

# Paul Elementary ELA 2018-2019 Data

## 3<sup>rd</sup> Grade ELA

### Reading

#### Literary Texts

Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Target 2 (Literary Text) CENTRAL IDEAS: Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.

Target 3 (Literary Text) WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, plot) and use supporting evidence as justification/explanation.

Target 5 (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view.

### Writing

#### Informational

Target 3 WRITE/REVISE BRIEF TEXTS: Write or revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.

Target 4 COMPOSE FULL TEXTS: Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.

### Listening

#### Research & Inquiry

Target 2 INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.

Target 3 ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.

## **4<sup>th</sup> Grade ELA**

### **Reading**

#### **Literary Texts**

Target 1 (Literary Text) KEY DETAILS: Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.

Target 2 (Literary Text) CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.

Target 3 (Literary Text) WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

Target 4 (Literary Text) REASONING & EVIDENCE: Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, setting, events, point of view, themes, topics) and use supporting evidence as justification/explanation.

Target 5 (Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Describe and explain relationships among literary elements (e.g., character, setting, event) within or across texts or compare/contrast the narrator or characters' point of view within or across texts.

Target 6 (Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures (e.g., differences between poem, drama, prose) to explain information within the text.

Target 7 (Literary Text) LANGUAGE USE: Determine the meaning of words and phrases by demonstrating understanding of figurative language and nuances in word meanings used in context.

### **Writing**

#### **Narrative**

Target 1 WRITE/REVISE BRIEF TEXTS: Write/Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).

Target 2 COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).

### **Listening**

#### **Listening**

Target 4 LISTEN/INTERPRET: Interpret and use information delivered orally.

### **Research & Inquiry**

#### **Research/Inquiry**

Target 2 INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.

Target 3 ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.

Target 4 USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.

## **5<sup>th</sup> Grade ELA**

### **Reading**

#### **Informational Text**

Target 9 (Informational Text) **CENTRAL IDEAS:** Identify or determine a main idea and the key details that support it, or summarize key details using evidence from the text.

Target 10 (Informational Text) **WORD MEANINGS:** Determine intended meanings of words including academic/tier 2 words, domain-specific words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.

Target 13 (Informational Text) **TEXT STRUCTURES OR TEXT FEATURES:** Relate knowledge of text structures (e.g., chronology, comparison, cause/effect, problem/solution) to interpret or explain information.

### **Writing**

#### **Opinion**

Target 6 **WRITE/REVISE TEXTS:** Write/Revise one or more paragraphs demonstrating ability to state an opinion about topics or sources; set develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the

Target 9 **EDIT:** Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.

### **Listening**

#### **Research & Inquiry**

Target 2 **INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.

## Paul Elementary Math 2018-2019 Data

### 3<sup>rd</sup> Grade Math

#### Concepts and Procedures

Target A Represent and solve problems involving multiplication and division.

Target B Understand properties of multiplication and the relationship between multiplication and division.

Target C Multiply and divide within 100.

Target D Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Target G Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Target I Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Target J Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Target K Reason with shapes and their attributes.

### 4<sup>th</sup> Grade Math

#### Concepts and Procedures

Target A Use the four operations with whole numbers to solve problems.

Target B Gain familiarity with factors and multiples.

Target C Generate and analyze patterns.

Target F Extend understanding of fraction equivalence and ordering.

Target I Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

Target K Geometric measurement: understand concepts of angle and measure angles.

### 5<sup>th</sup> Grade Math

#### Concepts and Procedures

Target E Use equivalent fractions as a strategy to add and subtract fractions.

