

The background of the slide is a light gray, textured surface with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance.

Early Literacy Support Block Grant (ELSBG)

2022 - 2023 EOY Year 2 Report Presentation

Bel Air Elementary

Home of the Bears!



Mt. Diablo Unified School District



Educational Equity
College & Career Readiness

Bel Air SPSA Goals:

Goal 1:

- Provide resources and training to support full implementation of Common Core standards, utilizing strategies, technologies and research-based best practices to differentiate instruction to address the needs of all learners in a culturally responsive environment conducive to learning. This includes support, resources and Professional Learning opportunities for staff for continued implementation of Next Generation Science Standards as well as our Dual Language Program and AVID implementation.

Consistently and systematically use achievement data to analyze student progress toward learning goals in order to inform instructional decisions, and to identify learning opportunities inside and outside of the classroom

Goal 2:

- Provide training, materials, professional development and support to students, families and staff to foster a safe, positive, enriching and culturally responsive educational environment. Create and maintain a welcoming environment for all parents, families, and community members. Additionally, our goal is to ensure a safe and orderly school environment by maintaining facilities and the appearance of the school site building and grounds as well as classroom appearance and furniture to promote a positive and welcoming school environment.

Bel Air SPSA Goals:

Goal 3:

- Create and maintain a welcoming environment for all parents, families, and community members. Additionally, our goal is to keep families and community members informed of school events and activities and to share community building and information, such as responsible use of technology, through a variety of technology resources.

Goal 4: ELSBG

- Develop and implement literacy instruction and support programs particularly focused on literacy in early grades (TK – 3) ultimately resulting in improved student outcomes. With the assistance of the California Collaborative for Educational Excellence, we will involve all stakeholder groups as we engage in a literacy root cause analysis, complete a literacy needs assessment, and develop a Literacy Action Plan. All funding for this goal is provided through the Early Literacy School Block Grant and is not reflected in our SPSA. Budgeted Funds and Expenditures as well as specific goals and actions can be found in our Literacy Action Plan.

Bel Air Elementary: Demographics

- 361 Students, TK - 5th Grade
- 70% Latino
- 12% African American
- 3% Asian / Filipino / Pacific Islander
- 3% White
- 4% Did not state
- 95.8% Free and Reduced Lunch
- 55% English Learner (Does not include FEP / RFEP)
- **100% Amazing!**

“Big Picture” Goals– Year 2 Literacy Action Plan (LAP)

