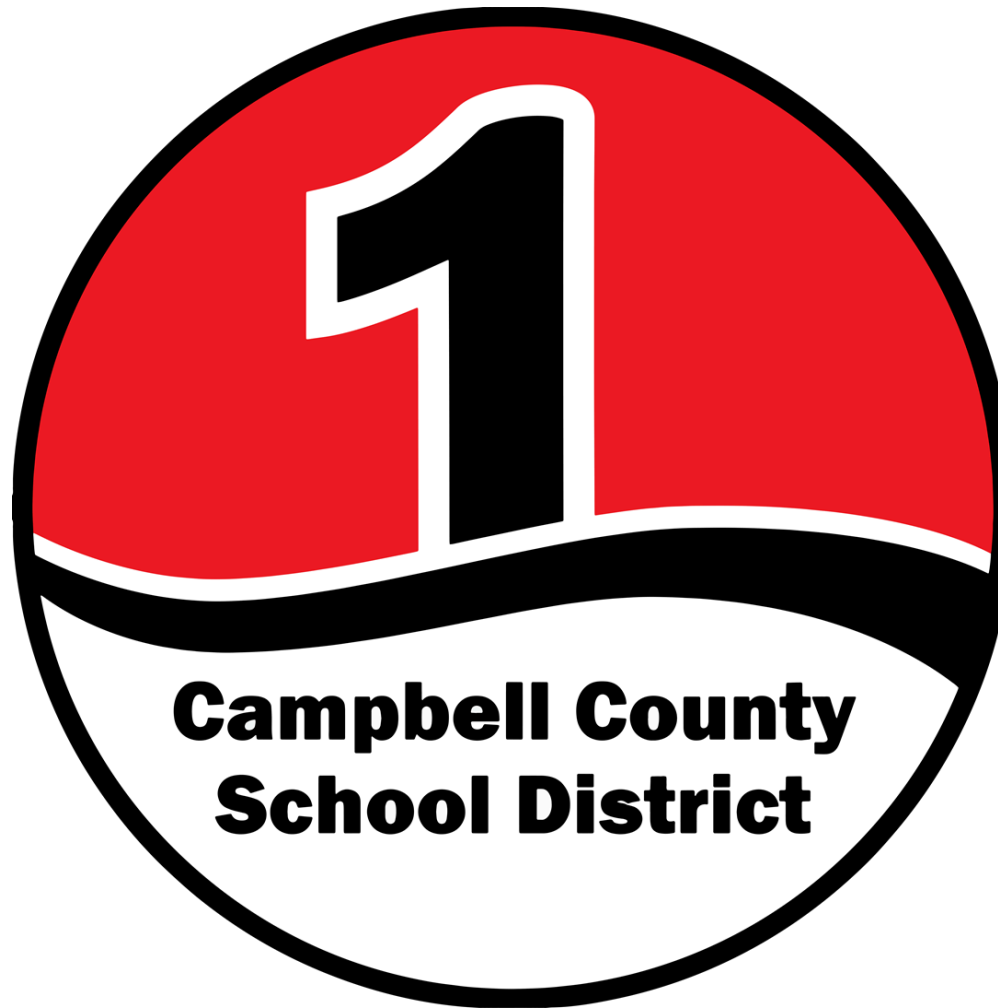




Wright Junior/Senior High School
Board Report
2026-2027

Principal: Lonnie Robertson
Non Title 1 School

School Demographics

Staff	2024-2025	2025-2026	2026-2027
Certified	26	26	26
ESP	16	16	17

School Enrollment

Fall	7th	8th	9th	10th	11th	12th	Total
Oct. 1st 2024	28	19	32	34	25	37	175
Oct. 1st 2025	37	30	19	24	35	23	168
Current 2026-2027	34	31	31	18	27	32	173

Subgroups

*Subgroup data from the state is a year behind.

