

MEETING NOTICE

WEST BONNER COUNTY SCHOOL DISTRICT #83

AdTeam - Data Work Session - Wednesday, February 18, 2026 at 5:00 PM

Idaho Hill Elementary - Cafeteria/Gymnasium

402 East 3rd Street

Oldtown, Idaho 83822

<https://meetings.boardbook.org/Public/Organization/2136>

Vision Statement

Strive for Greatness!

Mission Statement

Success for all with the
Understanding that
Community, parents, students, and educators will
Collaborate and
Empower the
Student to make positive lifelong choices.
Strive for greatness!

AGENDA

- I. Call Meeting to Order
- II. Work Session Discussion Items
 - II.A. Admin Team Presentation
 - II.B. Discussion
- III. Adjourn Meeting

Note: If any auxiliary aids or services are needed for individuals with disabilities, please contact the administration office at 448-4439.

Meeting Conduct and Order of Business

General rules of parliamentary procedure are used for every Board meeting. The most current edition of Robert's Rules of Order may be used as a guide at any meeting. The order of business shall be reflected on the agenda. The use of proxy votes shall not be permitted. Voting rights are reserved to those trustees in attendance. Voting shall be by acclamation or show of hands. (WBCSD Policy 1510)

Posted: Administration Office
West Bonner Schools
Priest River City Hall
Oldtown City Hall

By: Julie Hinshaw, Board Clerk

West Bonner County School District #83

Continuous Improvement Plan - Student Achievement

“Student Assessment Results = A Snapshot in Time”

School Board Presentation

Purpose: The presentation to the Board of Trustees informs the community of the manner in which student learning is measured with outcomes attained and analyzed to assist in student growth and achievement.

Measure: Formative and summative assessments are employed to improve student learning. Assessment is described in a way the public will understand the reason for its use.

- Formative Assessment = This is ongoing in the classroom and shows areas of strength and where learning can improve.
- Summative Assessment = Results are from the past year and monitoring through the year to help determine changes needed for the future.

Assessment	Grade Level Focus	Description of Measure
IRI	K-5	
ISAT	3-12	
IXL		
easyCBM		

Outcomes: We collect data via assessments to allow educators to learn student strengths and areas for improvement.

- A description of the manner in which data is collected.

Analysis: Diving into the data gives purpose and outcomes by using a protocol as assessment informs instruction.

- After data is collected, a data team analyzes the outcome.

- Processes are identified to implement until the students are assessed again.
- The process has protocols that are used to arrive at meaningful instructional decisions for an individual or group of students..

Kay Points: A Growth Mindset presentation with Points of Emphasis in presenting to the school board:

1. Where are we now with what the data indicates?
2. What is the outcome we are looking for?
3. What is the plan to get there?

Reminders: When discussing assessment results with the community, answers to these questions help to explain the difference in assessment results between paper assessments versus screen/computer assessments:

- How often are students exposed to screen-based reading for assigned work?
- How does reading comprehension with paper-based reading compare with screen-based reading?
- What reading strategies are used for paper-based reading? Are these strategies similar for screen-based reading?
- What differences are there in preparing students for paper-based testing versus screen-based testing, if any?
- What test taking skills are being practiced for screen-based testing, such as using a touch screen, using a mouse, keying skills, and use of math tools?

Key Areas Assessed by Amira: (All measures completed by online assessment)

- **Oral Reading Fluency (ORF)**: Measures accuracy, rate, and prosody as students read aloud.
- **Phonological/Phonemic Awareness**: Evaluates skills in segmenting, blending, and manipulating sounds.
- **Phonics and Word Recognition**: Pinpoints grapheme-phoneme correspondence and decoding efficiency.
- **Vocabulary and Morphology**: Detects gaps in word knowledge, including prefixes, suffixes, and roots.
- **Comprehension**: Assesses both listening and reading comprehension.
- **Dyslexia Risk Screening**: Identifies early warning indicators of potential reading difficulties.

Key Areas Assessed by eayCBM: (Some measures assessed by Title personal or classroom teacher, some by computer)

- **Oral Reading Fluency (ORF)**: (Measured by Title or classroom teacher)
- **Letter Names and Sounds**: (Measured by Title or classroom teacher)
- **Phoneme Segmenting**: (Measured by Title or classroom teacher)
- **Vocabulary**: (Measured by computer)
- **Comprehension**: (Measured by computer)
- **Math**: Comprehensive Math Assessment content based on the grade appropriate content--Geometry, Numbers and Operations, Algebra, Ratios, Measurement (Measured by computer)

Title Support: Teachers for smaller class sizes and paraprofessionals to help with intervention

Priest Lake Elementary: Two paraprofessionals (4 hours and 6 hours)

Idaho Hill Elementary: Three paraprofessionals (6 hours, 7.5 hours, and 7 hours-8 hours after March 1st for after school tutoring) 1 teacher (half time)

Priest River Elementary: Three paraprofessionals (8 hours, 8 hours, and 7 hours—two for after school tutoring beginning in November) 4 teachers (3 full time and 1 half time)

PRLHS

Data for the Board of Trustees

February 18th, 2026



SPARTAN

PRLH School Goals

Improve school culture

Increase postsecondary readiness and student employability



IXL Data Fall 25-26

THIS YEAR, WE'VE ANSWERED

2 5 0 , 4 8 9

QUESTIONS!

 Aim for 60,000 questions each month!

NOVEMBER 

SKILL PROGRESS SUMMARY

5,616

SKILLS MASTERED

6,943

SKILLS PROFICIENT

9,528

SKILLS PRACTICED

TIME SPENT

3,892 hr

THIS YEAR

 SCHOOL

 HOME

IXL Data Winter 25-26

THIS YEAR, WE'VE ANSWERED

4 1 9 , 8 2 9

QUESTIONS!

 Aim for 60,000 questions each month!
FEBRUARY 

SKILL PROGRESS SUMMARY

9,224

SKILLS MASTERED

11,646

SKILLS PROFICIENT

15,781

SKILLS PRACTICED

TIME SPENT

6,352 hr

THIS YEAR

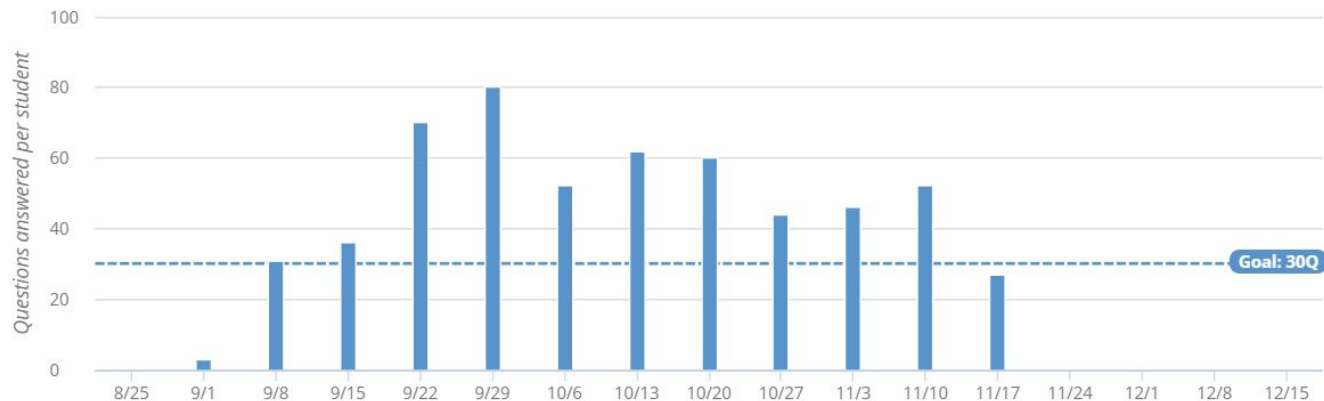
-  SCHOOL
-  HOME



School Achievement Summary >

Questions Answered Per Week Fall 25–26

THE IXL EFFECT



Schools across the United States are experiencing the IXL Effect, and you can, too. Research shows that answering at least 30 questions per week has a measurable impact on student outcomes.

