

Mission Statement

Our purpose, as Davis ELA Coordinators, is to increase the learning of every student by working to build educator efficacy and trust through collaboration, reflective thinking, and implementing current evidence-based practices tailored in response to school and teacher data. *Learning first!*

2018 Davis Early Literacy Plan Goals

Local Goal 1: Kindergarten

By June 1, 2019, Davis School District will increase the percentage of kindergarten students proficient on DIBELS composite by 12% by providing ongoing professional learning . . . and instructional coaching to all kindergarten teachers, including classroom observations and feedback . . . on the implementation of the explicit phonemic awareness and phonics routines . . . to reduce the percentage of students who did not master PSF and/or NWF and who are not on benchmark by the end of kindergarten.

Local Goal 2: First Grade



By June 1, 2019, Davis School District will increase the percentage of first grade students proficient on DIBELS composite by 14% by providing ongoing professional learning . . . and instructional coaching to all first grade teachers, including classroom observations and feedback . . . on the implementation of the explicit phonemic awareness, phonics, and sight word routines . . . to reduce the percentage of students who did not master NWF and/or DORF and who are not on benchmark by the end of first grade.

Local Goal 3: Second Grade

By June 1, 2019, Davis School District will increase the percentage of second grade students proficient on DIBELS composite by 4% by providing ongoing professional learning . . . and instructional coaching to all second grade teachers, including classroom observations and feedback . . . on the implementation of the explicit phonics and fluency routines . . . to reduce the percentage of students who did not master DORF and who are not on benchmark by the end of second grade.

Local Goal 4: Third Grade

By June 1, 2019, Davis School District will increase the percentage of third grade students proficient on DIBELS composite by 7% by providing ongoing professional learning . . . and instructional coaching to all third grade teachers, including classroom observations and feedback . . . on the implementation of the explicit phonics and fluency routines . . . to reduce the percentage of students who did not master DORF and who are not on benchmark by the end of third grade.



2018 Davis Early Literacy Core Instruction Template

Core Area	Duration	Frequency	Grades	Evidence-based Curriculum/Strategies
Phonological Awareness	10-15 minutes	Daily	Kindergarten 1 st grade (1 st semester)	McGraw Hill Reading Wonders Davis District Instructional Routines based on Road to The Code: A Phonological Awareness Program for Young Children: Dr. Benita Blachman, etal and Beginning to Read: Dr. Marilyn Jaegger Adams
Phonics	30 minutes	Daily	K-3	McGraw Hill Reading Wonders Davis District Routines based on research from Dr. Parker Fawson and Dr. Ray Reutzel
Fluency	15-20 minutes	Daily	1-3	McGraw Hill Reading Wonders
Vocabulary	10 – 15 minutes	Daily	K-3	McGraw Hill Reading Wonders
Comprehension	30 minutes	Daily	K-3	McGraw Hill Reading Wonders Davis District planning routines based research by Dr. Jan Dole, Dr. Doug Fisher, Dr. Nancy Frey
Oral Language	Integrated	Daily	K-3	McGraw Hill Reading Wonders
Writing	15-45 minutes	Daily	K-3	McGraw Hill Reading Wonders Davis District planning routines, resources and instructional methods based on research by Dr. Steve Graham, etal