		2024-2025			2025 - 2026			2026-2027		
Category		School	District	State	School	District	State	School	District	State
Gender	Female	44%	49%	48%	43%	49%	TBD	47%	49%	TBD
	Male	56%	51%	52%	57%	51%	TBD	53%	51%	TBD
IEP		7%	14%	16%	11%	15%	TBD	12%	16%	TBD
Free/Reduced		38%	42%	42%	43%	44%	TBD	38%	40%	TBD
Mobility		10%	15%	NA	17%	16%	NA	TBD	TBD	NA
ELL		6%	5%	3%	4%	4%	TBD	5%	4%	TBD
Ethnicity	White	83%	83%	75%	85%	83%	TBD	84%	83%	TBD
	Hispanic	14%	11%	16%	12%	12%	TBD	13%	12%	TBD
Other Minority		3%	6%	9%	3%	5%	TBD	3%	5%	TBD

SCHOOL IMPROVEMENT GOALS

ELA 2026-27:

- **Strategic Goal:** Increase student proficiency rate on standardized assessments by ten percent from the fall semester of 2026 to the spring semester of 2027.
- **Strategy:** Teachers use daily learning targets, student reflection, reteaching, interventions, and student progress tracking.

MATH 2026-27:

- **Strategic Goal:** Increase student proficiency rate on standardized assessments by ten percent from the fall semester of 2026 to the spring semester of 2027.
- **Strategy:** Teachers use daily learning targets, student reflection, reteaching, interventions, and student progress tracking.

SCIENCE 2026-27:

- **Strategic Goal:** Increase student proficiency rate on standardized assessments by ten percent from 2026.
- **Strategy:** Teachers use daily learning targets, student reflection, reteaching, interventions, and student progress tracking.

WELL-BEING 2026:

- **Strategic Goal:** Climate and Culture.
 - ◆ **Strategy:** Proactively build positive, authentic relationships with students.
 - ◆ **Strategy:** Build Positive relationships and trust within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, and community).
 - ◆ **Strategy:** WJSHS will integrate SEL learning during the monthly Advocacy meeting times.

ACCOUNTABILITY REPORT GOALS

WY-TOPP 2026-27:

- **Strategic Goal:** A ten-percent increase in the percentage of WJSHS students meeting the proficiency benchmark at grade level on the state WY-TOPP Math, ELA, and Science assessments from fall to spring administration.
- ◆ **Strategy:** Identify the lowest-performing students on the WYTOPP ELA, Math, and Science assessments. Provide them with intensive ELA and Math strategies during the designated intervention and remediation time.
- ◆ **Strategy:** Prepare students for achievement on the WYTOPP assessment.

Achievement 2026: Projected Meeting Expectations.

Achievement 2025: Meets Expectations.

Achievement 2024: Partially Meeting Expectations

Growth 2026-27:

- **Strategic Goal:** Increase Junior High student growth percentile in reading and math as measured from the prior year.
- ◆ **Strategy:** Implement interventions utilizing the curriculum developed for each content area.
- ◆ **Strategy:** Teachers implement and share research-based instructional strategies to maximize student engagement and learning.

Equity 2026-27:

- **Strategic Goal:** Increase Junior High student growth percentile in reading and math as measured from the prior year.
- ◆ **Strategy:** Implement interventions utilizing the curriculum developed for each content area.
- ◆ **Strategy:** Teachers implement and share research-based instructional strategies to maximize student engagement and learning.

ELP: Exceed the annual state goal.

ACT 2026-27:

- **Strategic Goal:** A ten-percent increase from fall practice ACT scores to spring ACT administration.
- ◆ **Strategy:** Identify the lowest-performing students on the practice ACT assessment, and provide them with intensive ELA, Math, and Science strategies during the designated intervention and remediation time.
- ◆ **Strategy:** Embed ACT Skills Across Subjects - Integrate data interpretation questions into science classes and dense nonfiction reading passages into social studies, ensuring ACT preparation is shared across departments rather than isolated to English and Math.
- ◆ **Strategy:** Full length, timed practice tests under real test-day conditions to build testing stamina and help students practice section pacing, especially for the fast paced Reading and Science sections.

Graduation 2027:

→ **Strategic Goal:** Continue to exceed the state graduation rate.

- ◆ **Strategy:** Quarterly cohort credit audits - one on one graduation trajectory audits for every 9th and 10th grade students at the conclusion of each quarter to ensure freshman on track rates remain above 95%.
- ◆ **Strategy:** Intervention fidelity - 100% remediation placement for failing grades in Panther Prowl and Lunch and Learn.
- ◆ **Strategy:** Trusted adult connection score - greater than 95% and an attendance rate greater than 94%.