Already meeting that goal? Aiming for 60 or 90 questions per week has been shown to have an even bigger impact on student success.

[Learn more](#) about the IXL Effect.

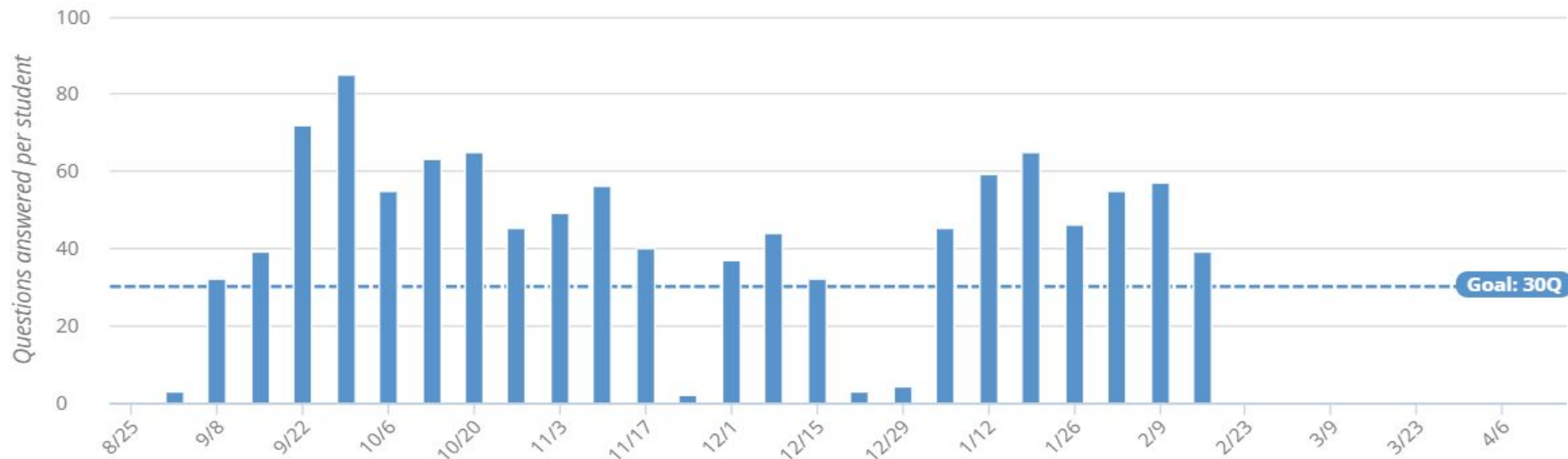
Your 4-week average: **51 questions**

IXL's recommended goal: **30** [See strategies](#) ▼

Questions Answered Per Week Winter

25-26

THE IXL EFFECT



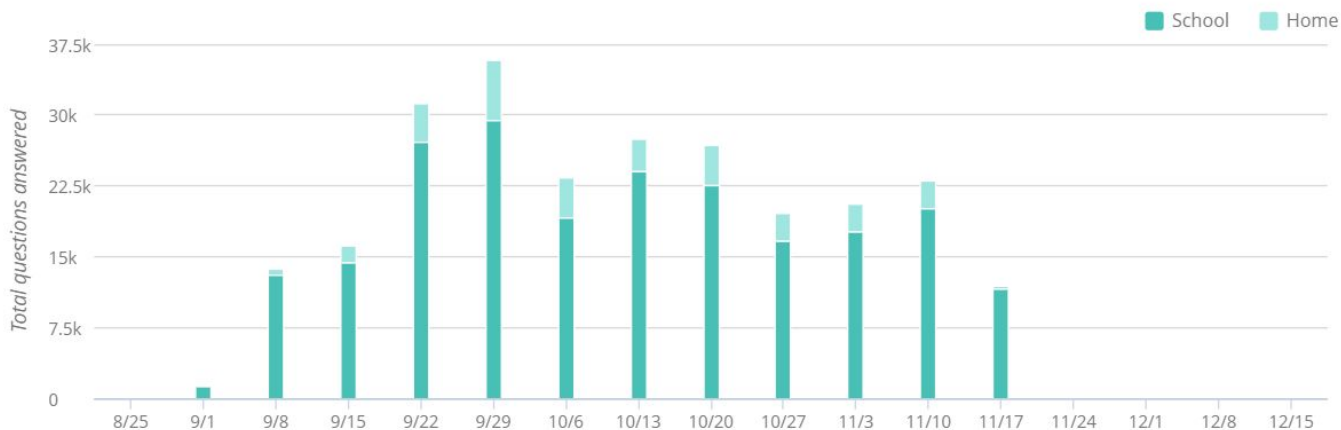
Your 4-week average: **56 questions**



IXL's recommended goal: **30** [See strategies](#) ▾

Student Work Locations Fall 25-26

EXTEND STUDENT LEARNING



IXL is built for anywhere, anytime learning. We recommend using IXL from both school and home to ensure your students get the most out of their IXL experience.

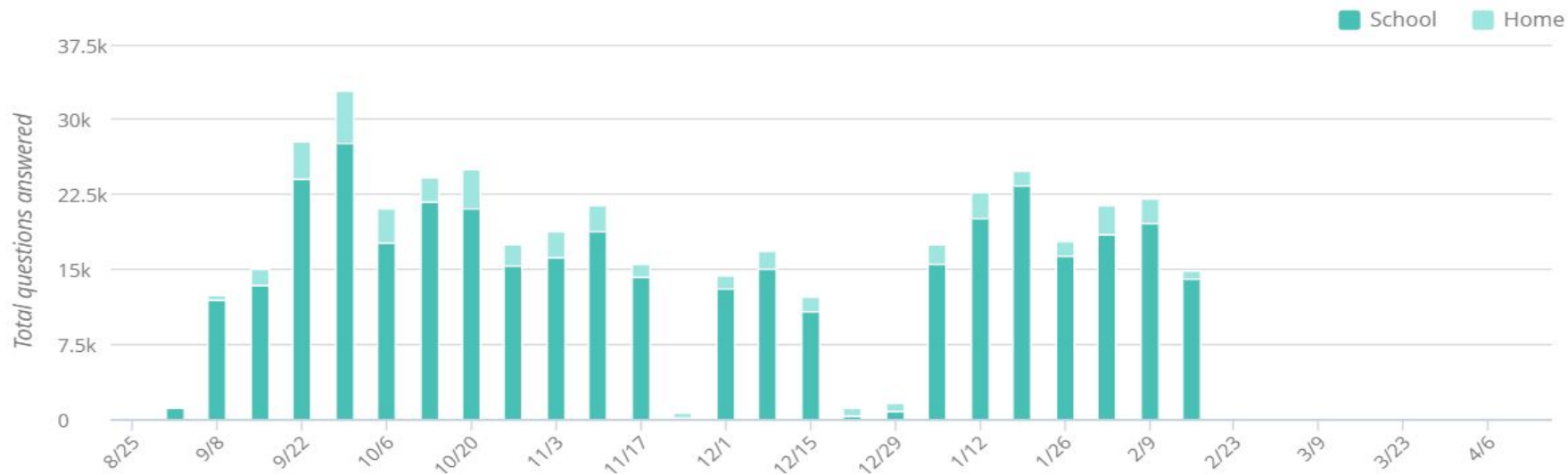
Collectively this school year, your students have extended their learning time by answering over 34,000 questions from home.

