

School Improvement Plan



Davis Vision: Our vision is to champion rigor* and joy* for every student, in every classroom, every day

“Our mission is for students to engage in effective academic instruction focused on reading, writing, and mathematics that is relevant, systematic and grounded in a culture of inquiry.”

2020 - 2021

Davis Elementary

Title I, Part A Schoolwide	
Building Data	
Building: Davis Elementary	F/R Percentage: 55.9 % (May of 2019)
Principal: Mark Ferraro	Grade Span: Kindergarten – 5 th
District: College Place	Building Enrollment: 735 (Sept of 2019)
Plan Date: May 2020	Board Approval Date: May 2020

School Leadership Team Members Parent-Community Partners		
Name	Role	Email
Marissa Waddell	Special Programs & Human Resources	mwaddell@cpps.org
Chris Plucker	Davis Elementary Vice-Principal	cplucker@cpps.org
Mark Ferraro	Davis Elementary Principal	mferraro@cpps.org
Marcie Anderson	Davis Elementary Teacher	mcanderson@cpps.org
Thyra Hinshaw	Davis Elementary Special Education Teacher	thinshaw@cpps.org
Sara Moran	Title I Reading Specialist	smoran@cpps.org
Margret Berg	Bilingual/ ELL teacher	mberg@cpps.org
Cassandra Berube	Parent	cberube@cpps.org

Vision Statement
"Our vision is to <i>champion</i> rigor* and joy* for every student, in every classroom, every day."
Mission Statement
"Our mission is for students to engage in effective academic instruction focused on reading, writing, and mathematics that is relevant, systematic and grounded in a culture of inquiry."

ESSA Supports: WA Framework Identification

Foundational:

Click or tap here to enter text.

Tier I: Targeted Supports: Targeted with 1-2 Student Groups:

Special Education and ELL

Tier II: Targeted 3+ Targeted EL Progress:

Click or tap here to enter text.

Tier III Support: Comprehensive and Rad Identified schools:

Click or tap here to enter text.

Partners in Consolidated Plan

Title I, Part A, Schoolwide Plan/Do/Study/Adjust Template School Improvement Plan/WAC-180-16-200-and ESSA: Sec.1111(d)(1)(B)

Title I, Part A : Schoolwide Program Model

Four Required Components:

- 1. Comprehensive Needs Assessment
- 2. Schoolwide Reform Strategies
- 3. Activities for Mastery
- 4. Coordination and Integration

Checklist for combined Title I, Part A Schoolwide Program Model

Is this plan:

- Based on a Needs Assessment
- Data driven
- Able to show continuous improvement by allowing the school or district to monitor, adjust, and update it
- Allowing active participation of and input from stakeholders

When you are utilizing this document as your School Improvement Plan (SIP) as well as your schoolwide plan, please ensure **all** of the following elements are included:

School Improvement Plan; WAC-180-16-220.

Plan Requirements:

- Annual Board approval
- Proof the plan is data driven, promotes a positive impact on student learning and offers a continuous improvement process to monitor, adjust, and update the SIP
- The ways in which the model is based on a self-review of the school's program
- The characteristics of successful schools
- Equity factors for all students
- The use of technology to facilitate instruction
- Parent, family, and community involvement, they relate to a positive impact on student learning

ESSA: Sec.1111(d)(1)(B).

Plan Requirements:

- Indicators of student performance against State-determined long-term goals
- Exposition of evidence-based interventions
- Proof of a school-level needs assessment
- Identification of resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through the implementation of such comprehensive support and improvement
- Approval by the school, local educational agency and State educational agency

COMPONENT #1: NEEDS ASSESSMENT for Davis Elementary College Place Public Schools

PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN

Plan

As a part of our 2-year strategic plan, we continuously review our Davis Elementary data and process throughout the year and make any needed adjustments and modifications for better results. Along with data, we utilize surveys of staff, parents, students and community members to gain an overall understanding of Davis students.

Data used to develop a fluid working plan on closing the achievement gap in 2018-19 (Also see Washington School Improvement Framework Snapshot). Due to Covid-19, the online learning and cancelation of SBA, we will be working on a fall Dibels check-in to best understand our students needs to base our intervention needs.

We will keep and review engagement of students throughout the online learning model.