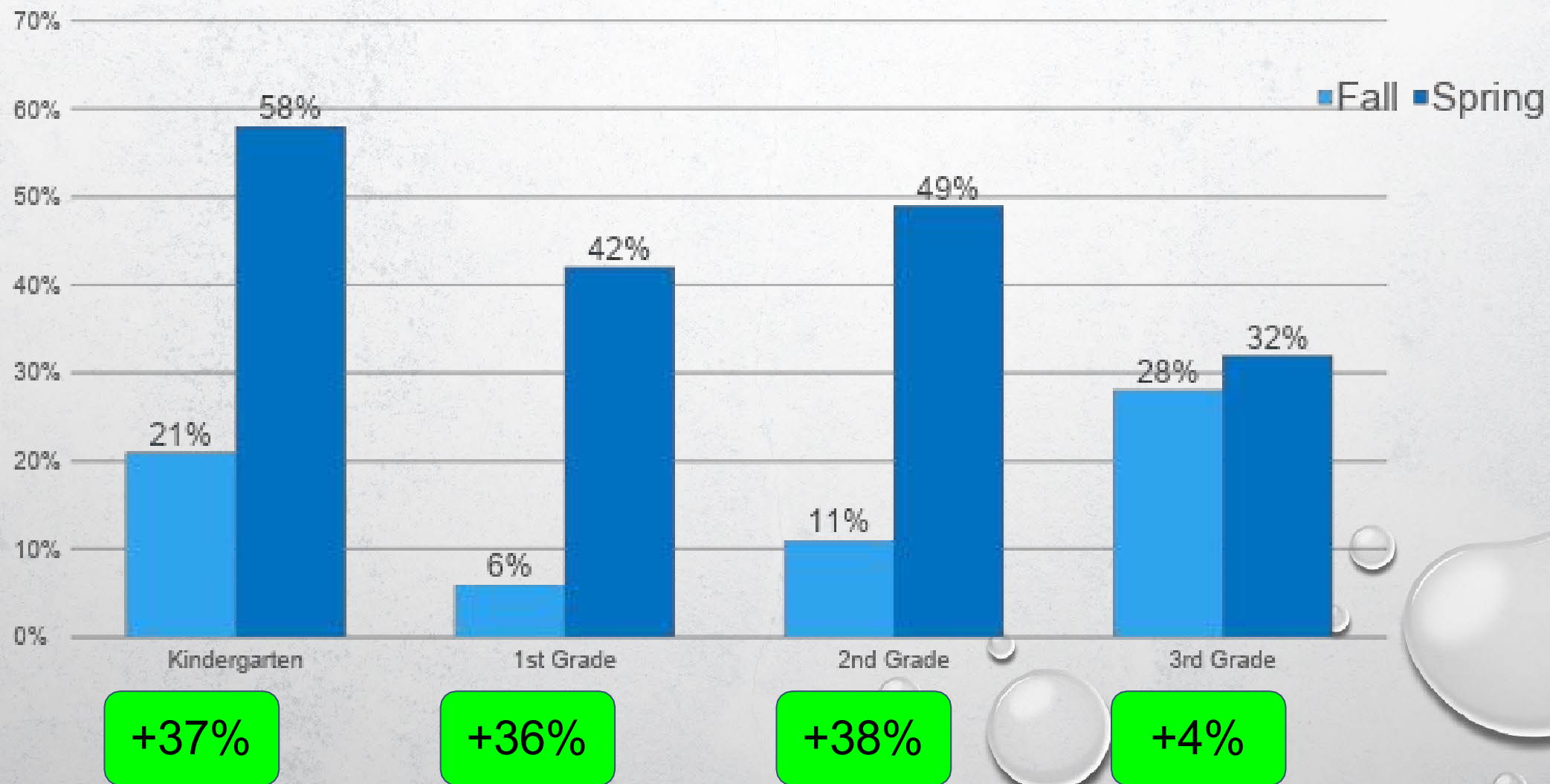
- **Goal 1:** Collection of valid and reliable literacy data for grades TK-3
- **Goal 2:** Systematic use of Cycles of Inquiry (**Plan-Do-Study-Act**) to analyze data to inform and adjust instruction in foundational skills
- **Goal 3:** Based on results from Goals 1 and 2, we will investigate and determine if a supplemental foundational skills program is needed to improve student achievement.