Your 4-week average: **15% home**

 IXL's recommended goal: **10%** [See strategies](#) ▼

Student Work Locations Winter

EXTEND STUDENT LEARNING



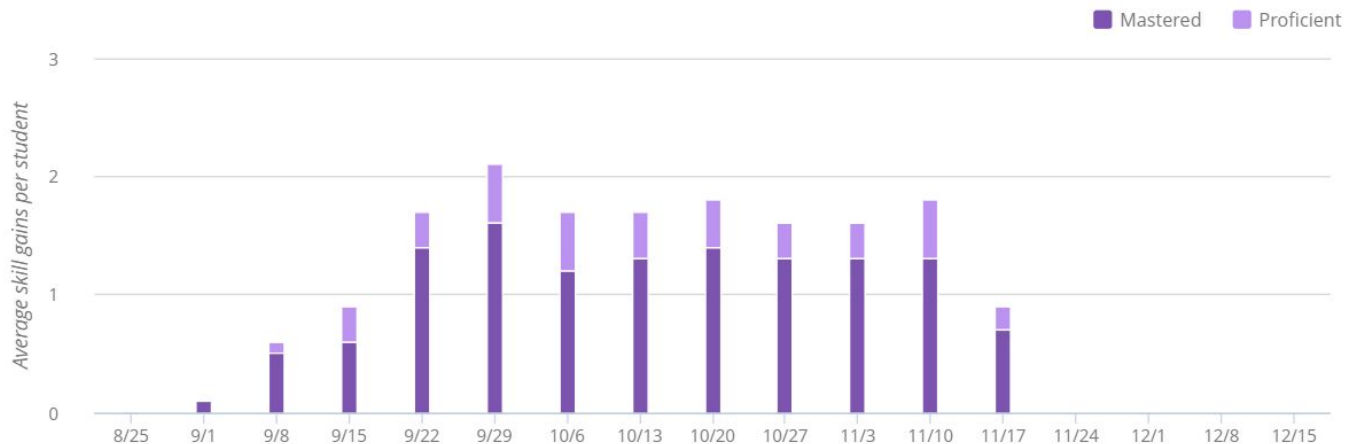
Your 4-week average: **10% home**



IXL's recommended goal: **10%** [See strategies](#) ▾

Skills Mastered Per Student Fall 25-26

BUILDING MASTERY



IXL's SmartScore is based on a proprietary algorithm that combines accuracy, consistency, and question difficulty to authentically gauge student mastery of a topic.

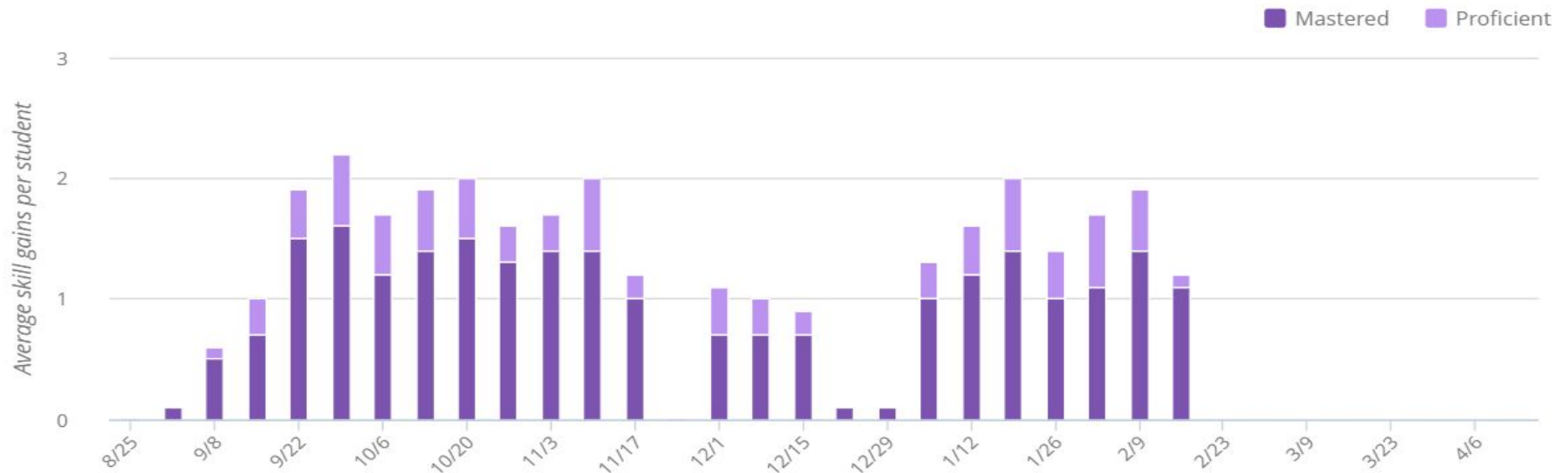
Research shows that striving toward mastery (a SmartScore of 100) is the most effective way to drive student growth on state assessments. Mastery isn't the only goal that impacts learning, however. Achieving proficiency (a SmartScore of 80+) has also been proven to lead to improved student outcomes.

Your 4-week average: **1.7 proficient**



🎯 IXL's recommended goal: **2** [See strategies](#) ▾

Skills Mastered Per Student Winter

BUILDING MASTERY



Your 4-week average: **1.8 proficient**

 IXL's recommended goal: **2** [See strategies](#) 