Students meeting standard on the general assessment in 2016, 2017 and 2018



ELA

ELA - SBA	2015-16	2016-17	2017-18	2018-19	2019-20
3 rd Grade	28.1%	36.9%	43.1%	47.9%	NA
4 th Grade	35.4%	40.6%	43.8%	38.4%	NA
5 th Grade	40.6%	46%	40.1%	48.6%	NA

- Interim assessments
- Dibels kindergarten through 5th grade monitored monthly for intervention groups
- STAR reading diagnostic – 3 times a year for monitoring growth
- Implement Benchmark Literacy Curriculum K-5
- Reading Intervention, Corrective Reading, phonics for reading, Reading Mastery

Math

Math- SBA	2015-16	2016-17	2017-18	2018-19	2019-20
3 rd Grade	40.5%	45.3%	43.8%	58.1%	NA
4 th Grade	39.2%	40.1%	43.9%	41.1%	NA
5 th Grade	25.7%	35.8%	32.6%	34.9%	NA

- Interim assessments
- STAR Math diagnostic – 3 times a year for monitoring growth
- Classroom based assessments: Grade level designed assessments
- Core Math "Eureka Math"

Other

Attendance data shows a need for providing a stronger parent awareness in the benefits of keeping students in school. We will monitor monthly and develop a communication piece to inform students and parents how success starts with attendance.

Discipline data in the 2019-20 year will be monitored monthly to locate student and staff need for the benefit of connecting and understanding needs.

Master Schedule effectiveness

Monthly Principal Advisory team meetings (K-1 teacher, 2-3 teacher, 4-5 teacher & special education teacher

	<p>Parent Advisory Group meetings five times throughout the year (October, November, January, March, and May)</p> <p>Evening/Morning Parent Listening sessions twice a year</p>
Do	<p>In the areas of ELA, Math, Engagement and behavior we will:</p> <ol style="list-style-type: none"> 1. Gather summative data 2. Review data to determine discrepancies/areas to address 3. Ask questions to determine the cause 4. Develop goals and adult actions to address areas of concern. 5. Implement and monitor progress towards goals
Study	<p>This is our first year making significant changes in the way we conduct our needs assessment. We will be studying new data following benchmark assessments, as well as working with staff to monitor in program data. Key strengths, challenges and modifications we made after the September benchmark were:</p> <ol style="list-style-type: none"> 1. Development and implementation of continuum of support for all students in ELA to accelerate learning. 2. We began implementing the easy CBM screening assessment three times per year and used the data to identify small groups of students needing intervention. 3. PBIS team is participating in a book study of "Help for Billy" and will build their own capacity and learning around trauma informed best practices.
Adjust	<p>See attached ACTION PLAN with timeline, resources and responsible staff. This action plan addresses area of Vision, Assessment, Instruction, Leadership, Professional Development and Commitment. It was initially developed to support the implementation of a school wide ELA plan. It is our goal to have a similar action plan for Math and Behavior developed in years 2 & 3.</p>

COMPONENT #2: SCHOOLWIDE REFORM STRATEGIES

PROCEDURES TO SUPPORT SCHOOLWIDE REFORM STRATEGIES

Plan	<p>A focus team of teachers consisting of specialists, teachers, consultants and administration will meet late July early August of 2020 to solidify the Davis Elementary Yearlong plan. With the addition of more sections in kindergarten and first grade, we reworked the schedule to allow for some common planning at each grade level. Additional English Language Development time was placed into the schedule to support grade levels kindergarten through third. The focus team and the Principal Advisory team will revisit the effectiveness of the master schedule in January, make suggestions and begin planning for the following year. Based on previous years' data, we will focus on the development of our students' reading and writing skills with a secondary focus on math and science.</p>
------	--