2022 - 2023 Highlights

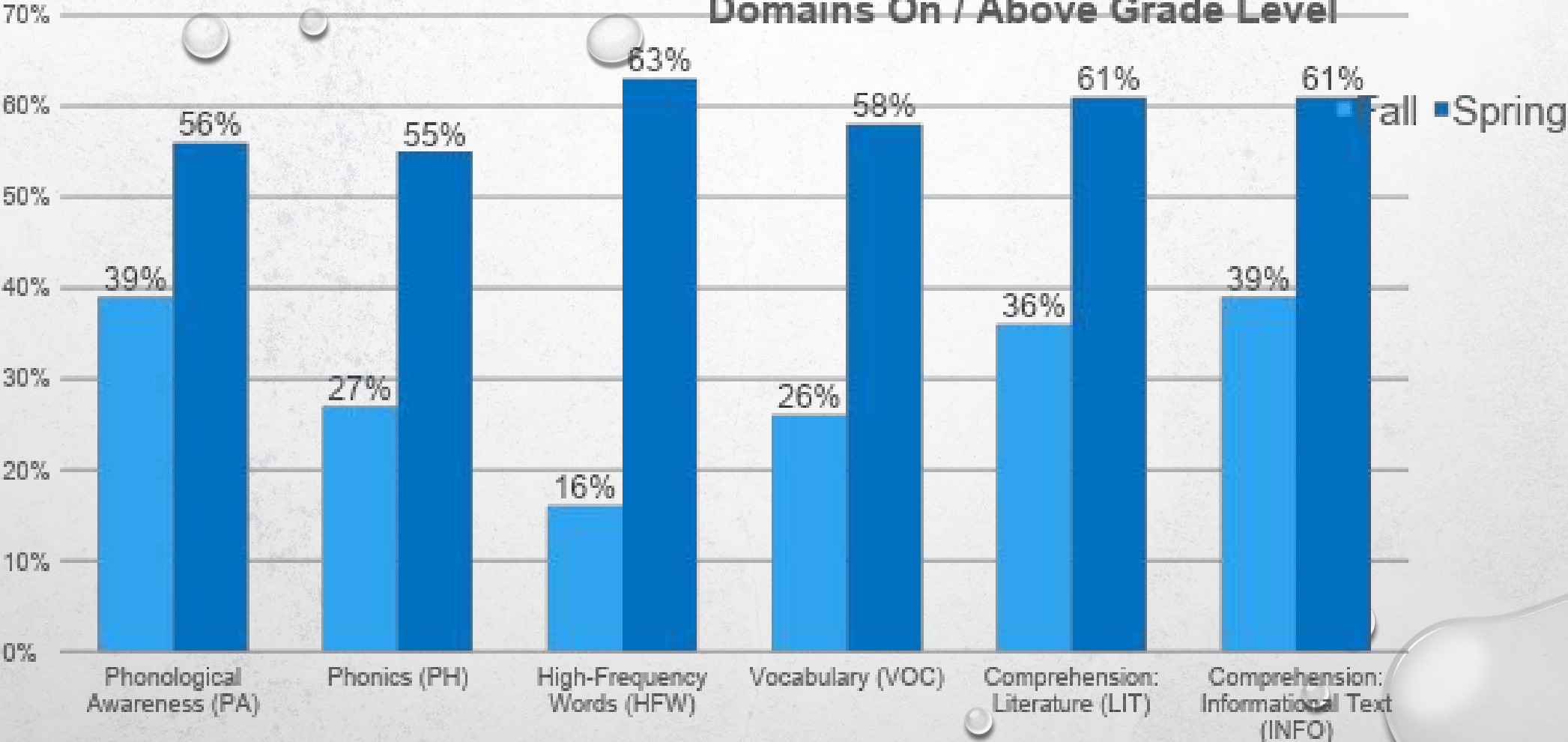
[Year 2 Annual Report](#)

- Continued utilizing DIBELS (Dynamic Indicators of Basic Early Literacy Skills) / mClass Pilot and i Ready assessments
- Added Foundations supplemental curriculum
- Restructured / re-established small group instruction
- Constant focus / discussion around data; PDSA cycle training for team
- Support for learners: Reading Intervention Teachers
- Support for teachers: Literacy Coach and Program Specialist
- Open House: Sending leveled readers home
- Buddy Classes: 4th / 5th with K

