

Davis Early Learning Plan 2025-2026





2024 - 2025 Year in Review

Early Literacy 2024-2025

Growth Goal: 72% of students in K-6 will make typical, above typical, or well above typical growth as defined by Pathways of Progress on Acadience Reading from BOY to EOY.

Outcomes: 67% of students made this goal, missed target by 5%.

Local Goal 1: Kindergarten teachers will increase the percentage of students scoring at or above benchmark from BOY to EOY by 16%.

Outcomes: BOY 57% MOY 77% EOY 81%, 24% increase and exceeded the goal by 8%!

Local Goal 2: First grade will increase the percentage of students scoring at or above benchmark on WWR (Whole Words Read) from BOY-EOY by 18%.

Outcomes: BOY 69% MOY 74%, EOY 79%, 10% increase, missed target by 8%.



Early Mathematics Local Goal 2024-2025

Maintain the percentage of Kindergarten students scoring at benchmark on Next Number Fluency from Beginning to the Year to the End of the year – We met this and even increased by 2%



Early Mathematics STATE Goal 2024-2025

We did not meet the state goal of 60% of all K-3 students being at or above benchmark by the end of the year – Our EOY score was –

- K-3 was 58.4%
- 1-3 was 57.5%





Goals for 2025-2026

Early Mathematics



- 1. Kindergarten teachers will increase the percentage of students scoring at and above benchmark on Next Number Fluency (NNF) from BOY to EOY by 4%
- 2. 60% of students in 1st, 2nd, and 3rd grade will make typical, above typical, or well above typical progress as defined by Pathways of Progress on Acadience Math from BOY to EOY.
- 3. First grade teachers will increase the percentage of students scoring at and above benchmark on Advanced Quantity Discrimination (AQD) from BOY to EOY by 4%.

Early Mathematics Learning Plan

5 Equity-Based Practices

Focus of learning to engage all
learners while making math
accessible to all

Professional Learning

Opportunities for educators to
increase their capacity for
understanding number, fluency, and
provide a strong foundation

Routines

Professional Learning engages
educators in Instructional Routines
and Mathematical Language
Routines

Embedded Coaching

Participants engage in with the Math
PL Team and outside consultant Dr.
Mike Flynn

Pedagogy

Problem-based Learning that
provides positive identity, sense-
making, and curiosity

Literacy Goals

2025-2026

Growth Goal: 72% of K-6th grade students will make typical, above typical, or well above typical growth from BOY to EOY. *-Last year we had 67% meet this goal.*

Local Goal 1: Kindergarten students will demonstrate a 23% increase in proficiency, or 95% of students will be proficient. *-Last year, we increased by 25%.*

Local Goal 2: First Grade students will demonstrate an 18% increase on Whole Words Read, or 95% of students will be proficient. *-The 3-year average is 14.6%*

Local Goal 3: 2nd-6th grade students will demonstrate an increase in proficiency on ORF Accuracy to 75%, or 95% of students will be proficient. *- Last year we were at 70% accuracy*



Literacy Collective Commitments

Kindergarten

Letters and sounds by November 1st
10 Whole Words Read (WWR) by EOY

First Grade

20 WWR by MOY and 40 WWR by EOY

2nd-6th Grade

Ensuring the explicit instruction of
phonics and morphology from
approved vetted DSD grade level
curriculum

Kindergarten - Sixth Grades

- Learn principles of Explicit Instruction (Archer), objectives, goals, (I do, We do, You Do), frequent responses from all students, & feedback from teachers
- Ensure recommended instructional minutes
- Ensure approved evidence-based, informed materials for grade levels
- Increase time students are given to productively struggle daily with grade level text using choral, partner, and whisper reading.

Literacy Teacher Supports

Instructional Coaching - Literacy

Each school has a Tier 1 literacy coach to support teachers through co-planning, modeling, co-teaching, making data informed decisions, etc.

Literacy coaches receive extensive training to support faculties through

Friday afternoon meetings and Lunch and Learn meetings during the week.

Professional Learning

Onsite professional learning is provided by the literacy coach and administrator team, as well as optional Friday afternoon Curriculum in Action Teams PD from Literacy Team.

CKLA Implementation

Ongoing in-school support through literacy coach, and optional Friday afternoon Curriculum in Action Teams meetings