Target F Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

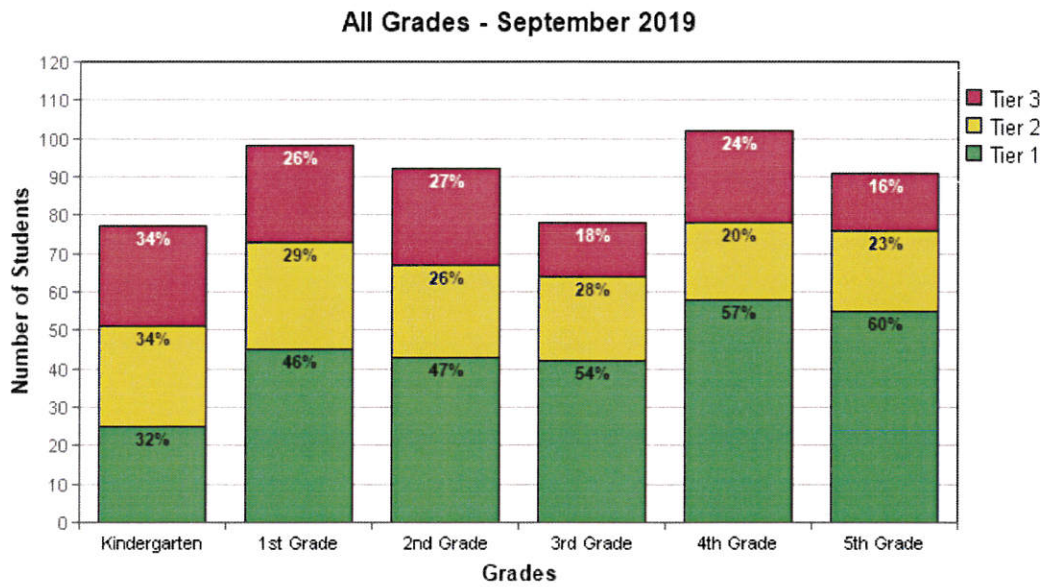
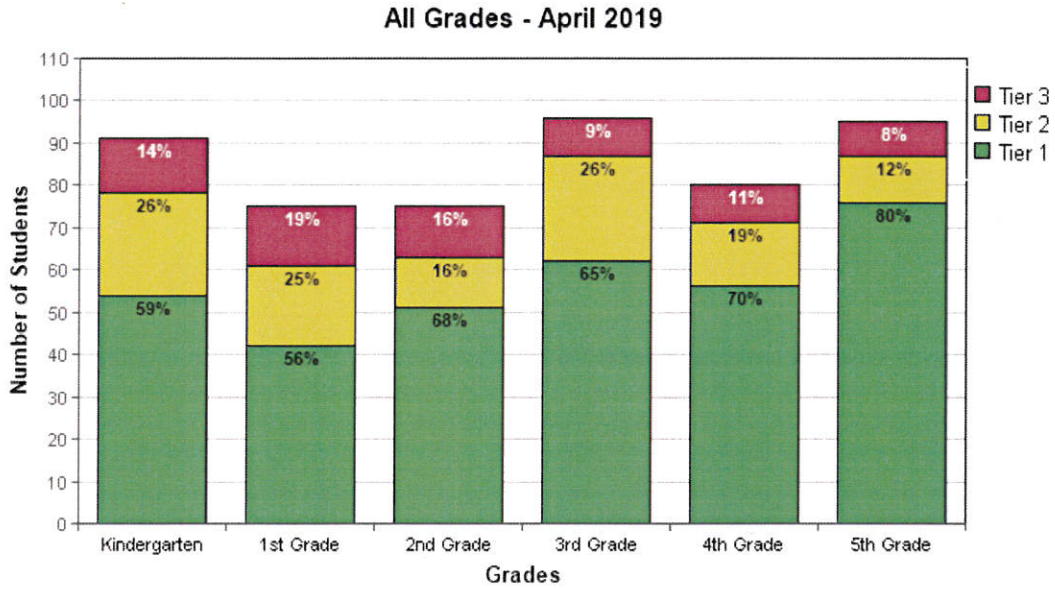
Target G Convert like measurement units within a given measurement system.

Target J Graph points on the coordinate plane to solve real-world and mathematical problems.

Target K Classify two-dimensional figures into categories based on their properties.