iReady Overall: On / Above Grade Level



iReady Kindergarten: Domains On / Above Grade Level



+17%

+28%

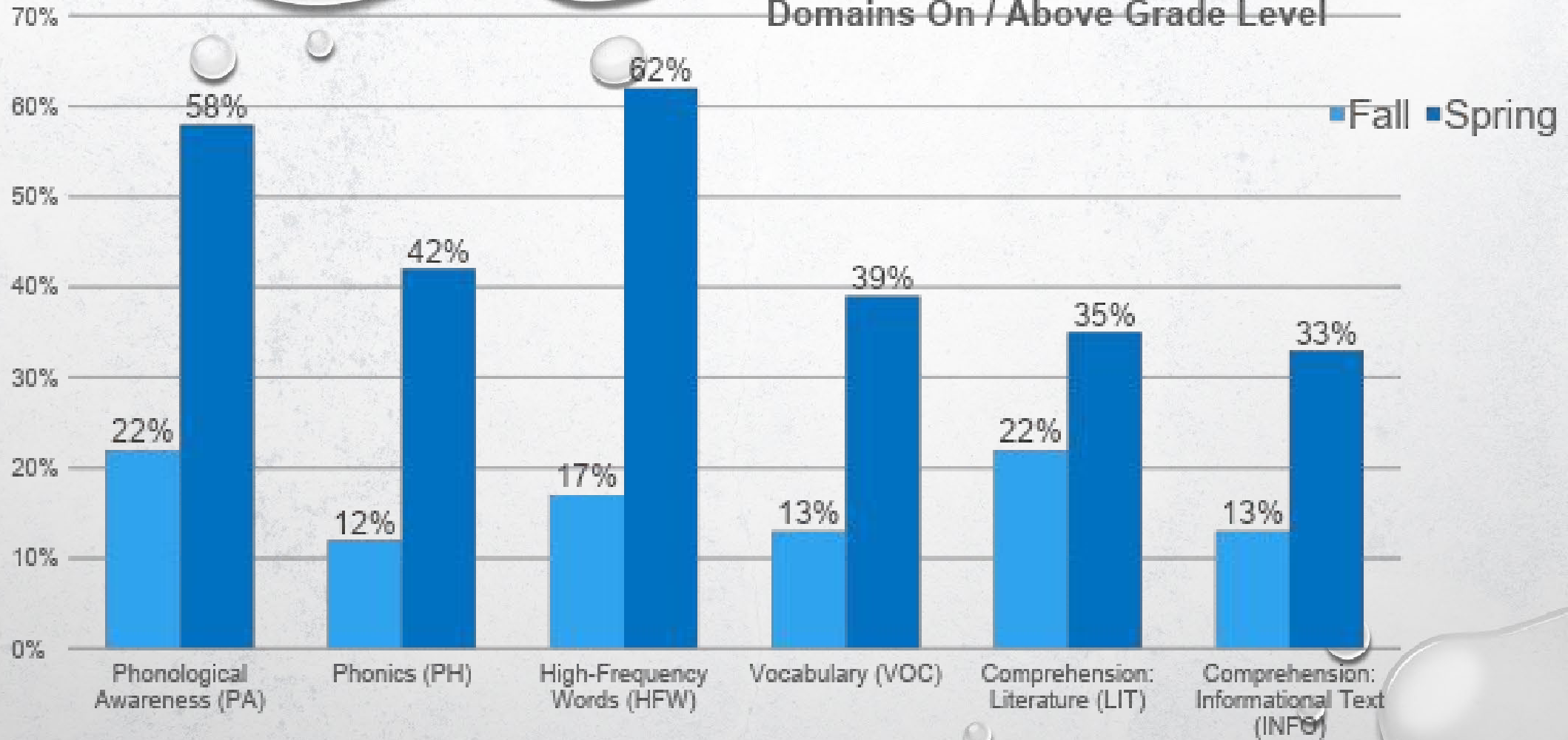
+47%

+32%

+15%

+22%

iReady 1st Grade: Domains On / Above Grade Level



+36%

+30%

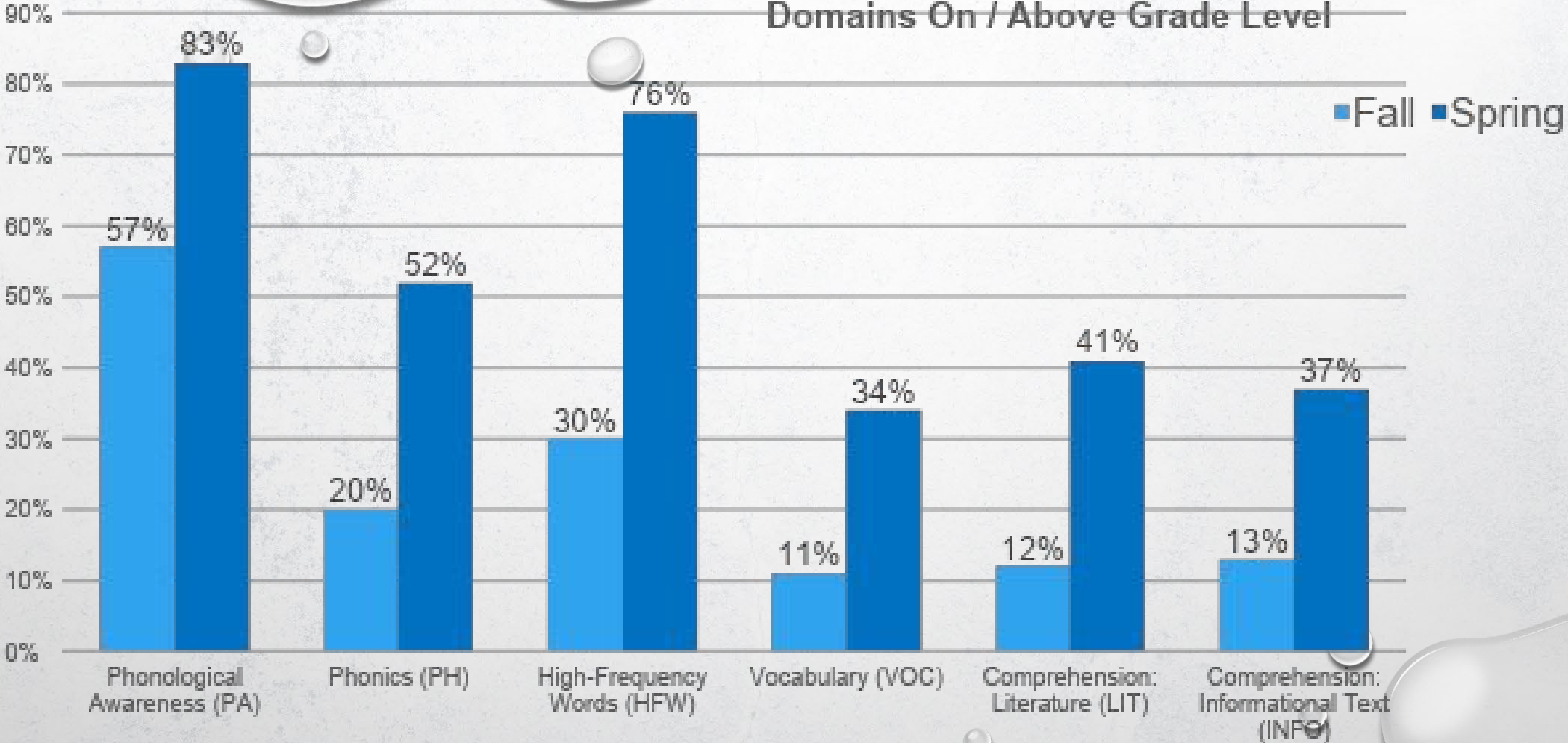
+45%

+26%

+13%

+20%

iReady 2nd Grade: Domains On / Above Grade Level