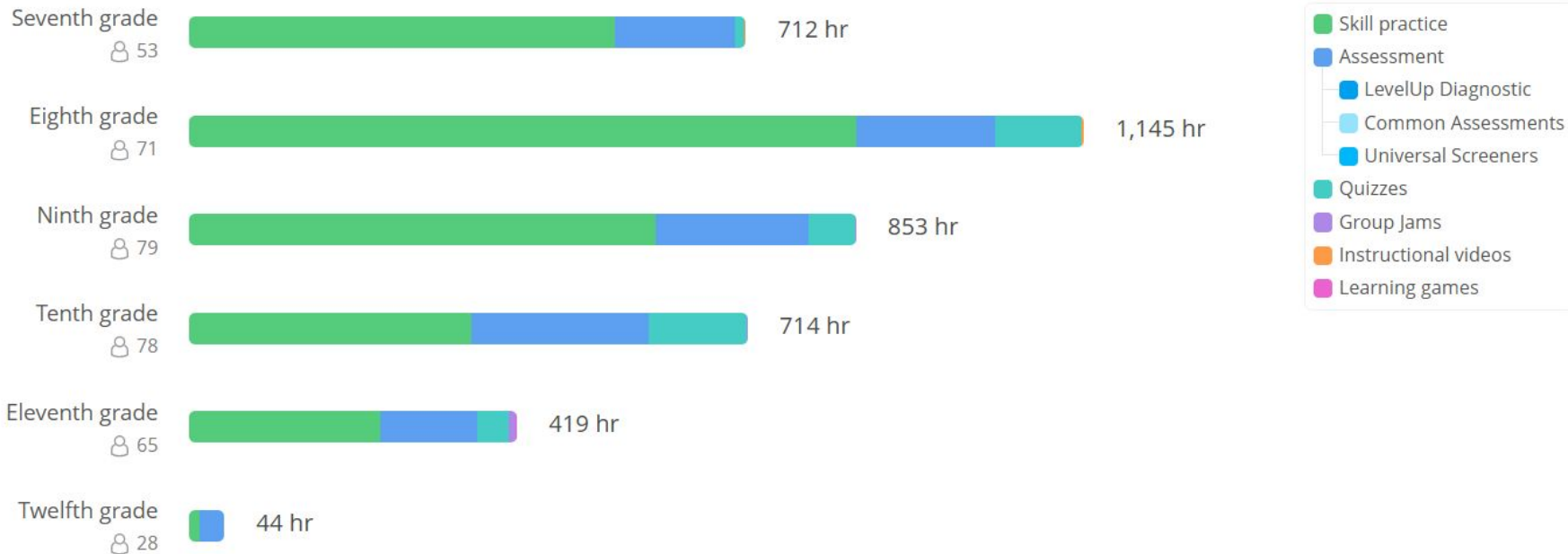
Time Spent on IXL Winter 25-26

Group by

Grade



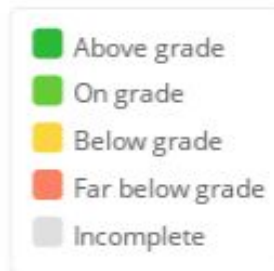
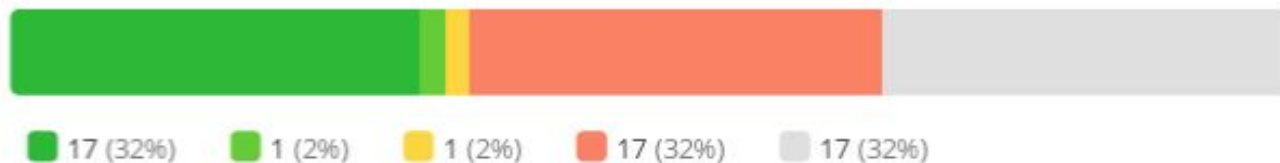
Apply changes



7th Grade ELA Data

Current levels (Dec 20, 2025 - Feb 18, 2026)

Overall ELA levels



Reading



Writing & Language



7th Grade ELA Data

Grade 7

Reading | Informational Text



Reading | Literature



Writing & Language | Language



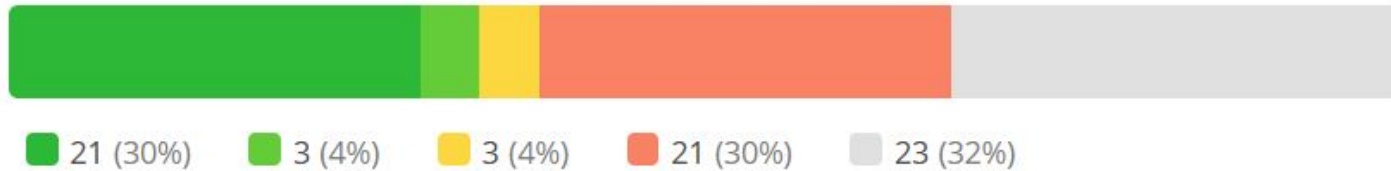
Writing & Language | Writing



8th Grade ELA Data

Current levels (Dec 20, 2025 - Feb 18, 2026)

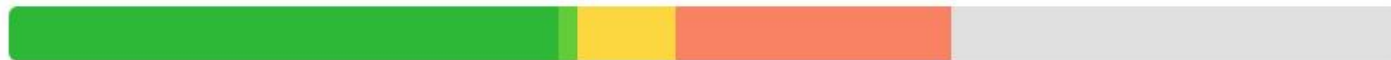
Overall ELA levels



Reading



Writing & Language



8th Grade ELA Data

Grade 8

Reading | Informational Text



Reading | Literature



Writing & Language | Language



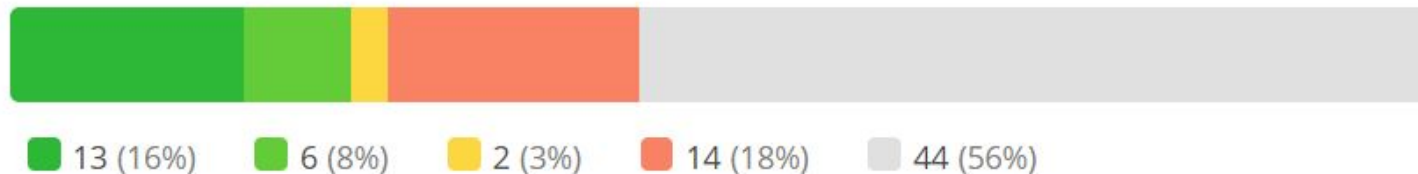
Writing & Language | Writing



9th Grade ELA Data

Current levels (Dec 20, 2025 - Feb 18, 2026)

Overall ELA levels



Reading



Writing & Language



9th Grade ELA Data

Grade 9

Reading | Informational Text



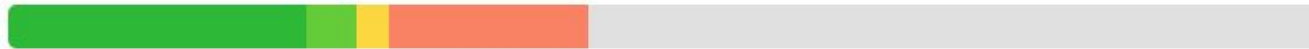
Reading | Literature



Writing & Language | Language



Writing & Language | Writing



10th Grade ELA Data

Current levels (Dec 20, 2025 - Feb 18, 2026)

Overall ELA levels

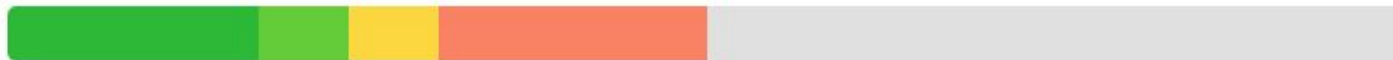


16 (21%) 4 (5%) 4 (5%) 15 (19%) 39 (50%)

Reading



Writing & Language



10th Grade ELA Data

Grade 10

Reading | Informational Text



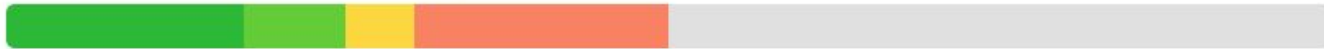
Reading | Literature



Writing & Language | Language



Writing & Language | Writing



11th Grade ELA Data

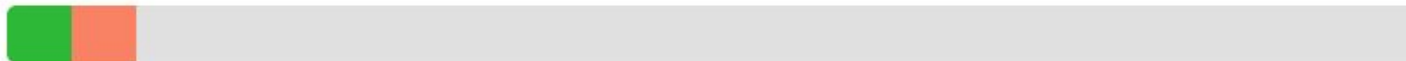
Current levels (Dec 20, 2025 - Feb 18, 2026)

Overall ELA levels



■ 3 (5%) ■ 0 (0%) ■ 0 (0%) ■ 3 (5%) ■ 59 (91%)

Reading



Writing & Language



11th Grade ELA Data

Grade 11

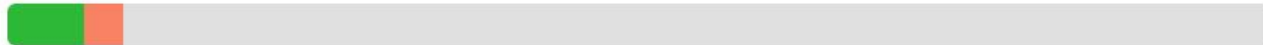
Reading | Informational Text



Reading | Literature



Writing & Language | Language



Writing & Language | Writing



12th Grade ELA Data

Current levels (Dec 20, 2025 - Feb 18, 2026)