	<p>We will utilize our family nights, building activities such as doughnuts with dad and advisory committees to survey and review results of feedback. A diverse parent advisory team will meet five times throughout the year to advise on Davis climate, procedures, communication and family engagement. Davis will continue to develop a PBIS system that works toward better attendance, greater student buy-in to appropriate behavior, and understanding of social emotional needs. A book study on <i>Engaging Students with Poverty & Creating the School Family</i> was conducted with staff members in the 2019-2020 school year. The Assistant Principal will continue to develop the 5th grade leadership team. Student of the team will work with younger students on behaviors, social skills and academics.</p> <p>2020-2021 Deliver and implement the Davis Elementary vision and mission Professional Development Days Staff Meetings Professional Learning Communities Family Events Parent Nights</p>
Do	<p>Vision/ Goals: <i>Foster the shared school vision and vet all decisions against the potential of enhancing or detracting from the vision.</i></p> <p>Assessment Practices and Professional Development Calendar: <i>Monitor and adjust instruction/ resources/ actions based on student data.</i></p> <p>Professional Development: <i>Build capacity within the teaching staff to ensure sustainability.</i></p> <p style="text-align: center;"><u>Assessment & Professional Development</u></p> <p><u>September</u></p> <ul style="list-style-type: none"> • Grades 1-5: DIBELS/IDEL & Core Phonics Survey • Grade K: DIBELS/IDEL & Core Phonics Survey • Grades 2-5: STAR reading/math & Grades K & 1: STAR EL • Grades K-5: Math Assessment • Grades 1-5: PLC Time (Grade Level to work through data in Math, reading and Interventions • Neilia (Writing consultant to work with two staff members who are training to lead and with incoming Davis Teachers)

October

- *Grades K-5: Admin Walk Throughs for feedback*
- *Grades K-5: Narrative completed and scored*
- *Gallery Walk for first for first writings*
- *Grade K: Wa-Kids due*
- *Math Interim – Number Sense*

November

- *Grades K-5: Admin Walk Throughs for feedback*
- *Grades 3-5: Consultant Neilia to train on Narrative*
- *Grades 3-5: SBAC ELA IAB (Interim Assessment Block) PT*
- *Grades 3-5: Score interim during common planning*

December

- *Grades K-5: Consultants Neilia & Teresa & Leadership walk classrooms*

January

- *Grades 3-5: SBAC ELA ICA (Interim Comprehensive Assessment)*
- *Grades K-5: DIBELS/IDEL & Core Phonics Survey - No intervention groups*
- *Math Interim*
- *Grades K-5: Writing: Consultant Neilia & leadership walk classrooms*
- *Grades K-5: Admin Walk Throughs for feedback*

February

- *ELPA Testing Begins*
- *2nd K-5 Writing*
- *Grades 3-5: ELA IAB (Interim Assessment Block) PT*
- *Grades K-5: Admin Walk Throughs for feedback*

March

- *Grades K-5: Writing Gallery Walk during PLC*
- *Math Interim*

April

- *Grades 3-5: SBAC ELA, Math, & Science*
- *Grades K-5: Admin Walk Throughs for feedback*

May

- *Grades 3-5: SBAC ELA, Math, & Science*
- *Grades 2-5: STAR reading/math & Grades K & 1: STAR EL*
- ~~*Grades K-5: EasyCBM Math during specials*~~
- *Grades K-5: DIBELS/IDEL & Core Phonics Survey*

June

Grades K-5: Data review & roll students forward for next school year

~~K-5 teachers will be piloting a couple ELA curriculums chosen from the prior year. Each pilot teacher will conduct a deep dive to better understand each curriculum and present to a curriculum committee around January of 2019.~~

	<p>Math Year 1:</p> <p>In response to current proportionality report: Of the 9.4% of overall SPED students, 4.13% are meeting. Of the 26.85% of overall Bilingual Education students, 7.43% are meeting. 43% of Third, Fourth and Fifth grade students meeting on SBA, 2018.</p> <ul style="list-style-type: none"> • Clearly define the role of the Math Specialist and identify responsibilities to include: <ul style="list-style-type: none"> - Implementation of the easy CBM screening measure three times a year K-5 - disseminate and interpret data with grade level teams three times a year - gather information from teachers and staff to inform PD needs around math - organize and facilitate PD necessary to help teachers differentiate in class math support - Coordinate and common plan with SPED 4 times a year to increase representation of students meeting growth in SDI Math. - Coordinate and common plan with Bilingual teaching staff 4 times a year to increase representation of students meeting growth in Math. • Identify and communicate which students are on the cusp of meeting. <p>Math Year 2:</p> <ul style="list-style-type: none"> • Target professional development to support teachers in the area of Number Sense as measured on Easy CBM by grade level (Number and Operations) <ul style="list-style-type: none"> - Number Talks • Continue to develop the role of Math Specialist <ul style="list-style-type: none"> - Facilitate PLC conversations and evaluation of work samples • Identify small groups of students needing more targeted support • Gather materials to support teachers
Study	<p>All data will be analyzed, discussed and adjusted by various teams based on the time data is collected.</p> <p>Reading & Writing: Teachers, Specialists, consultants and administration will review the reading and writing data to evaluate intervention groups, current strategies used and effectiveness of the program. Adjustments to groups will be conducted around trimester time and or sooner if data demonstrates a need.</p> <p>Math: Teachers, Math intervention teacher and administration will review math data to evaluate the effectiveness of learning targets and strategies implemented three times a year. Adjustments to content and delivery will be made based on data needs.</p> <p>Attendance/ Behavior: We will be monitoring our reporting system to better collect data on attendance and behaviors. A monthly meeting with the counselor will be conducted to review attendance and behaviors. A group of teachers will be in a yearlong study of understanding student social emotional needs.</p>

