

Q: Can you please tell me what arithmetic lessons/skills are being taught in 4th grade and also in 6th grade? Has there been a change in teaching technique for math at these grade levels? I'm just wondering why kids are having such a hard time mastering basic concepts in these two elementary grades.

A: The math standards for the different grade levels are found at https://www.sde.idaho.gov/site/content_standards/math_standards.htm. Math instruction has evolved through the years. Instruction involves a comprehensive approach in developing the understanding of the math concepts, application, and the ability to communicate their thinking. Students come to school with their own prior knowledge, different ways they learn and rates in which they learn the different concepts. Support outside of the school system, and exposure are also influences in a student's progress. This year we expect to see changes due to our implementation of Beyond Textbooks.

Q: Can we get the elementary school's statewide test scores going back 4 years, that would be the equivalent to the SBAC results currently listed on the school's website in the elementary column link?

A: The state of Idaho's test was a different type of test in previous years. This last school year the state implemented a new test called The Smarter Balanced test. The State Department of Education predicted the scores across the state would decrease drastically because the type of test changed from multiple choice testing to performance task testing. Below are Troy Elementary School's Math ISAT results over the past four years:

Year	% Proficient
2010-2011	82.93% (ISAT)
2011-2012	81.38% (ISAT)
2012-2013	87.2% (ISAT)
2013-2014	No State Testing
2014-2015	28.75% (SBAC)

Testing results can be found at <http://www.sde.idaho.gov/site/assessment/ISAT/results.htm>. Our district number is 287 and the grade levels are listed.

The problem is the alignment of instruction to grade level standards. The SBAC is aligned with the Idaho Common Core and our instruction must re-align to the Idaho Common Core Standards and the Smarter Balanced Test. The Troy Elementary created the following action plan to aide in the re-alignment:

Action Plan Outline (Draft):

SMART Goal: Each grade, 3-6, will reach 70% proficiency score or higher in math as measured by the Spring ISAT (Smarter Balanced) 2016.

Activities to	Professional	Timeline	Resources	Who is	Monitoring
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Achieve this Goal <i>What actions will occur? What steps will take place?</i>	Development <i>How will staff acquire the necessary skills and attitudes to implement the activity?</i>	<i>When will this strategy or action begin?</i>	Available <i>What are the existing and new resources that will be used to accomplish this activity?</i>	Responsible? Who is Involved? <i>Who will provide the leadership? Who will do the work?</i>	Effectiveness <i>What on-going FORMATIVE evidence will be gathered to show this activity is making a difference in student outcomes?</i>
BT Problem of the week: HW		immediately	BT Google Classrm	Core teachers will send Prob of the Week home for homework each week.	
Evan Moore review in core inst.		Immediately	Evan Moor grade level review	Core teachers will use Evan Moor daily review	
Exposure to using technology to communicate math problem solving			KhanAcademy Engage NY TTM IXL AM Doceo?	All grade level teachers	
<i>Exposure to Testing Structure</i>			Evan Moor Doceo Galileo		
<i>Reteach & Enrich</i>					

Q: How does Beyond Textbooks compare to Power School other high ranking districts (Cottonwood) use Power school.

A: Beyond Textbooks is much different than Power School. Beyond Textbooks is a curriculum guide which has the Common Core Standards outlined for each grade level with formative assessments and a process for Re-teaching and Enriching students.

Power School is a Student Information System (SIS). We use School Master for our Student Information System (SIS). These two information systems are very similar. As an administrator and teacher, I have used them both and find few differences between the two. Beyond Textbooks is not a Student Information System.

Q: What is the total amount for the school's budget for this year with the \$995,000.

A: Our Total Revenue is currently \$3,351,394.00

Q: What is the total enrollment number of students enrolled after the window of applying to other districts has closed?

A: As of September 10, 2015, we have 261 students enrolled in the district.

Q: Who was the lawyer involved in de-consolidation from the Whitepine District? Who were the other people involved in de-consolidation and drawing up the lines for the taxing district after de-consolidation?

A: I am still researching the answers to these questions. This is what I know at this time: The deconsolidation occurred in 2000. The School Board Members at the time (according to the Proposal for Division, Prepared by The Matrix Group, Inc, July 2006) were Brad Dorendorf, Gary Osborn, Richard Ayers, Kent Nichols, Wendy Fredrickson and Shelley McLam. The Superintendent was Daryl Bertelsen. Longwell & Associates Architects were involved as well.

Q: Can you share teachers or resources or administrative services with the Whitepine district? Can you share an ag/voc tech/ffa teacher with the Deary district as I was told this was done in the past?

A: Yes, we currently share a bus for students to certain activities (FFA etc.) when it works for both districts. We do talk to each other regarding resources each year to see how we can assist each other. We will continue to communicate with each other to determine how there are ways to work together to share resources.

Q: How many principals will the school(s) have this year?

A: We have 2 Principals for the school year and the Elementary Principal has additional duties of being the Federal Programs Director.

Q: Can volunteers take over some of the extra-curricular activities that were cut?

A: We are now working on getting volunteers and small stipends for community members to help us out in areas where we need assistance due to cuts and to the short turn around for hiring staff.