Overall ELA levels

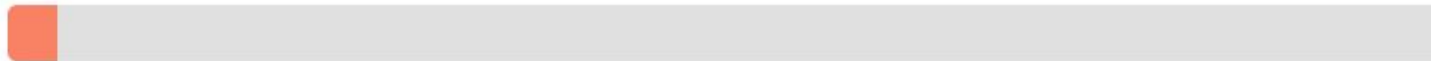


■ 0 (0%) ■ 0 (0%) ■ 0 (0%) ■ 1 (4%) ■ 27 (96%)

Reading



Writing & Language



12th Grade ELA Data

Grade 12

Reading | Informational Text



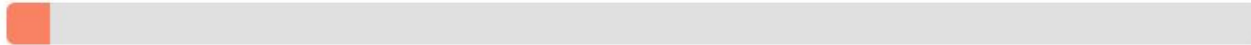
Reading | Literature



Writing & Language | Language



Writing & Language | Writing




12th Grade

Focused on

- College and Career Readiness
 - Scholarship Applications
 - Senior Projects
 - Resumes and Job Applications
- 

ISAT Schedule

- ELA - Week of 3/16
 - Math - Week of 4/13
 - Science - Week of 4/20
 - Make Ups - Week of 4/26
- 

Spartan Pride



Input, Questions and Concerns



	September	October	November	December	January	Dec-Jan Growth	Benchmark Growth	February	March	April	May
	-0.59	-0.96	-1.31	0.35	0.2 (+)	0.15	1.16				
	0.74	-0.17	-0.28	0.74	0.92 (+)	0.18	1.09				
	-0.26	-0.72	0.14	0.69	0.79 (+)	0.1	1.51				
	-1.04	0.62	-0.19	0.45	0.16 (-)	0.29	0.46				
	0.61	0.46	1.3	1.46	1.32 (+)	0.14	0.86				
	-0.18	0.03	0.32	0.32	0.15 (+)	0.17	0.18				
	-1.19	-0.69	0.13	-0.02	0.21 (+)	0.23	0.9				
	-0.84	-0.23	0.12	0.67	0.38 (+)	0.29	0.61				
	-0.68	-0.15	-0.28	0.57	0.01 (+)	0.56	0.16				
	-0.57	0.15	0.09	0.26	0.79 (+)	0.53	0.94				
					0.95						
	-1.16	-1.06	-0.53	-0.53	0.84 (+)	1.37	1.9				
	0.37	0.58	1.28	1.8	0.8 (+)	1	0.22				
	0.07	-0.06	-0.43	0.71	0.8 (+)	0.09	0.86				
	-0.07	-1.25	0.24	0.94	1.25 (+)	0.31	2.5				
						50% Growth					
Benchmarks					93% Growth		Average = .89				

	September	October	November	December	January	Dec-Jan Growth	Benchmark Growth	February	March	April	May
	-0.16	0.09	0.28	0.6	0.97 (+)	0.37	0.88				
	0.01	0.46	0.43	0.14	0.42 (-)	0.28	0.04				
	0.17	0.15	0.49	0.7	1.07 (+)	0.37	0.92				
	0.2	0.22	0.24	0.54	1.01 (+)	0.47	0.79				
	-0.75	-0.04	-0.11	0.24							
	0.1	-0.11	0.05	0.28							
	1.07	1.84	2.66	2.52	2.15 (+)	0.37	0.31				
	0.63	0.48	0.91	1.1	1.49 (+)	0.39	1.01				
	-0.04		-0.09	0.08	0.2 (+)	0.12	0.24				
	0.19	0.19	0.79	1.41	0.83 (+)	0.58	0.64				
	0.88	0.37	0.53	1.03	1.96 (+)	0.93	1.59				
	1.19	1.73	1.84	2.57	2.04 (+)	0.53	0.31				
	0.39	0.22	0.44	0.68	0.5 (+)	0.18	0.28				
	0.26	0.38	0.5	0.45	1.62 (+)	1.17	1.24				
	0.21	1.06	1.15	1.75	1.67 (+)	0.08	0.61				
	-0.28		0.51	0.83							
	0.58	1.05	1.34	0.95	1.51 (+)	0.56	0.46				
						57% Growth					
Benchmarks			93%				Average = .66				

	September	October	November	December	January	Dec-Jan Growth	Benchmark Growth	February	March	April	May
	2.37	2.24	3.2	2.69	2.67 (+)	0.02	0.43				
	2.54	2.73	2.96	3.38	3.17 (+)	0.21	0.44				
	3.03	2.75	2.74	2.33	2.76 (+)	0.43	0.01				
	2.07	1.9	2.25	1.88	2.07 (+)	0.19	0.17				
	2.26	2.39	2.47	2.44	2.05 (-)	0.39	0.34				
	2.2	2.13	2.54	2.54	2.51 (+)	0.03	0.38				
	1.92	1.98	2.13	1.65	1.97 (-)	0.32	0.01				
	0.6	0.81	1.69	1.83	0.67 (-)	1.16	0.14				
	2.26	0.93	2.65	3.04	3.56 (+)	0.52	2.63				
	3.23	3.28	3.46	3.65	3.67 (+)	0.02	0.39				
	2.26	2.67	2.56	3.03	3.13 (+)	0.1	0.46				
					3.06						
	0.31	0.59	1.22	0.95	0.96 (+)	0.01	0.37				
	1.91	2.08	2.18	2.43	2.47 (+)	0.04	0.39				
	2.11	2.28	2.52	2.18	2.72 (+)	0.54	0.44				
	2.75	3.05	3.01	3.8	3.43 (+)	0.37	0.38				
					3.12						
	1.8	1.73	1.79	2.3							
	3.69	3.31	3.58	3.59	4.49 (+)	0.9	1.18				
	1.81	2.11	1.59	1.98	1.64 (-)	0.34	0.47				
	4.28	3.04	3.4	3.9	3.75 (+)	0.15	0.71				
	3.45	3.47	3.52	3.85	3.33 (-)	0.52	0.14				
	1.18	1.86	1.04	1.69	1.58 (-)	0.11	0.28				
						50% Growth					
Benchmarks					67% Growth		Average = .35				

	September	October	November	December	January	Dec-Jan Growth	Benchmark Growth	February	March	April	May
	3.41	2.63	4.7	3.69	4.39 (+)	0.7	1.76				
	1.95	2.34	2.2	2.12	2.72 (+)	0.6	0.38				
	3.92	4.1	3.88	5	4.21 (+)	0.79	0.11				
	4.98	5.83	5.57	5.85	5.8 (-)	0.05	0.03				
	3.87	3.49	4.29	4.29	4.29 (+)	0	0.8				
	3.13	2.93	2.8	3.14	3.2 (+)	0.06	0.27				
	4.23	4.49	4.59	5.47	5.37 (+)	0.1	0.88				
	3.31	3.11	3.52	3.99	2.97 (-)	0.02	0.14				
	2.21	2.49	3.68	2.94	2.78 (+)	0.16	0.29				
	2.11	2.63	2.86	3.17	2.81 (+)	0.36	0.18				
	2.01	1.51	20.42	2.45	2.53 (+)	0.08	1.02				
	5.84	5.76	5.82	5.97	5.91 (+)	0.06	0.15				
	1.95	2.82	5.59	2.86	2.87 (+)	0.01	0.05				
	2.11	2.69	2.94	2.53	2.54 (-)	0.01	0.15				
	5.77	5.62	5.78	5.57	5.32 (-)	0.25	0.3				
	3.93	3.97	3.82	4.5	4.91 (+)	0.41	0.94				
	2.59	3.1	3.34	3.33	4.4 (+)	1.07	1.3				
						47% Growth					
Benchmarks					76% Growth		Average = .44				