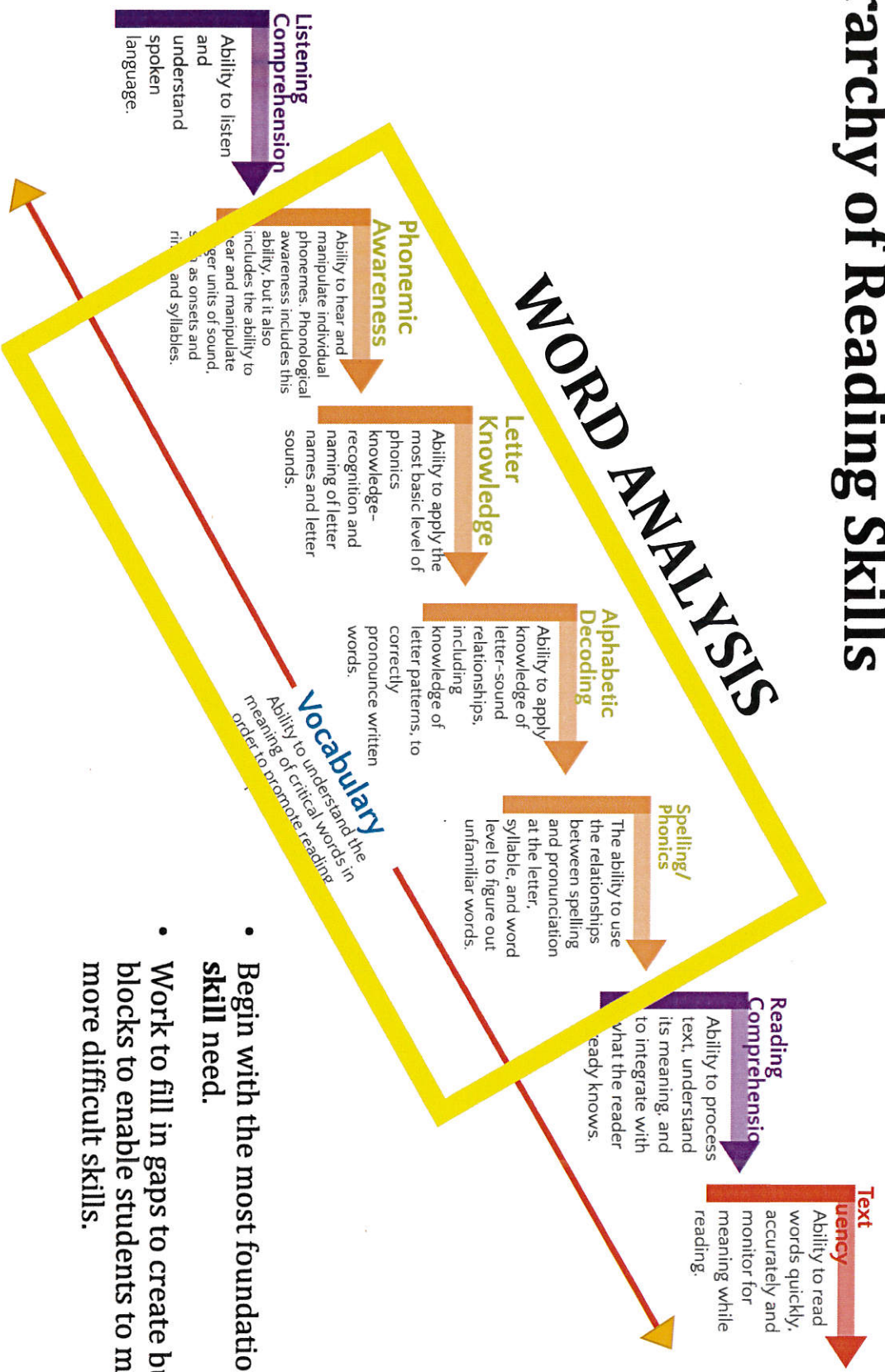
## Paul Elementary 2018-2019 iStation Data

### Overall



### Focus – Orthography - encoding and decoding of words

# Hierarchy of Reading Skills



- Begin with the most foundational skill need.
- Work to fill in gaps to create building blocks to enable students to move to more difficult skills.