	We will utilize our parent advisory team consisting of a diverse group of community members to gain feedback on surveys, policies, parent engagement and procedures and make needed adjustments.	
Adjust	Davis Elementary will actively adjust to meet the needs of our students and families. Elements of need may be adjusted monthly, at trimester or for the upcoming year. Academic needs are adjusted be more frequently where systems needs are adjusted when the least amount of disruption to student learning is possible.	
COMPONENT #3: ACTIVITIES TO ENSURE MASTERY		
PROCEDURES TO SUPPORT YOUR ACTIVITIES TO ENSURE MASTERY		
Plan	See Davis Literacy Plan for professional development calendar and content.	
	Community & Building Activity	Involvement
	August: Focus group meeting for planning of yearlong activities & master schedule revision Registration Meet & connect & seek volunteers Professional Development of Teachers Kindergarten conferences with parents	Teachers, Community members, Administration Consultants
	September Principal Advisory Meeting PTA Meet & connect School wide Assembly Writing Professional Development	Teachers, Community members, Administration Consultants
	October Doughnuts with Dad (communication survey) Literacy Parade Principal Advisory Meeting Parent Advisory Meeting and or community zoom meetings Conferences (Live & through zoom) – strategies for learning at home and volunteering PTA Meet & connect School wide Assembly (if possible) Writing Professional Development Reading Professional Development Leadership survey	Teachers, Community members, Administration Consultants
November Family Night @ Davis survey on parenting, volunteering, learning at home, community collaboration and decision making Fire Team Activity Night at Valle Lindo (community collaboration	Teachers, Community members, Administration Consultants	

	<p>Principal Advisory Meeting PTA Meet & connect School wide Assembly Writing Professional Development District Survey</p>	
	<p>December Parent Night (Title compact review & Davis processes) Winter concerts Principal Advisory Meeting PTA Meet & connect School wide Assembly Writing Professional Development Reading Professional Development Curriculum adoption meeting with staff parents, and community members</p>	<p>Teachers, Community members, Administration Consultants</p>
	<p>January Movie Night Meet & connect Parent Advisory Meeting (Davis Curriculum & Processes) Principal Advisory Meeting Orchestra Link UP PTA Meet & connect School wide Assembly Writing Professional Development Curriculum adoption meeting with staff, parents and community members</p>	<p>Teachers, Community members, Administration Consultants</p>
	<p>February Goodies with Grandparents (Survey) PTA Meet & connect School wide Assembly Writing Professional Development Curriculum adoption meeting with staff, parents and community members</p>	<p>Teachers, Community members, Administration Consultants</p>
	<p>March Conferences @ Davis & Valle Lindo) Family Night (Reading & Math) PTA Meet & connect School wide Assembly Curriculum adoption meeting with staff, parents and community members</p>	<p>Teachers, Community members, Administration Consultants</p>