	September	October	November	December	January	Dec-Jan Growth	Benchmark Growth	February	March	April	May
					5.52						
				3.51							
	2	2.71	3.2	3.49	4 (+)	0.51	1.29				
	3.36	4.04	3.66	3.95	4.11 (+)	0.16	0.07				
	4.31	5.76	5.16	4.48	5.75 (-)	1.27	0.01				
	0.49	3.18	3.45	3.97	3.02 (-)	0.95	0.16				
	2.52	3.3	5.38	5.28	3.47 (+)	1.81	0.17				
		5.19	4.46	3.51	3.33 (-)	0.18	1.86				
	3.24	3.89	4.38	5.71	4.66 (+)	1.05	0.77				
	1.32	1.44	1.55	1.56	1.74 (+)	0.18	0.3				
	2	2.14	1.77	2.15	1.98 (-)	0.17	0.16				
	2.55	3.3	3.89	3.97	3.16 (-)	0.81	0.14				
	4.84	5.82	5.81	5.72	5.58 (-)	0.14	0.24				
	2.32	2.96	2.89	2.71	2.86 (-)	0.15	0.1				
	3.66	5	5.47	3.01	5.08 (+)	2.07	0.08				
	4.02	4.08	4.3	6.02	5.7 (+)	0.32	1.62				
	1.86	2.07	2.07	2.25	2.44 (+)	0.19	0.37				
	2.75	2.96	2.54	2.12	3.48 (+)	1.36	0.52				
	2.43	2.43	2.35	3.32	3.04 (+)	0.28	0.61				
	2.71	3.13			2.84 (-)	-	0.29				
	3.67	3.71	4.55	3.95	4.17 (+)	0.22	0.46				
	3.49	4.62	3.65	4.48	3.98 (-)	0.5	0.64				
	4.47	5.66	5.26	5.6	5.54 (-)	0.06	0.12				
	3.5	5.18	4.96		3.17 (-)		2.01				
						45% Growth					
Benchmarks					50% Growth		Average = .02				

KINDER- EASYCBM

READING	Low Risk	Some Risk	High Risk	MATH	Low Risk	Some Risk	High Risk
Fall	22% (3)	57% (8)	21% (3)	Fall	43% (6)	21% (3)	36% (5)
Winter	27% (4)	60% (9)	13% (2)	Winter	67% (10)	13% (2)	20% (3)
Spring				Spring			

FIRST- EASYCBM

READING	Low Risk	Some Risk	High Risk	MATH	Low Risk	Some Risk	High Risk
Fall	56% (9)	19% (3)	25% (4)	Fall	23% (4)	18% (3)	59% (10)
Winter	26% (4)	27% (4)	47% (7)	Winter	35% (6)	18% (3)	47% (8)
Spring				Spring			

SECOND- EASYCBM

READING	Low Risk	Some Risk	High Risk	MATH	Low Risk	Some Risk	High Risk
Fall	57% (12)	19% (4)	24% (5)	Fall	66% (14)	5% (1)	29% (6)
Winter	69% (16)	9% (2)	22% (5)	Winter	57% (13)	17% (4)	26% (6)
Spring				Spring			

THIRD - EASYCBM

READING	Low Risk	Some Risk	High Risk	MATH	Low Risk	Some Risk	High Risk
Fall	41% (7)	41% (7)	18% (3)	Fall	41% (7)	35% (6)	24% (4)
Winter	56% (10)	11% (2)	33% (6)	Winter	65% (11)	6% (1)	29% (5)
Spring				Spring			

FOURTH - EASYCBM

READING	Low Risk	Some Risk	High Risk	MATH	Low Risk	Some Risk	High Risk
Fall	37% (8)	27% (6)	36% (8)	Fall	45% (10)	14% (3)	41% (9)
Winter	41% (10)	38% (9)	21% (5)	Winter	46% (11)	8% (2)	46% (11)
Spring				Spring			

FIFTH - EASYCBM

READING	Low Risk	Some Risk	High Risk	MATH	Low Risk	Some Risk	High Risk
Fall	68% (13)	11% (2)	21% (4)	Fall	58% (11)	21% (4)	21% (4)
Winter	73% (14)	16% (3)	11% (2)	Winter	65% (13)	20% (4)	15% (3)
Spring				Spring			

SIXTH - EASYCBM

READING	Low Risk	Some Risk	High Risk	MATH	Low Risk	Some Risk	High Risk
Fall	61% (11)	33% (6)	6% (1)	Fall	56% (10)	11% (2)	33% (6)
Winter	61% (11)	28% (5)	11% (2)	Winter	72% (13)	17% (3)	11% (2)
Spring				Spring			



Priest Lake Elementary Board Report

February 18, 2026

Principal Tommy Hansen

Happy February! We are finally back in the full swing of school after winter break and the end of 1st Semester! We also have increased our enrollment to 43, after it dipped into the high 30s. We gained 5 students in the past few weeks that will prove to be valuable additions to the PLE student body!

All of our Midyear testing has been completed. The data on the chart below reflects both the initial testing data in the fall and data from this January midyear data.

Again we had some tech issues with the testing, especially for AMIRA, but most students were able to retest. Please also note that we have had a bit of student mobility affecting the data. With the loss of a couple students from our numbers and the additional enrollment of 5 students during the new testing window the results will look a little skewed, especially because the students had not previously used Easy CBM or AMIRA for testing before.

We have been continually giving the AMIRA testing to Kindergarten, First, and Second Grade to help identify gaps in student learning and provide insight into which students are in need of interventions. The same goes for the Easy CBM testing data.

We have been providing targeted supports to students who are identified by our data as in need of extra support. Most recently, our Secretary, Josie Baker, has been spending time working with students to help them improve their reading or helping them with math. I am so proud at PLE that every staff member is there to help the kids grow no matter what it takes. The community has also come around and shown support to the students to help them. All of these efforts have gone a long way, and I believe are the primary reason why the students at PLE are showing so much growth.

AMIRA Data

October Data				January Data			
Grade Level	# Students at Tier 1	# Students at Tier 2	# Students at Tier 3	Grade Level	# Students at Tier 1	# Students at Tier 2	# Students at Tier 3
K	3	1	0	K	4	1	1
1	4	2	0	1	4	2	1
2	2	1	1	2	3	0	0
3	3	3	0	3	6	1	0

Tier 1 means that students are at or above grade level for reading.

Tier 2 means that they are near grade level.

Tier 3 means that they are below grade level.

As previously mentioned, there was some data variation due to new students entering the school during the week of the January AMIRA testing. For the students that have stayed the entire year, we have seen massive improvements. The Kindergartners have grown in class size from 4 to 6. With that, students have not regressed, with 4 students now testing in green, one in yellow and one in red. 1st Grade did not see as much movement, but there is one student in the red. 2nd Grade has seen tremendous improvement, even though one student exited the school, the one yellow from October was able to get to a green. The 3rd graders have seen tremendous improvement, as they went from 3 green and 3 yellow to 6 green and only 1 yellow.

October- 20 Students Tested- 60% Tier 1

January- 23 Students Tested- 74% Tier 1

14% Growth in Tier 1 Students!!!!

EasyCBM Data

EasyCBM data can be a little tricky to read, but the overall data is reflective of whether or not each student might need additional help in a specific subject. Students are given a percentile score based on national student performance. Even though a student might be a “Some Risk or High Risk” student, it does not mean that they are far below grade level. They might just be missing one skill that has placed them at risk. For example, with the most recent testing that we completed, a 3rd grade student was placed in the high risk category despite having a lexile score of 800, which is at middle school level. They read and comprehend well, but it may be because they were slower at reading or because there were some other gaps. No risk means that the student does not have any major gaps in their knowledge and are at or very close to grade level for everything assessed by the test.