# Heyburn Highlights

## October 19, 2019

### Good News

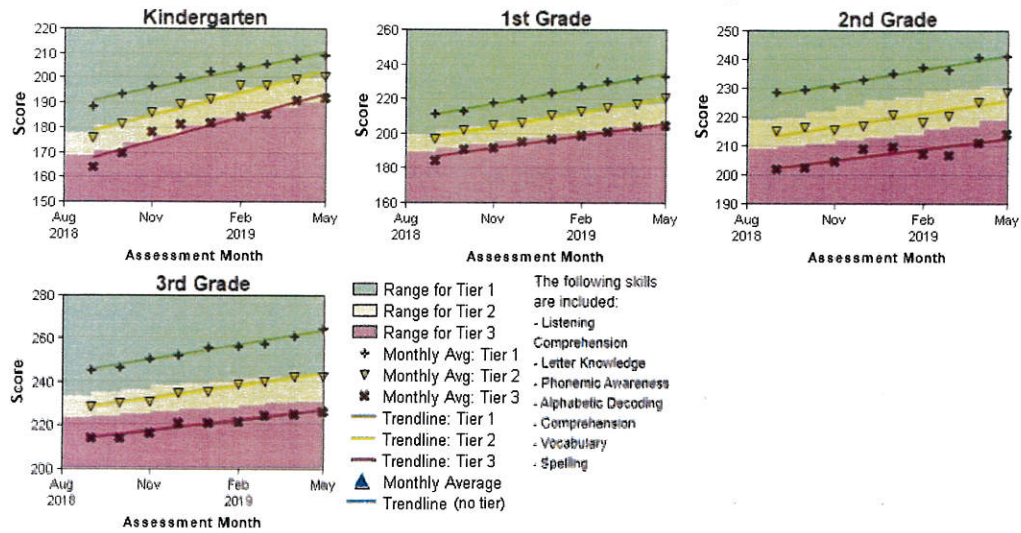
- 3-5 Enrichment Program for students at school from 3:00-3:30.
- Boys and Girls Club at Heyburn has grown from 12 to 30.
- Numeracy Project happened with 19 staff members volunteered to participate on Saturday.
- GT Program-Passion Projects have started and have big plans. (News Reports, Spelling Bee and Passion Project)
- Class size in Kindergarten (15) per session thanks to Literacy Monies.
- Added an additional 4th grade teacher to reduce class size from 28 to 21.

### Goals

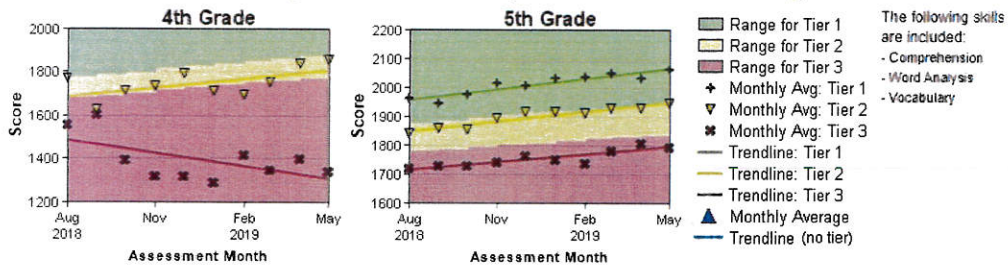
- Connecting and building relationships between school and home.
  - Serving families with our community at Back to school night.
  - Serving veterans on Veterans Day
  - Remind program is up and running for easier communication to families.
- Building positive message on social media.
- Monthly Broadcast for school updates created and made by students including commercials.
- Book Vending Machine to promote our Heyburn reading program.

# IStation DATA 2018-2019:

## ISIP Early Reading - Skill Growth by Tier - Overall Reading



## ISIP Advanced Reading - Skill Growth by Tier - Overall Reading



# ISAT DATA:

## Heyburn ELA & Math Performance

Percent Proficient Performance 2014-2019  
Same color groups are similar cohorts from year to year.

Percent Proficient on ELA Summative ISAT 2.0

Based on Heyburn ISAT Performance Reports

	2014-15	2015-16	2016-17	2017-18	2018-19
3rd grade	43%	44%	44%	36%	34%
4th grade	49%	47%	42%	39%	35%
5th grade	49%	59%	49%	51%	44%

Percent Proficient on MATH Summative ISAT 2.0

Based on Heyburn ISAT Performance Reports

	2014-15	2015-16	2016-17	2017-18	2018-19
3rd grade	27%	51%	55%	38%	33%
4th grade	41%	39%	32%	30%	39%
5th grade	22%	36%	33%	45%	31%



