

PRINCIPAL'S REPORT

From: Loretta Glazier, Principal	Date: 10/9/25	District and School: WBCSD/IDH		
Enrollment:				
Kinder - 16; First - 20; Second - 24; Third - 19; Fourth - 22; Fifth - 19; Sixth - 19 - Total - 139				
Average Daily Attendance for Q1:				
Kinder - 94.2				
First - 96.0				
Second - 95.5				
Third - 91.7				
Fourth - 94.3				
Fifth - 94.2				
Sixth - 92.0				
Activities/Celebrations:				
• Hailey Scott decorated the IDH staff room; it looks amazing! She also volunteers 2 hours each morning in our kinder and first grade classrooms! Idaho Hill staff appreciates and loves her commitment and dedication to the students and school! • Students who met the summer Reading Challenge got to make their very own banana split on October 9! • Bookopoly Celebration - Students who met our fall Reading Challenge get to slime a teacher on October 28! This is the same day as our Halloween celebration. • Professional Learning Communities (PLCs) happen every Monday from 3:20-4; you’re more than welcome to sit in on a meeting to see what PLCs are all about! • We had our first free book giveaway! This is done each month throughout the year. How is this possible? All the Stagecoach Stoneridge folks make it happen! They donate money each year, and this money goes into the “Child Sponsorship” account where we purchase books, purchase school pictures for those families who may not be able to afford it. Last year we paid for some extra curricular fees in order for some of our students to play sports outside of school.				
Curriculum/Instruction				
Amira Fall Benchmark Data:				
	Lev el 1	Lev el 2	Lev el 3	Lev el 4/5
Kind er	6	6	2	1
First	13	2	3	2
Seco nd	4	7	3	10
Third	7	6	2	4
Four th	9	6	2	5
Fifth	3	6	2	7

We started MTSS (Multi-Tiered Systems of Support) 4 weeks ago; part of the MTSS process is to discuss students who may need extra academic, social/emotional, and/or behavioral support, which means reviewing and analyzing data to help us make informed decisions. Grade level Response to Intervention (RTI) supports the process once we have identified individual students, and this began within three weeks of the start of the school year. The above benchmark data **may** change groups of students and/or the standard/skill of a group. Based on the current data, we will make adjustments to provide more support in our first grade classroom.

Once we have hired a Special Education teacher, our 1.5 Title teachers (who have been working with students on IEPs) will be able to work with students who scored a “1” or a “2” on the fall benchmark.

IDH Focus/Ongoing Work:

- We have 3 building-wide goals this year:
 - Engagement
 - students are **actively involved**
 - students are **on task**
 - students **collaborate** productively with peers
 - teachers use lessons that are **relevant** and **intentional** (essential standards)
 - teachers **check for understanding**
 - teacher **maximizes** the learning environment
 - teacher uses **wait time** and ensures “**all eyes are on me**”
 - Intervention
 - targeted
 - data-driven
 - small group/one on one
 - time bound
 - Enrichment
 - challenging
 - encourages depth over speed

Important Upcoming Dates:

- October 23 - End of Quarter 1
- October 29-30 - Parent/Teacher Conferences