Reading Data

October				January			
Grade Level	No Risk	Some Risk	High Risk	Grade Level	No Risk	Some Risk	High Risk
K	3	1	0	K	6	0	0
1	5	1	0	1	7	0	0
2	2	1	1	2	2	1	0
3	5	1	0	3	6	1	0
4	5	1	0	4	6	0	0
5	6	1	0	5	7	0	0
6	3	4	0	6	4	1	2

October- 40 Students Assessed- 72.5% No Risk

January- 43 Students Assessed- 88.4% No Risk

While the students made great gains across the board, there were a few students who fell behind. 2 6th grade students are now in the High Risk category for reading. These students are receiving

targeted interventions for whatever gaps in their Reading they may have. Overall the school had 16% more students in the Low Risk category than the October Benchmark. The vast majority of the Some Risk students ended up moving on to the No Risk Category. The interventions that we have in place seem to be greatly benefitting the students that are struggling, seeing large improvements across the board. Most schools strive for proficiency rates in the 80% so seeing this school at 88% on track is incredible. This really goes back to how incredible and dedicated the staff at PLE are to improving the lives of these students.

Math

October				January			
Grade Level	No Risk	Some Risk	High Risk	Grade Level	No Risk	Some Risk	High Risk
K	4	0	0	K	4	2	0
1	5	0	1	1	7	0	0
2	4	0	0	2	3	0	0
3	4	2	0	3	7	0	0
4	6	0	0	4	6	0	0
5	5	1	1	5	5	1	1
6	4	2	1	6	4	3	0

October- 40 Students Assessed- 80% No Risk

January- 43 Students Assessed- 84% No Risk

There were less students in total the Some or High Risk tiers for our January testing, despite there being three more students in the school. The Winter EasyCBM testing compares the expected growth of the students to that of the fall, so the few students that did not grow enough fell to Some Risk. These students are being met with strategic interventions to help them get back on track. There is only 1 student in the entire school that is considered high risk for math! We are working with that one student to ensure that they are getting to where they need to be in order to be successful.

ISAT Interim Testing

Our teachers have been giving ISAT Interim tests to get the students more familiar with the ISAT system. They have not completed any specific tests to get the proficiency data. They have been completing the targeted ISAT for specific skills that the teachers believe the students need. With the small class sizes, it makes it much easier for the teachers to individualize the skills and tests needed for each student. The Science ISAT has been used quite extensively by Mrs. Barnes' 5th and 6th grade class to better prepare them for what they need to know for 7th and 8th grade science. We will begin the Summative ISAT Testing in April. The data from that will be available during the June Board Meeting.

Other News

On January 28th we had our monthly PTO Meeting. We discussed interest from staff and students about exploring a K-12 option at the Lake for students using the Edmentum online program and having teacher support. This was based on the high number of students that go through PLE but do not go on to attend the Jr/Sr high school or attend or for a short period of time before choosing an alternative education system.

On February 9th Mrs. Butler's K/1/2 class did their Sweetheart Social. Students chose a person (usually their parents, grandparents, or other family members) to make valentines with and share an Italian Soda. This year students and their families made some Valentines for Newport Assisted Living and their residents.

We will be starting the Missoula Children's Theatre play at PLE the week of March 2nd-6th. Performances will be on March 6th, with the 2 shows at 4:00pm and 6:00pm. This is open to all K-8 Students in the area, including homeschool. The play this year is Alice in Wonderland.

On February 26th we will be celebrating Read Across America at PLE. We will have many guests come in and read to the students!

PLE is also planning a Bingo Night for April 23rd at 6:00pm. Please join us for a fun night of games and prizes!

Thank you all for supporting Priest Lake Elementary!



Priest River Elementary Board Report

Prepared February 11, 2026

Enrollment:	Dec. 329	Jan. 329	Feb. 330
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Activities/Celebrations

2nd Quarter Awards Ceremony: Students from each class were selected to receive the following 2nd Quarter awards: Academic Excellence, Most Improved, and Student of the Month (December – Integrity; January – Failure Leads to Success). Thank you to all of the family members who attended and supported their child(ren) during the assembly.

Priority Standard Super Heroes: Our Professional Learning Community (PLC) grade-level teams identified the three most important standards that students must master before moving to the next grade level. Each grade created posters displaying these priority standards. As students master a standard, a star with their name is added to the poster to celebrate their achievement. We held grade-level assemblies where students walked the red carpet and were celebrated by their peers. At the end of the 3rd Quarter, students will be recognized for newly mastered standards during the 3rd Quarter Awards Assembly. At the end of the school year, students will receive a ticket for each standard they mastered. They can place their tickets into prize buckets for a chance to win selected prizes. Students are excited to see their name stars displayed on their grade-level posters.

Curriculum/Instruction

ISAT Teacher Training: During the last State PLC training, we focused on the importance of the State Essential Standards documents and their connection to ISAT targets. Leaders shared how they use ISAT Interims to prepare students for the ISAT and to support instruction on essential state standards. At our staff meeting Peggy Loutzenhiser presented information about ISAT Interims and additional teacher and student supports available on the State ISAT website. I also shared examples of how other schools and teachers are using past test questions and Interim assessments to strengthen instruction, familiarize students with ISAT question formats, and help students practice using the online testing tools. We discussed how these resources can be used to enhance lessons aligned to essential standards.

PLC Guided Coalition: The WBCSD Guided Coalition Team set a goal this year to create dedicated time for district-wide grade-level PLC teams and high school departments to complete important work that has been limited due to fewer professional development days in the 2025–2026 calendar. Grade levels are almost ready to post grade-level proficiency scales for the Top Three Priority Standards on the district website. These proficiency scales will help ensure consistency across schools so all students are held to the same expectations for proficiency. They will also help parents better understand what students must know and be able to do to meet grade-level standards.

Community Outreach

PRE Spring Carnival: Our PRE PTO is planning the Spring Carnival on May 7 from 5:00–7:30 PM. This event is open to the entire community and provides a low-cost evening of fun. Activities will include carnival games, free books, face painting, a PR Library booth, and much more.

Upcoming Events:

- Feb. 12th - Valentine Celebrations
- Feb. 12th - District GC Meeting 4:00
- Feb. 16th - District PLC's Teams decide location/Online 3:25-4:00
- Feb. 19th - 2nd Qtr Perfect Attendance BINGO Party 1:30-2:45
- Feb. 23rd - District PLC's Teams decide location/Online 3:25-4:00
- Mar. 2nd - Dr. Seuss Day Celebration, 8:30-10:30
- Mar. 2nd - Dress like your favorite Seuss Character
- Mar. 10th - 100th Day of School
- Mar. 26th - End of 3rd Qtr.
- Mar. 27th - Teacher Work Day
- May 7th - PTO Spring Carnival, 5:00-7:30