# Acequia Elementary

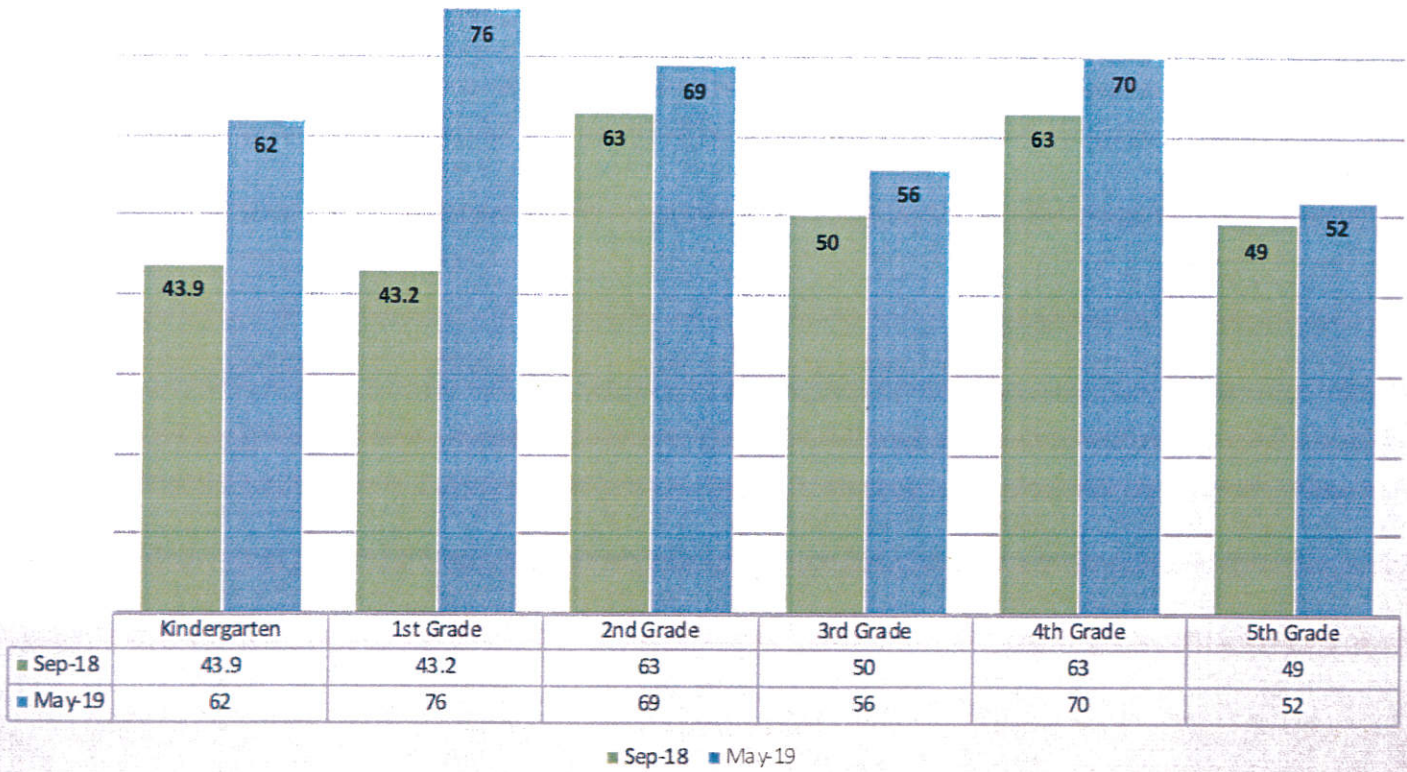
## Goals/Focus for 2019-2020

- By May 2020, 70% of students in grades 1-5 will be proficient in comprehension based on iStation test scores.
- Our literacy team will continue to focus our efforts on teaching what effective efficacy is & modeling this through collaboration, team meetings, trainings, etc.
- Teachers will continue to receive writing training from Marilyn Moncur to help develop a school-wide plan. By doing so, when students take the ISAT in 3-5th grade, the tools will be familiar and students will have many resources to pull out of their toolbox.
- Continue to strengthen our communication with our parents through Remind, monthly newsletter (Eagle News) & weekly newsletters from teachers.

