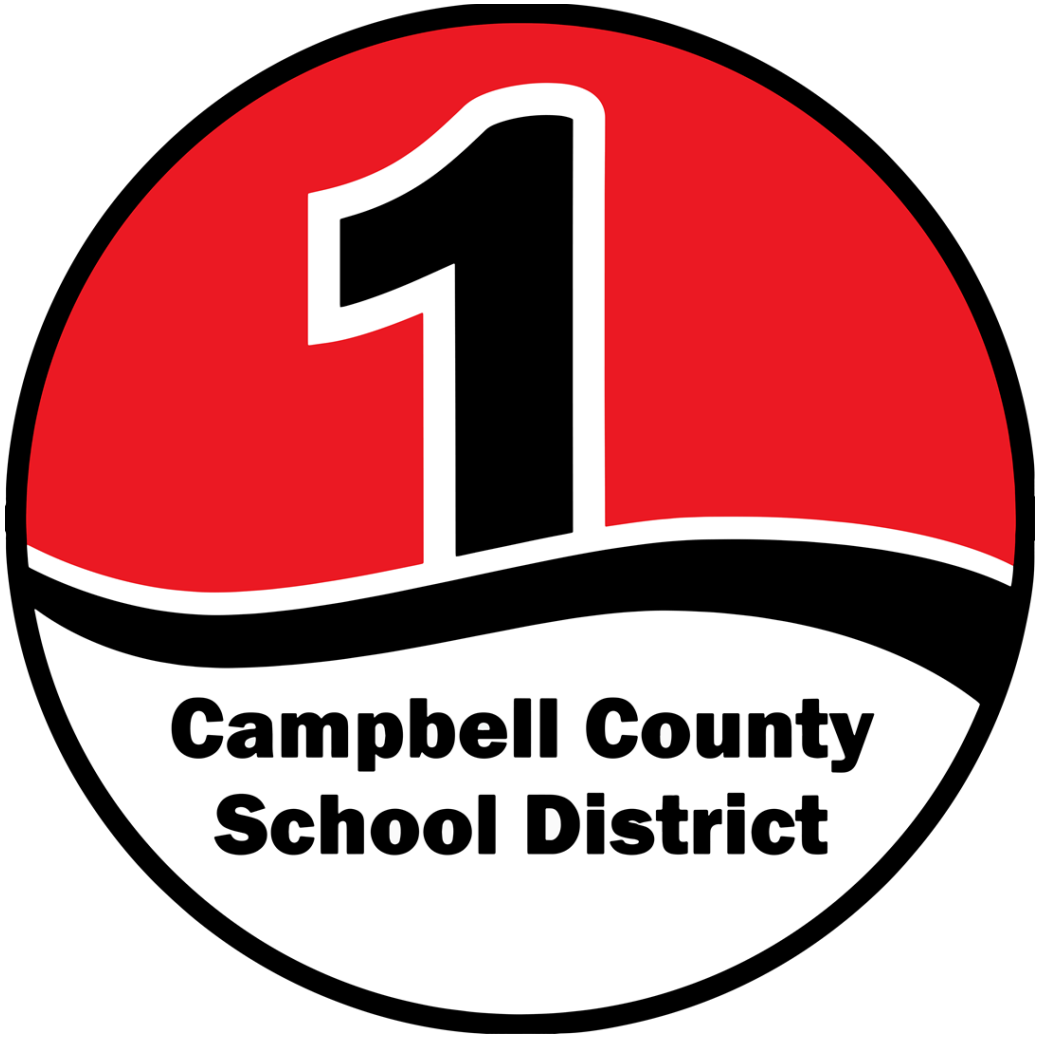


Wagonwheel Elementary
Board Report
2026-2027

Principal: Brandee Maurer

Title 1 School

School Demographics

Staff	2024-2025	2025-2026	2026-2027
Certified	30	30	30.5
ESP	22	22	22

School Enrollment

Fall	R4L	K	1st	2nd	3rd	4th	5th	6th	Total
Oct. 1st 2024	57	37	28	34	39	32	33	36	296
Oct. 1st 2025	56	33	36	34	37	43	35	35	309
Current 2026-2027	57	32	38	30	31	38	44	31	301