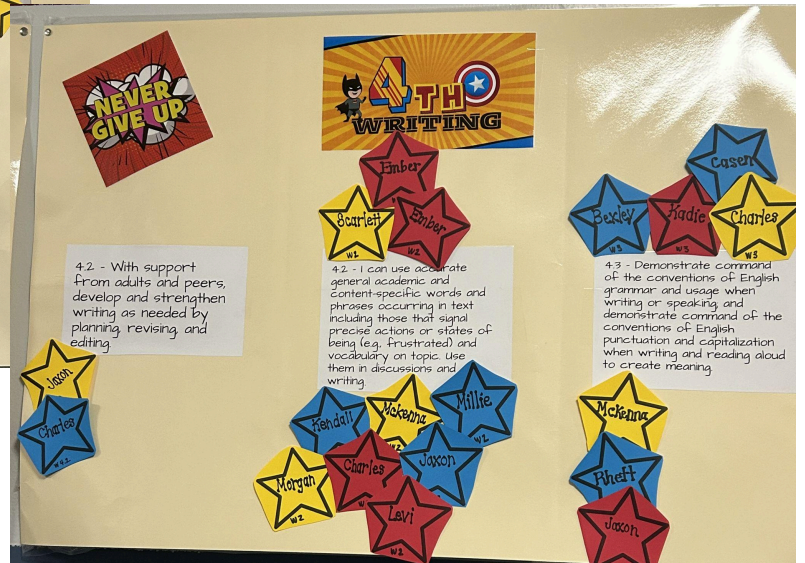
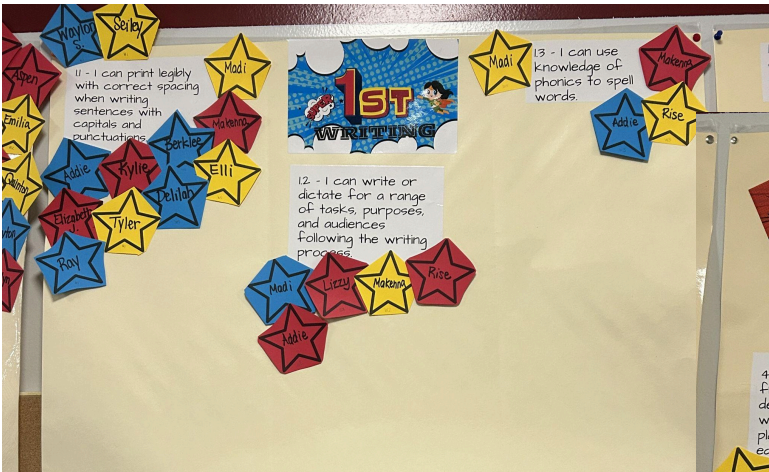
2nd Quarter Awards Assembly -



Priority Standard Super Heroes Assembly -

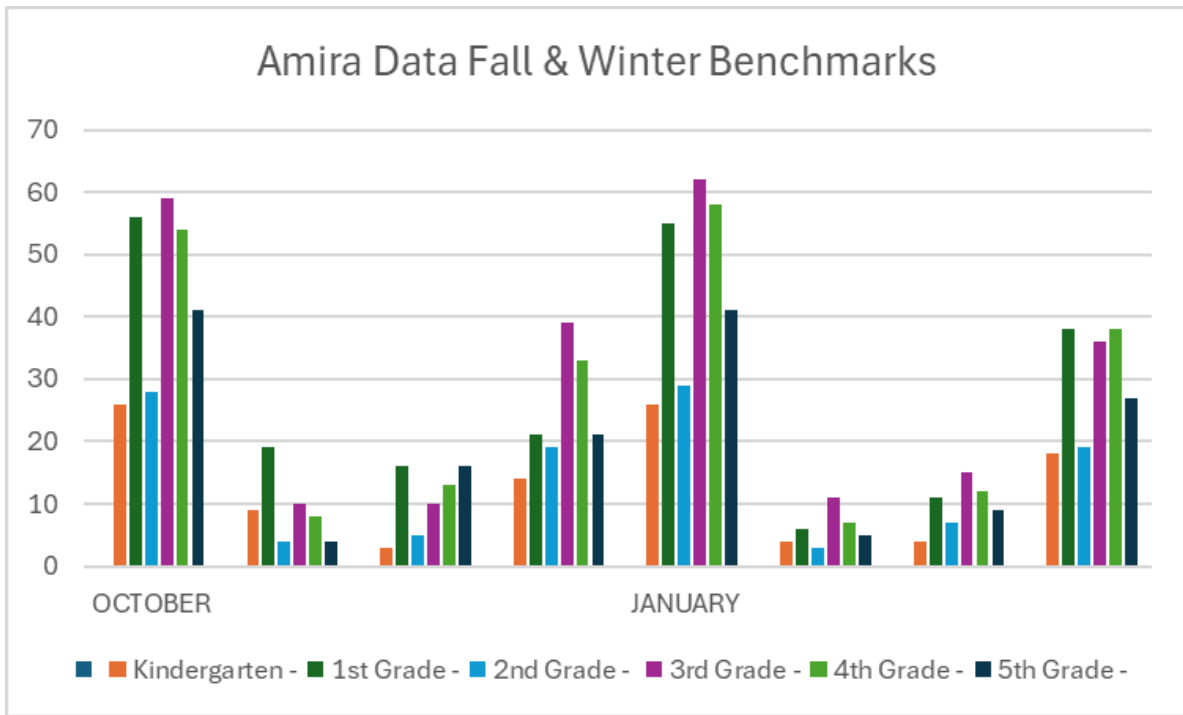


Grade Level Priority Standard Super Hero Posters -



PRIEST RIVER ELEMENTARY FALL 2025 & WINTER 2026

	OCTOBER	TIER 3	TIER 2	TIER 1	JANUARY	TIER 3	TIER 2	TIER 1
	STUDENTS				STUDENTS			
KINDERGARTEN	26	9	3	14	26	4	4	18
1ST GRADE	56	19	16	21	55	6	11	38
2ND GRADE	28	4	5	19	29	3	7	19
3RD GRADE	59	10	10	39	62	11	15	36
4TH GRADE	54	8	13	33	58	7	12	39
5TH GRADE	41	4	16	21	41	5	9	27



PRIEST RIVER IXL DATA

School	Student count	Overall levels	Above grade	On grade	Below grade	Far below grade	Incomplete
PRE OCT	320	MATH	60 (19%)	47(15%)	41(13%)	34(11%)	138(43%)
PRE JAN	329	MATH	45 (14%)	43(13%)	49(15%)	26(8%)	166(50%)
PRE OCT	320	ELA	50 (16%)	34(11%)	30(9%)	37(12%)	169(53%)
PRE JAN	329	ELA	56 (17%)	36(11%)	27(8%)	35(11%)	175 (53%)

EasyCBM ENGLISH LANGUAGE ARTS (ELA) FALL 2025 & WINTER 2026

School	Student count	Below grade	Approaching	On/Above grade	Student count	Below grade	Approaching	On/Above grade
Kinder garten	24	0	29%	71%	27	11%	15%	74%
1st Grade	1	0	0	100%	55	22%	15%	63%
2nd Grade	30	17%	24%	59%	29	17%	10%	73%
3rd Grade	61	17%	12%	71%	58	19%	19%	62%
4th Grade	57	25%	13%	62%	57	18%	18%	64%
5th Grade	44	19%	17%	64%	40	20%	23%	57%
6th Grade	42	19%	17%	64%	54	18%	27%	55%

EasyCBM MATH FALL 2025 & WINTER 2026

School	Student count	Below grade	Approaching	On/Above grade	Student count	Below grade	Approaching	On/Above grade
Kinder garten	25	17%	13%	70%	27	15%	4%	81%
1st Grade	55	27%	16%	57%	56	20%	14%	66%
2nd Grade	28	7%	7%	86%	29	7%	21%	72%
3rd Grade	57	7%	21%	72%	58	21%	10%	69%
4th Grade	54	19%	20%	61%	56	20%	20%	60%
5th Grade	40	28%	23%	49%	39	8%	23%	69%
6th Grade	42	10%	17%	73%	54	18%	9%	73%