+26%

+32%

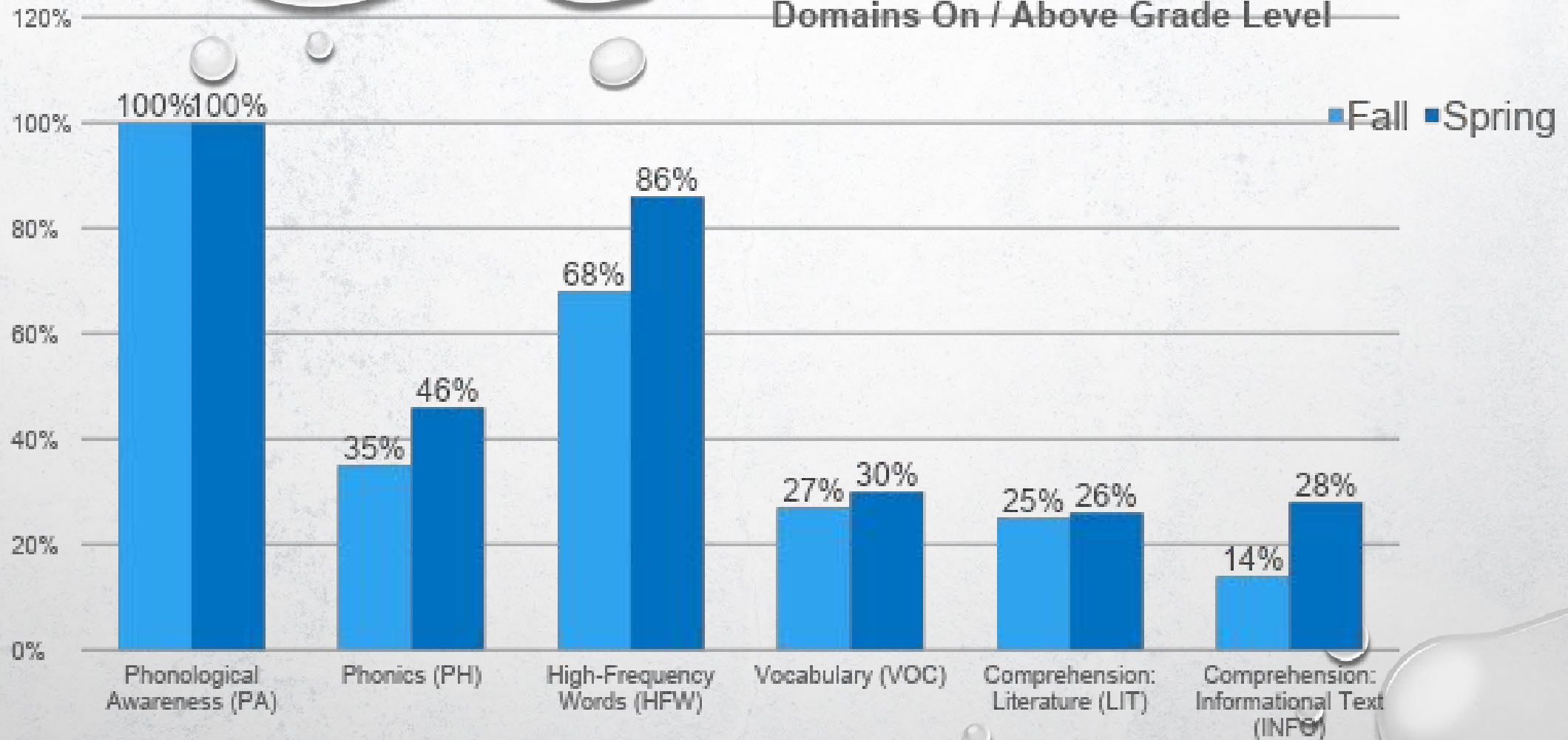
+46%

+23%

+29%

+24%

iReady 3rd Grade: Domains On / Above Grade Level



N/A

+9%

+18%

+3%

+1%

+14%

2022 - 2023



2022/23 DIBELS - mClass K-3 Above & At Benchmark



Above Benchmark
At Benchmark
Below Benchmark
Far Below Benchmark

Grade K		20%	40%	60%	80%	Total Students		
Composite Score	22-23 BOY					61	31%	+17%
	22-23 EOY					62		
Grade 1		20%	40%	60%	80%	Total Students		
Composite Score	22-23 BOY					58	37%	+18%
	22-23 EOY					60		
Grade 2		20%	40%	60%	80%	Total Students		
Composite Score	22-23 BOY					57	42%	+7%
	22-23 EOY					55		
Grade 3		20%	40%	60%	80%	Total Students		
Composite Score	22-23 BOY					57	38%	+1%
	22-23 EOY					58		