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	49%	49%	48%	50%	49%	TBD	47%	50%	TBD
	Male	51%	51%	52%	50%	51%	TBD	53%	50%	TBD
IEP		16%	14%	16%	18%	15%	TBD	17%	15%	TBD
Free/Reduced		50%	42%	42%	47%	44%	TBD	47%	40%	TBD
Mobility		11%	15%	NA	TBD	TBD	NA	TBD	TBD	NA
ELL		2%	5%	3%	2%	4%	TBD	3%	4%	TBD
Ethnicity	White	81%	83%	75%	81%	83%	TBD	80%	83%	TBD
	Hispanic	12%	11%	16%	13%	12%	TBD	15%	12%	TBD
Other Minority		7%	6%	9%	6%	5%	TBD	5%	5%	TBD

Overall School Performance

Indicator	Accountability Model	Student Count	School Score	Performance Category	Participation Rate
Achievement	WAEA	144	76	Exceeds Target	Met
	ESSA	144	75	Above Average	Met
Growth	WAEA	103	69	Exceeds Target	NA
	ESSA	103	69	Above Average	NA
Equity	WAEA	30	74	Exceeds Target	NA
	ESSA	30	74.5	Above Average	NA
English Learner Progress	WAEA	10	59	Meets Target	Met
	ESSA	10	58.8	Above Average	Met

Achievement	The percent proficient or above on WY TOPP in English Language Arts, Math and Science.
Growth	Growth in all students (reading and math combined) measured from prior to current year WY TOPP.
Equity	Growth of bottom 25% of students (reading and math combined) measured from prior to current year WY TOPP.
English Learner Progress	The percent of English Learners who met their annual goal for English Language Proficiency as measured by ACCESS. *Must have at least 10 English Learners to receive this score.

Overall School Performance (Last Five Years)

School Year	Overall Rating
2021 - 2022	Meeting Expectations
2022 - 2023	Exceeding Expectations
2023 - 2024	Meeting Expectations
2024 - 2025	Exceeding Expectations
2025 - 2026	Exceeding Expectations

State Assessment (WY-TOPP)

*Students will demonstrate proficiency or growth as measured by WY TOPP

		School 2024	School 2025	School 2026
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced
3	ELA	46.90	52.50	64.90
3	Math	46.90	60.00	78.40
4	ELA	57.60	64.50	62.20
4	Math	75.80	74.20	82.20
4	Science	54.50	67.70	82.20
5	ELA	75.70	63.60	66.70
5	Math	70.30	75.80	84.90
6	ELA	60.00	77.80	62.90
6	Math	80.00	80.60	88.60

State Assessment (WY-TOPP)

*Grade levels will exceed the state average in content areas measured by WY TOPP

		School 2024	State 2024	School 2025	State 2025	School 2026	State 2026
Grade	Subject	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced	% Proficient & Advanced
3	ELA	46.90	52.42	52.50	53.10	64.90	55.68
3	Math	46.90	56.07	60.00	58.20	78.40	61.20
4	ELA	57.60	49.67	64.50	51.30	62.20	52.55
4	Math	75.80	54.54	74.20	57.40	82.20	62.58
4	Science	54.50	52.03	67.70	55.30	82.20	56.19
5	ELA	75.50	54.56	63.60	57.80	66.70	61.34
5	Math	70.30	52.30	75.80	55.20	84.90	60.96
6	ELA	60.00	58.60	77.80	58.10	62.90	60.75
6	Math	80.00	52.72	80.60	50.20	88.60	56.87

SCHOOL IMPROVEMENT GOALS

ELA 2026: Wagonwheel staff will improve overall student achievement in reading and writing through a systematic school wide focus on strengthening our writing instruction. By recognizing the relationship between reading and writing, staff will intentionally integrate writing across the curriculum, focusing on overall writing skills, comprehension, and vocabulary.

ELA 2025: Wagonwheel staff will improve student achievement through effective core instruction. This year, we will focus specifically on writing through vertical alignment, instructional coaching, and peer observations in order to promote consistent instructional practices and improve student outcomes across the grade levels. Panorama lessons will intentionally integrate science and social studies into ELA using engaging and rigorous texts. We will continue to refine our Tier II/III interventions and enrichment.

ELA 2024: Wagonwheel staff will improve student achievement through effective core instruction utilizing Heggerty, UFLI Phonics, Panorama, and Guided Reading. We will continue our focus on the PLC process to collaborate and adjust instruction based on data, along with having in place effective Tier II/III interventions and enrichment.