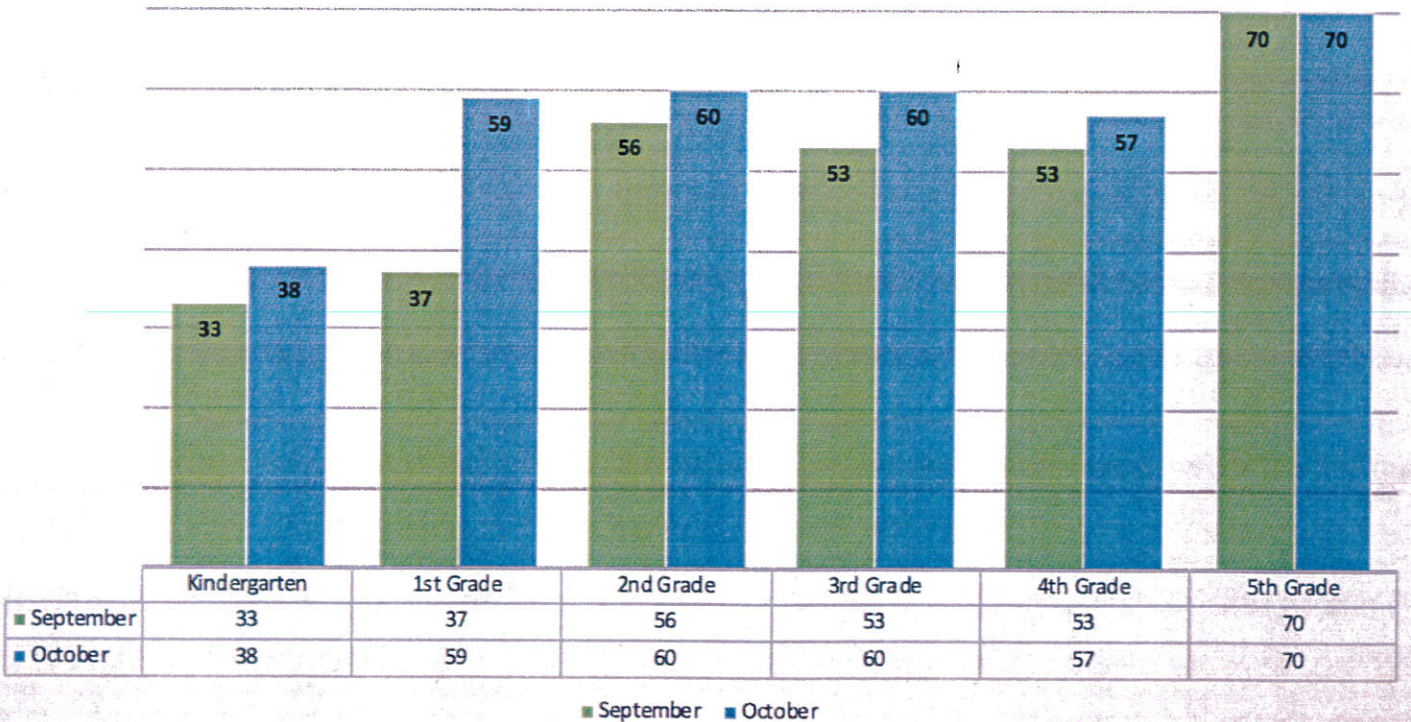
## What's Happening at Acequia

- With state literacy funds, we are able to have three first grade classrooms, which has put our class size in first grade at 12-13 students.
- We are able to offer one session of all day kindergarten for the second year.
- With the move of TLC to Acequia, we are building relationships as a staff with the newest members to AES including their teachers, support staff & students. As students are ready to transition, general education classrooms and prep periods are being used to practice the behavior skills they are learning in their classrooms.
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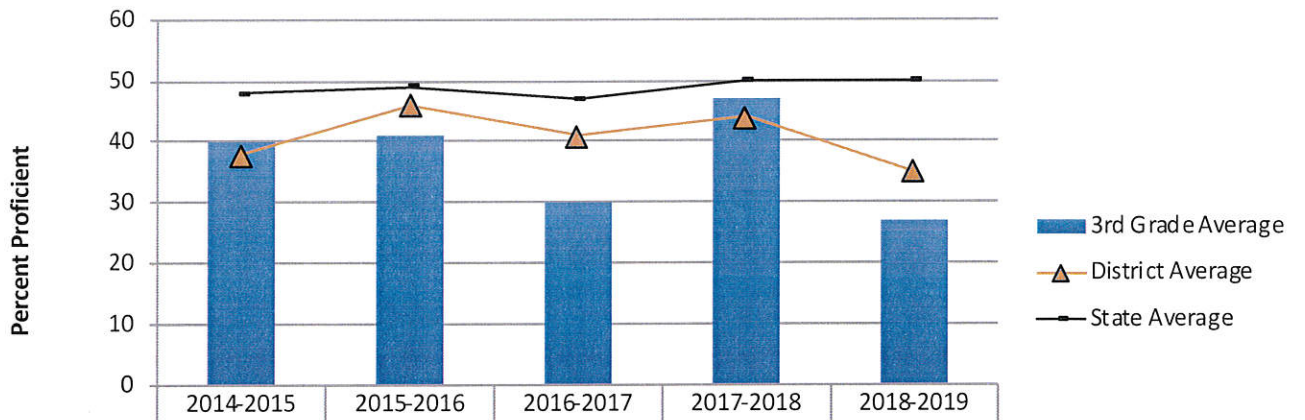
## Acequia Elementary IRI Scores 2018-2019