Looking Ahead: Strategic Priorities

1. **Close the Junior High Gap:** Continue deepening vertical alignment with Cottonwood Elementary to raise 7th and 8th grade ELA and Math proficiency benchmarks toward the 70% threshold.
2. **Protect Friday & Prowl RTI Fidelity:** Maximize weekly intervention time to ensure every student scoring Below Basic or Basic receives Tier 2 instruction before the spring testing window.
3. **Sustain High School Excellence:** Leverage our double digit 9th and 10th grade WYTOPP performance to propel ACT preparedness and postsecondary workforce readiness.

WJSHS

Over the past several school years, Wright Junior Senior High School has implemented an integrated, multi-tiered instructional and behavioral support framework designed to maximize student growth and proficiency.

- **Panther Prowl Time**
- **Lunch and Learn**
- **Friday School**
- **Cottonwood Elementary 6th-grade teachers**

Literacy Initiative
PBIS & GRIT Recognition Programs
Trusted Adult Survey

WJSHS vs. State Proficiency Benchmarks

On recent WYTOPP administrations, WJSHS achieved significant high school milestones, outpacing Wyoming state averages across multiple subject areas:

- **9th Grade Performance:** Exceeded the state average by **+21.2%** in ELA (75.9% vs. 54.7%) and by **+32.7%** in Math (75.9% vs. 43.2%).
- **10th Grade Performance:** Exceeded the state average in ELA (52.9% vs. 50.4%), Math (52.9% vs. 43.2%), and Science (50.0% vs. 49.3%).
- **8th Grade Mathematics:** Exceeded the state average by **+9.0%** (58.8% vs. 49.8%).

Targeted Tiered Interventions & Instructional Structures

Panther Prowl Time (MTSS / RTI)

- **Structure:** A dedicated 35 minute intervention and enrichment period operating Monday through Thursday.
- **Function:** Utilizing live PowerSchool data and formative WYTOPP benchmarks, teachers roster students needing immediate remediation in priority standards. Students without academic deficits access enrichment, ACT prep, or elective study.
- **Impact:** Eliminates learning bottlenecks before summative assessments and keeps course failure rates low.

Lunch and Learn (ELO)

- **Structure:** Supervised midday academic session for students flagged with failing grades and missing essential assignments.
- **Function:** Provides immediate, structured accountability to complete late assignments and master prerequisite skills without losing instructional class time during the school day.

Friday School (ELO)

- **Structure:** Targeted Friday sessions leveraging our alternative calendar schedule to deliver uninterrupted intervention blocks.
- **Function:** For students needing intensive, small group reteaching. It guarantees additional seat time and one on one instruction.

Curriculum Alignment & Targeted Academic Initiatives

Vertical Alignment with Cottonwood Elementary (6th Grade Connection)

Recognizing that 7th grade transition dips represent our greatest growth opportunity on WY-TOPP (41.4% Math / 55.2% ELA), WJSHS established formal vertical alignment collaboration with Cottonwood Elementary 6th grade teachers:

- **Curriculum:** Bridging foundational standards between elementary mathematics/reading and 7th grade.
- **Shared Academic Vocabulary:** Standardizing mathematical terminology and literary terms across both buildings to ensure continuity as students transition into 7-12.
- **Data Handoff:** Reviewing 6th grade spring WYTOPP and interim data to proactively place incoming 7th graders into targeted Panther Prowl RTI groups starting the first week of school as well as ELA and Math intervention classes.

Building Wide Literacy Initiative

To elevate performance across informational and literary text standards on WYTOPP, ELA, and Science:

- Explicit cross curricular intentional reading times

School Culture, Well-Being & Student Support Systems

Academic growth on WYTOPP is directly linked to building a secure, supportive climate where students take ownership of their learning.

Trusted Adult Survey

- **Proactive Mentorship:** Administered biannually to assess student perceptions across safety, emotional well being, academics, and future planning.
- **Targeted Action:** Survey data identifies any student lacking a primary trusted connection within the building. These students are deliberately identified for ongoing checkins and academic tracking.

PBIS & GRIT Recognition Framework

- **Core Values:** Focusing explicitly on **G**rowth, **R**esilience, **I**ntegrity, and **T**enacity.
- **Celebration of Effort:** Monthly GRIT lessons and student/staff awards celebrate individual growth milestones, not just top tier scores.