MATH 2026: Wagonwheel staff will maintain and build upon strong student achievement in math through consistent, high quality core instruction. We will continue to utilize Eureka Math and incorporate Intergrow skills and strategies.

MATH 2025: Our staff will continue utilizing Eureka Math as our core curriculum while also incorporating AddVantage Math Recovery (AVMR) skills and strategies. We will emphasize fact fluency to strengthen foundational skills and spiral review to apply previously learned concepts and to ensure retention of essential standards. We will continue to refine our Tier II/III interventions and enrichment.

MATH 2024: Wagonwheel staff will continue utilizing Eureka Math as our core curriculum. We will continue to incorporate AddVantage Math Recovery (AVMR) skills and strategies into our daily math instruction and Tier II/III interventions.

SCIENCE 2026: Wagonwheel staff will sustain strong student achievement in science through a continued focus on grade level science standards, while utilizing Panorama, investigations, and STEM collaboration.

SCIENCE 2025: Wagonwheel staff will continue to strengthen core science instruction by using Panorama integrated lessons to deepen student understanding and proficiency in science content. We will implement science and engineering practices that align with the core science standards through district provided investigations and STEM collaboration.

SCIENCE 2024: Wagonwheel staff will strengthen core science instruction by implementing Panorama to deepen student understanding and proficiency in science content. We will implement science and engineering practices through investigations that align with the core science standards being taught.

WELL-BEING 2026: By the end of the 2026–2027 school year, the school will decrease significant behavior incidents and increase positive student behavior and engagement, resulting in increased instructional time and a positive learning environment.

WELL-BEING 2025: Wagonwheel staff will continue our focus on student well-being through the continued implementation of Character Strong. Through the facilitation of weekly classroom meetings, teachers will focus on establishing a positive school culture to ensure every student feels supported and valued. Staff will engage in focused professional development on Character Strong, along with coaching and peer observations of Behavioral Leadership strategies to strengthen consistency and effectiveness in social-emotional and behavioral practices schoolwide.

WELL-BEING 2024: Wagonwheel staff will continue our focus on student well-being through the continued implementation of Character Strong and Leader in Me. Through the facilitation of weekly classroom meetings, teachers focus on establishing a positive school culture to ensure every student feels supported and valued.

ACCOUNTABILITY REPORT GOALS

ACHIEVEMENT 2026: We will continue our focus on the PLC process to ensure all students are learning at high levels. We will continue our building focus on Behavioral Leadership strategies to ensure continued growth in behavior skills.

- 🐾 **According to the WYTOPP assessment, by the end of the 2026-2027 school year, all grade levels will meet or exceed the State average in achievement and maintain the school's 2026 achievement level.**
- 🐾 **By the end of the 2026-2027 school year, according to the Fastbridge Growth Screening Report:**
  - **90% of K-2nd grade students will be identified as low risk in Math, and all students will show growth.**
  - **80% of K-2nd grade students will be identified as low risk in Reading, and all students will show growth.**

ACHIEVEMENT 2025: Through the PLC process, we will continue to utilize common formative assessments and student friendly proficiency scales to ensure quality core instruction with effective reflection and feedback. We will continue to provide additional time and support in the form of Tier II/III interventions and enrichment to increase the number of students scoring proficient and advanced on WYTOPP in the area of achievement. We have a building focus on Behavioral Leadership strategies to strengthen classroom management, foster positive student behavior, and increase student engagement.

- ★ By the end of the 2025-2026 school year, according to the *WYTOPP Assessment*, all grade levels will meet or exceed the State average in the area of achievement.
- ★ By the end of the 2025-2026 school year, according to the *WYTOPP Assessment* in the area of achievement:
  - 73% of 3rd-6th grade students will score proficient or advanced in Math, with all students showing growth.
  - 65% of 3rd-6th grade students will score proficient or advanced in ELA, with all students showing growth.
  - 65% of 4th grade students will score proficient or advanced in Science, with all students showing growth.

ACHIEVEMENT 2024: Through the PLC process, we will continue to utilize common formative assessments and student friendly proficiency scales to ensure quality core instruction with effective reflection and feedback. We will continue to provide additional time and support in the form of Tier II/III interventions and enrichment to increase the number of students scoring proficient and advanced on WYTOPP in the area of achievement.

- ★ By the end of the 2024-2025 school year, according to the *WYTOPP Assessment* in the area of achievement:
  - 71% of 3rd-6th grade students will score proficient or advanced in Math.