	<p>April SBAC Evening PTA Meet & connect School wide Assembly</p>	<p>Teachers, Community members, Administration Consultants</p>
	<p>May Multicultural Night (Survey) Science Night Muffins with mom (survey) Principals Valle Lindo Visit District Survey PTA Meet & connect School wide Assembly</p>	<p>Teachers, Community members, Administration Consultants</p>
	<p>June All School Fun Run Schoolwide Assembly Professional Development Day Teachers</p>	<p>Teachers, Community members, Administration Consultants</p>
Do	<p>Administration surveyed staff to determine their familiarity with the CCSS and their comfort level for implementing content to help students achieve standards. Surveys of staff</p>	
Study	<p>Exploration of CCSS in literacy has been ongoing with the textbook adoption team, however, opportunities for deeper learning for the staff will be provided once a core-reading program has been adopted.</p>	
Adjust	<p>65% of teachers scored themselves as a 4 or 5 (Very confident) in understanding the ELA state standards –based on this data, the need for explicit professional development was uncovered and the new adoption will be the vehicle to address much of this.</p>	
COMPONENT #4: COORDINATION AND INTERGRATION		
PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES		
Plan	<p>Using data to determine the building needs, we then look at what programming could support the students and staff. Once the desired programming is identified, we examine the different funding streams that are available/allowable</p>	
Do	<p>The Director of Business and Finance allocates basic education funds to the building. The Director of State and Federal Programs, in conjunction with Principal input, determines the state and federal grant funds that can support the desired programming.</p>	
Study	<p>Each month the Director of State and Federal Programs reviews the expenditures for the state and federal programs to make sure we are on track for spending. Additionally, the Principal and Director of State and Federal Programs communicate to ensure that the funds have been allocated as needed.</p>	
Adjust	<p>Regular communication between the Director of State and Federal Programs, Principal, and Learning Specialists allows us to ensure that we make the necessary adjustments in programming and associated funding as needed. We analyze student data each trimester and make adjustments that support continual improvement.</p>	

Program	Amount Available	How the Intents and Purposes of the Program will be Met
Basic Education	\$3,790,058	To provide all students with instruction aligned to grade level specific state standards including differentiation and enrichment services as needed. Basic education funds are combined to support the activities listed in this plan. Examples include: classroom teachers, textbooks, supplemental materials, supplies, equipment, technology, staff development, and substitutes.
Title I, Part A	\$354,517	To provide all children significant opportunity to receive a fair, equitable, and high quality well-rounded education, and to close educational achievement gaps.
Title II, Part A	\$3,700	Preparing, training, and recruiting effective teachers, principals, or other school leaders.
Title III/TBIP	\$17,076	To ensure that limited English proficient (LEP) students, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Funds are used to implement language instruction education programs designed to help LEP students achieve these standards.
Learning Assistance Program (LAP)	\$267,508	To coordinate the use of state Learning Assistance Program (LAP) revenue as long as it can be shown services are provided only to students who have not met annual measurable objectives or are at-risk of not meeting state/local graduation requirements.
Local Funds	\$360,783	Local levy revenue to support the programming in this plan.
Total	\$4,793,642	

Instructional Plan: *Implement the continuum of support as described below.*

	Kinder	First	Second	Third	Fourth	Fifth
Above Target Benchmark	Reading Mastery K or 1	Benchmark Advance/Adelante Small Group Materials Phonics for Reading 2/3	Benchmark Advance/Adelante Small Group Materials	Benchmark Advance Small Group Materials	Benchmark Advance Small Group Materials	Benchmark Advance Small Group Materials
Benchmark	Reading Mastery K	Reading Mastery 1 Fast Cycle <i>ORF=30+wpm</i>	Phonics for Reading 2/3 Benchmark Advance/Adelante Small Group Materials	Phonics for Reading 3 Benchmark Advance Small Group Materials	REWARDS Benchmark Advance Small Group Materials	Benchmark Advance Small Group Materials
Emerging Benchmark (High Strategic)		Reading Mastery 1	Reading Mastery 2	Phonics for Reading 3 (Plus Intentional fluency practice.)	<i>ORF = 110+wpm</i> REWARDS (Plus Intentional fluency practice.)	Benchmark Advance Small Group Materials (Plus Intentional fluency practice.)
Strategic			Reading Mastery 1	Horizon C/D L76 or RM3 fast cycle	<i>ORF=less than 110wpm</i> Horizon C/D L76 or RM3 fast cycle	REWARDS

				Corrective Reading B2		
Intensive		Reading Mastery K/1	Reading Mastery K/1	Corrective Reading A/B1	Corrective Reading A/B1/B2	<p>ORF = 110+ wpm REWARDS (Plus Intentional fluency practice.)</p> <p>ORF = less than 110 wpm Horizon C/D L76 or RM3 fast cycle</p> <p>Corrective Reading A/B1/B2</p>

