lessons move students through how knowledge is built: select, organize, integrate, and apply.
- Students meet each idea many times, across days and weeks. One lesson is not enough.
- When a student is stuck, we find where and support them there. The task stays at grade level.

It isn't

Lower standards for some students or scaffolds that never come off.

Respond to the data.

LAYER 2

Grade Level Intervention

Respond within days, while the learning is fresh.

Who learned it? Who didn't? What do we do about it tomorrow?

- Give a common formative assessment (CFA) on the standard.
- Sort students into three groups: Not yet, Almost, Got it.
- Reteach the same standard to students who need it, with closer feedback. Extend for students who have it.
- Reassess the same standard. The whole loop takes days, not weeks.

It isn't

A new lesson to plan, or the same worksheet again.

Fill in what's missing.

LAYER 3

WIN Time

Fill the gaps that keep students from doing grade level work.

What is this student missing that keeps them from grade level work?

- First half: one specific skill from below grade level, taught directly and practiced with feedback.
- Second half: use that skill on what the class is about to learn, and preteach the words and ideas they will need.
- K to 2: two 30 minute blocks a day. 3 to 6: one 30 minute block a day.
- Students move when the data says so.

It isn't

Finishing classwork, a second run of today's lesson, or busy work.

The four questions our three layers answer

What do we want students to learn?	Core Instruction: the essential standards
How will we know they learned it?	Grade Level Intervention: CFAs and quick checks
What will we do when they didn't?	Reteach in the block. Fill the gap in WIN.
What will we do when they already did?	Extend in the block

Our rhythm

Every day	Instructional blocks with checks for understanding. WIN time on one skill.
Every week	PLC. Plan around the essential standards and the next CFA.
Every couple of weeks	Data review in PLC. Regroup from the latest CFA.
Ongoing	Walkthroughs, then a conversation about what was seen.

What we look for in classrooms

- Students can say what they are learning and how they will show it.
- Students ask for help without being embarrassed about it.
- The teacher models it before students try it alone.
- Support sits where students get stuck, and comes off when they don't need it.
- Small groups match the latest CFA data.
- WIN groups work on one named skill.