- 65% of 3rd-6th grade students will score proficient or advanced in ELA.
- 60% of 4th grade students will score proficient or advanced in Science.

GROWTH 2026: We will continue our building wide focus on high quality core instruction and implementing effective interventions. All instructional staff participate in peer classroom observations to highlight and reflect on impactful instructional strategies that strengthen teaching and improve student learning.

GROWTH 2025: We will continue our focus on the PLC process, utilizing student friendly proficiency scales aligned to essential standards and common formative assessments to monitor progress and guide instruction. Teams develop and utilize SMARTe goals to track student progress and ensure that every student demonstrates growth in each essential standard. We will continue to provide additional time and support through effective Tier II/III interventions and enrichment in order to increase the number of students scoring proficient and advanced on WYTOPP in the area of growth. We have prioritized professional development on the PLC process through a book study and district PD.

GROWTH 2024: Through the PLC process, we will continue to utilize common formative assessments and student friendly proficiency scales to ensure quality core instruction with effective reflection and feedback. We will continue to provide additional time and support in the form of Tier II/III interventions and enrichment to increase the number of students scoring proficient and advanced on WYTOPP in the area of growth.

EQUITY 2026: Our focus on data driven PLC collaboration ensures high levels of growth with our most at-risk students. We will continue to utilize common formative assessments to ensure quality core instruction and student friendly proficiency scales that engage students in their learning. We will continue to provide Tier II/III interventions for students who need additional time and support.

EQUITY 2025: Our focus on data driven PLC collaboration ensures high levels of growth with our most at-risk students. We will continue to utilize common formative assessments to ensure quality core instruction and student friendly proficiency scales to engage students in their learning. We will continue to provide Tier II/III interventions for students who need additional time and

support with the goal of increasing the number of at-risk students scoring proficient and advanced on growth and equity on WYTOPP.

EQUITY 2024: Through the PLC process, we will continue to utilize common formative assessments and student friendly proficiency scales to ensure quality core instruction with effective reflection and feedback. We will continue to provide additional time and support in the form of Tier II/III interventions and enrichment to increase the number of students scoring proficient and advanced on WYTOPP in the area of equity.

ELP 2026: ELP students will continue strengthening their writing, vocabulary, and language skills through an intentional building wide focus on effective writing instruction and language development. Through intentional instruction and progress monitoring, students will demonstrate continued growth on the ACCESS assessment.

ELP 2025: By providing daily opportunities during core instruction for language development along with targeted interventions to support students' language proficiency, Wagonwheel will maintain exceeding expectations for ELP students as indicated on the ACCESS assessment.

ELP 2024: By providing daily opportunities in core instruction for language development along with targeted interventions to support students' language proficiency, Wagonwheel will maintain exceeding expectations for ELP students as indicated on the ACCESS assessment.

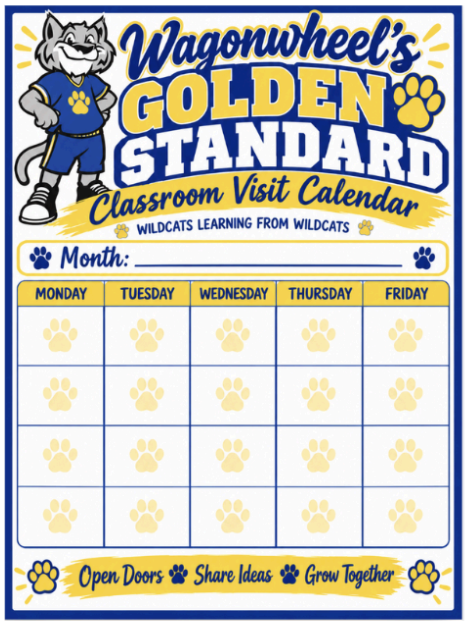
The Staff of Wagonwheel:



Student Opportunities:

Wildcat Power Hour **4 Sessions** **130 participants:** • **Rhythm and Roar Dance** • **Spanish Kindness** • **Yum & Fun Cooking** • **Wildcat Writers** • **Book Club**	**ELO** **3 Sessions** **65 students:** • **Math** • **Reading** • **Writing**
New School Clubs: • **Books and Braids** • **Books and Bowties**	**"Pawsitive" Leaders** **4 Sessions with 2 students from each grade level represented**

Wagonwheel's Golden Standard Classroom Visits



Strategy being used

Lesson being taught

Technology being used

Celebration