ELA Summer Work
LWSD Units/Benchmark Advance & Adelante

Who	What	When
Writing Team	Graphic Organizers <ul style="list-style-type: none"> • Update document Decide on which grade levels use each type and when • Create a document defining the “why” behind not using templates 	Summer 2020 (exact date TBD) .5 day-July 6
Writing Team	Sharing planning strategies in planning a Benchmark unit with graphic organizers identified for efficiency.	Summer 2020 (exact date TBD)
Writing Team	Teaching points <ul style="list-style-type: none"> • Narrative, Opinion, Informational • Review and update documents (K-2, 3-5) 	Summer 2020 .5 day-July 6
Writing Team	LWSD Units of Study <ul style="list-style-type: none"> • Align K-5 • Look at a Benchmark unit to possibly align 	Summer 2020 3 days- July 7,8,9
Writing Team	Gallery Walk <ul style="list-style-type: none"> • Plan when (Oct. and March) • Pre/Post writing Pre in Sep. • Decide on walk-thru document - what is important to notice? 	Summer 2020 .5 - July 6
Grade level rep K-5 Brown, Palmer, Medrano?	LWSD Mentor texts <ul style="list-style-type: none"> • Find mentor texts in Benchmark or other that align with the units (remove Wonders mentor text suggestions) 	Summer 2020 1-2 days
Moran	Pacing calendars <ul style="list-style-type: none"> • Benchmark Advance (18 days per unit) • LWSD Units 	Fall of 2020

Solberg	September start	Fall of 2020
Writing Team (LWSD) James/Lindgren (Benchmark)	New Teacher Training <ul style="list-style-type: none"> • Benchmark Advance--1 day • LWSD Units--2 days 	Fall of 2020 – Spring of 2021

Writing Team: Neilia Solberg, Sara Moran, Kaila Gibson, Alyssa Hafen, Faith Lindgren
2- Teacher leaders are being trained to lead in the writing process with our current and new staff.

Grade level reps:

- K – I. Randow & C. Brown
- 1 – F. Lindgren & L. Palmer
- 2 – C. James & J. Medrano
- 3 – A. Hafen
- 4 – R. Lackey
- 5 – B. Schroeder

Commitment:

We will ensure a comprehensive plan for reading and writing through regular meetings with Sara Moran, literacy specialist, Marissa Waddell, Director of Curriculum Davis Administrator Chris Plucker and a teacher team.

Benchmark Advance Adopted as CORE ELA curriculum - 2019-20 first year of implementation

Student Learning Milestone	Indicator	Spring 2017	Spring 2018	Spring 2019	Spring 2020
Early literacy and reading skill development	% of kindergarteners at benchmark on End-of-Year- DIBELS assessment NWF-CLS	24%	34%	30%	Covid
1 st graders on track for success	% of 1 st graders at benchmark on End-of-Year-DIBELS assessment NWF-CLS	38%	45%	36%	
	DORF Accuracy	29%	33%	32%	
2 nd graders on track for success	% of 2 nd graders at benchmark on End-of-Year-Dynamic Indicators of Early Learning (DIBELS) assessment	24%	34%	49%	Covid
	DORF Accuracy	31%	43%	54%	
3 rd graders on track for success	% of 3 rd graders at benchmark on End-of-Year-DIBELS assessment WPM	30%	40%	36%	Covid
	DORF Accuracy	31%	43%	42%	

	% of 3 rd graders meeting or exceeding state standards Smarter Balanced in ELA/literacy	40%	44%	50%	
	% of 3 rd graders meeting or exceeding state standards Smarter Balanced in math	49%	43%	61%	
4 th graders on track for success	% of 4 th graders at benchmark on End-of-Year-DIBELS assessment WPM	24%	37%	38%	Covid
	DORF Accuracy	40%	63%	65%	
	% of 4 th graders meeting or exceeding state standards Smarter Balanced in ELA/literacy	43%	47%	38%	
	% of 4 th graders meeting or exceeding state standards Smarter Balanced in math	41%	47%	41%	
5 th graders on track for success	% of 5 th graders at benchmark on End-of-Year-DIBELS assessment WPM	29%	32%	32%	Covid
	DORF Accuracy	54%	57%	57%	
	% of 5 th graders meeting or exceeding state standards Smarter Balanced in ELA/literacy	47%	42%	51%	
	% of 5 th graders meeting or exceeding state standards Smarter Balanced in math	37%	34%	36%	