

PRINCIPAL'S REPORT**From: Loretta Glazier, Principal****Date: 1/21/26****District and School: WBCSD/IDH****Enrollment:**

Kinder - 14; First - 17; Second -23; Third - 19; Fourth - 23; Fifth - 20; Sixth - 19 - **Total - 135**

Average Daily Attendance for Q2:

Kinder -95.4 %

First - 93.8%

Second -95.2 %

Third - 94.7%

Fourth -93.3 %

Fifth - 94.6%

Sixth - 96.1%

Activities/Celebrations:

- The Christmas Program was a success!
- *Raising Resilience* is an outside organization that offers a number of supports for students experiencing externalized behaviors; they equally support parents. We have 3 *social workers* who come to Idaho Hill weekly and work with some of our students. They are amazing!
- We received a grant from the Priest River Community Foundation to purchase new computers for our Kindergarten class; this was essential to support Amira's IRI assessment
- We have our new Title Para, Krystal Barton, hired, trained, and now working with some of our struggling readers in the morning, and she is our K-3 math interventionist in the afternoon.

Curriculum/Instruction

- We continue to focus on collecting and analyzing data and making adjustments to instructional groups to best support the needs of all students
- Weekly PLCs continue District wide to complete CFAs and proficiency scales

IDH Focus/Ongoing Work:

Amira December Assessment

	Above (75-99 percentile)	On Track (50-74 percentile)	Developing (25-49 percentile)	Catch Up (1-24 percentile)
Kinder	13% (2)	27% (4)	40% (6)	13% (2)
First	12% (2)	12% (2)	35% (6)	41% (7)
Second	29% (6)	14% (3)	29% (6)	29% (6)
Third	26% (5)	16% (3)	21% (4)	37% (6)
Fourth	18% (4)	9% (2)	32% (7)	36% (8)
Fifth	37% (7)	26% (5)	16% (3)	21% (4)

I attended an Amira training the first week in January. They recommended looking *only* at the new Amira reports, so moving forward, I will be providing percentages of students' percentile rank. This is comparing Idaho Hill Elementary students' Amira results to students nationwide.

The students in "Developing" and "Catch Up" categories receive daily Title services for 40 minutes/day. We also look at UFLI (a research-based curriculum for intervention) data to determine how to best group students to provide them with additional academic support. Clearly our goal is to reduce the number of students in yellow and red and increase our numbers in blue and green by the end of the year. The students in red work primarily with Ciarra Benton, our main Title para, and I've requested her groups be kept to a maximum of 3 students (to provide intensive intervention).

During grade level RTI (Response to Intervention), consider it "All Hands on Deck," meaning all Title paras and the classroom teachers focus on targeted skills/deficits.

Important Upcoming Dates:

January 22 - End of Quarter 2

January 23 - Teacher Work Day (Report Card preparation)

Week of January 19-23 - EasyCBM Winter Benchmarks

Week of January 26-29 - Amira Winter Benchmarks

January 29 - Glow Party Celebration for 2nd Quarter Reading Challenge