## Acequia Elementary IRI Scores 2019-2020

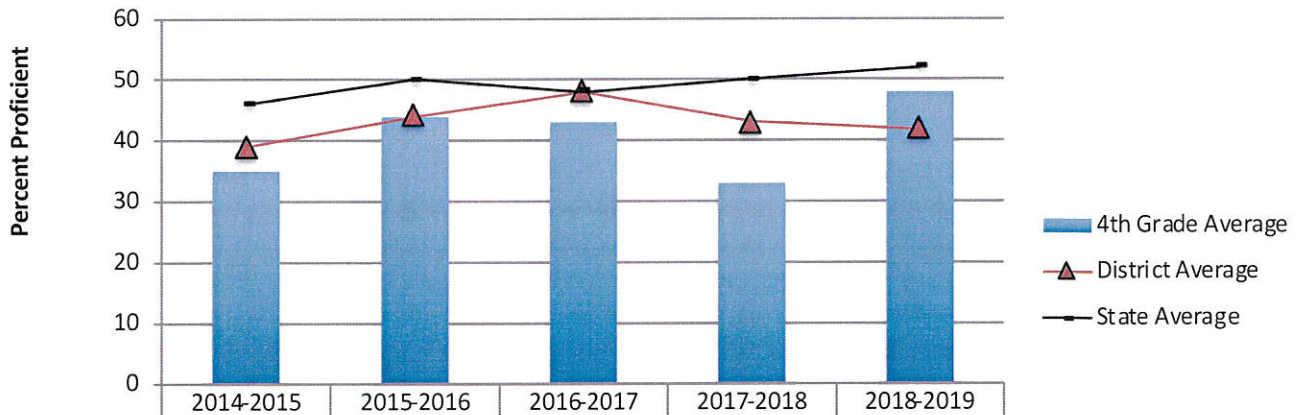


### Acequia Elementary ISAT 2.0 ELA 3rd Grade



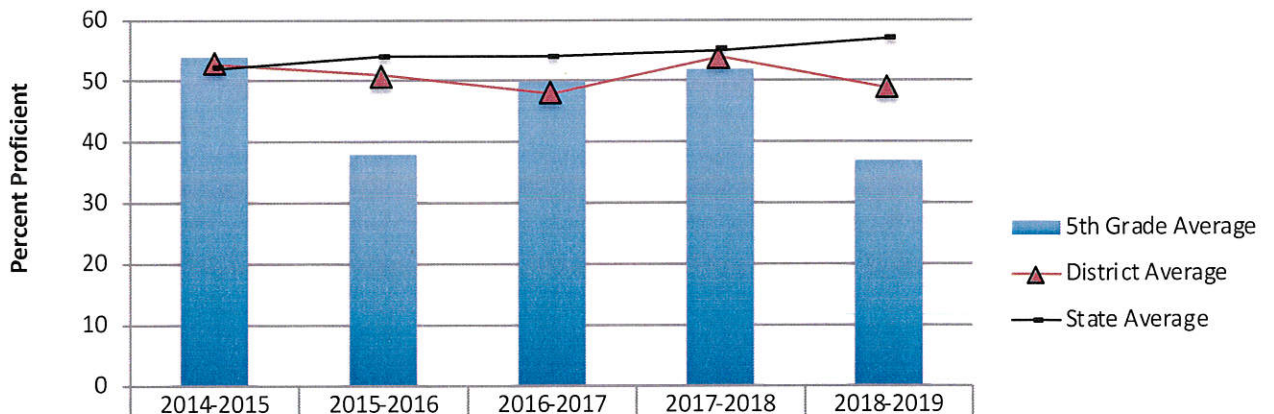
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
3rd Grade Average	40	41	30	47	27
District Average	38	46	41	44	35
State Average	48	49	47	50	50

### Acequia Elementary ISAT 2.0 ELA 4th Grade



	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
4th Grade Average	35	44	43	33	48
District Average	39	44	48	43	42
State Average	46	50	48	50	52

### Acequia Elementary ISAT 2.0 ELA 5th Grade



	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
5th Grade Average	54	38	50	52	37
District Average	53	51	48	54	49
State Average	52	54	54	55	57