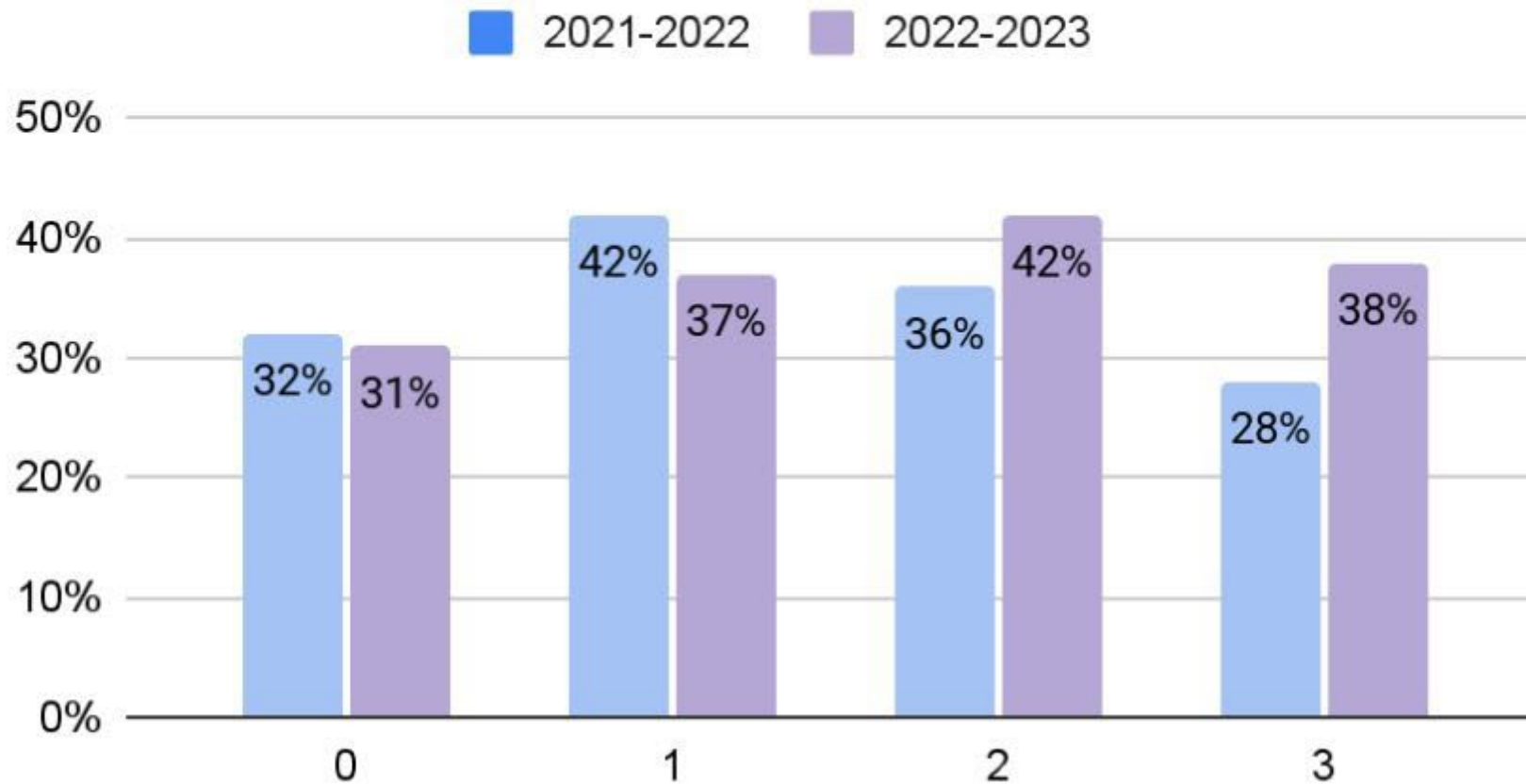
2022 - 2023



DIBELS-mClass Above or At Benchmark 21/22 & 22/23



DIBELS Composite Above & At Benchmark



2022 – 2023 Budget

2022 – 2023:

- Position Control:
 - 2 Intervention Specialists, TOSA Support, Program Specialist
- Professional Development
 - DIBELS, iReady
- Foundations / Decodable Text
- Classroom Materials and Supplies
 - Whiteboards, letters / magnets / consumables

2023-24

Moving Forward / Next Steps

Budget:

- Position Control:
 - 1 Intervention Specialist, TOSA Support (.30 FTE), Program Specialist (.50 FTE)
- Professional Development
 - DIBELS, mClass, iReady, ESGI
- Foundations / Geodes
- Classroom Materials and Supplies
 - Consumables; whiteboards and markers

2023-24

Moving Forward / Next Steps

- Building capacity in the current Bel Air teaching team, through professional development and coaching, so that the Tier I teaching strategies in all K-3 classrooms reflect evidence-based literacy practices
- Building capacity in the Bel Air team, through professional development and coaching, to collect and analyze data within PDSA cycles, monitor growth, and identify areas of support in literacy
- Monitoring student reading growth and areas of need through data collection and shorter, more frequent PDSA cycles
- Development of literacy training and education for parents to help develop a supportive literacy environment in the home
- Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs

The background of the slide is a light, textured surface with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text is centered on the page.

Questions?

Thanks for your time!

Go Bears!!!