

PARENT VIRTUAL WORKSHOP

OVERVIEW OF DISTRICT INITIATIVES

Voorhees Township Public Schools

April 10, 2025

INITIATIVES

1. District Spanish Program
2. Accelerated Math Program
3. Middle School Rutgers Math Program
4. Response to Intervention Procedures
5. What I Need (WIN Period)
6. VMS Financial Literacy Course
7. Social Emotional Learning (SEL)

SPANISH INSTRUCTION



SPANISH INSTRUCTION

Year 2

- Nine lessons per marking period (36 lessons in total) for grades K, 1, and 2. Instruction is delivered by the classroom teacher
- Instruction for students in grades 3, 4, and 5 is delivered by a certified teacher of Spanish
 - 30 minutes a week for grade 3
 - 40 minutes a week for grades 4 and 5

SPANISH INSTRUCTION

Future Planning

- In the 2025-2026 school year, we will work to develop a middle school program that ensures continuity between the elementary and middle school levels.



SPANISH INSTRUCTION

Seal of Biliteracy Endorsement

The New Jersey State Seal of Biliteracy is an award given by the New Jersey Department of Education (NJDOE) in recognition of students who have studied and attained proficiency in at least one language in addition to English by high school graduation. Students must pass a state-approved assessment.

This designation on a student's high school diploma provides employers and universities with a method of identifying bilingual candidates, students with 21st century skills, and those who have prioritized the study of other languages and cultures.

Our goal is to prepare students to take advanced language courses in high school eventually leading to the Seal of Biliteracy

ELEMENTARY ACCELERATED MATHEMATICS

Tangent

Exponents

parallelogram

Algebra

hexagon

Geometry

Addition

Multiplication

sine

Fractions

Mathematics

Derivatives

Division

Subtraction

Calculus

Trigonometry

cotangent

Functions

cosine

cube

ELEMENTARY ACCELERATED MATHEMATICS

Year 2

- Available to students in grades 4 and 5.
- One teacher per grade-level teaches the accelerated math class
- Students travel for math instruction
- Enrichment Program (EP) teachers provide both in-class support and pull out support
- Selection criteria was updated in the summer of 2024.

ELEMENTARY ACCELERATED MATHEMATICS

- Our placement test was vetted by a college professor
- Curriculum was developed in the summer of 2023
- Curriculum includes grade level standards using a high-level of rigor
- The curriculum also infuses standards for the next grade level

Accelerated Mathematics Selection Criteria 4-5

- **Math Placement Test**
- **Marking Period 2 and 3 Averages**
- **Average of Topic Test Scores**
- **iReady Math Scores**
- **NJSLA (New Jersey Student Learning Assessment) Scores**

Accelerated Mathematics

Selection Criteria 4-5

Score Sheet

Math Placement Test Grade	5 points
Marking Period 2 and 3 Averages	5 points
Average of Topic Test Scores	5 points
iReady Math Scores	5 points
NJSLA	5 points

ELEMENTARY ACCELERATED MATHEMATICS

Future Considerations

- Students accepted in grade 4 will automatically be placed in grade 5 based on teacher recommendation
- Students who are successful in the program, will be challenged to take Algebra I as a 7th grader and Geometry as an 8th grader.

ELEMENTARY ACCELERATED MATHEMATICS

Future Planning

- We are working with Eastern to coordinate Algebra I instruction.
- The goal is for students to graduate high school having taken Advanced Placement (AP) courses.

QUESTIONS



Spanish
Instruction

Elementary
Accelerated
Mathematics

MIDDLE SCHOOL RUTGERS MATHEMATICS PROGRAM

Year 2

Criteria was established in the spring of 2023 to select 30 8th grade students to participate in this program.

1. Essay
2. NJSLA Score
3. Third Marking Period Math Grade
4. 7th Grade EOY Assessment
5. iReady Math Score
6. Attendance

1-5 Scale is used



MIDDLE SCHOOL RUTGERS MATHEMATICS PROGRAM

Students attend Rutgers University 5 times during the school year and a 4-day summer program in June.



MIDDLE SCHOOL RUTGERS MATHEMATICS PROGRAM

Summer Courses

Number Theory

S.ID.B.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

Standard Deviation

S.ID.A.2. Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

MIDDLE SCHOOL RUTGERS MATHEMATICS PROGRAM

Standards Covered in the Summer Program

Permutations/Combinations

Conditional Probability and the Rules of Probability

Use the rules of probability to compute probabilities of compound events in a uniform probability model.

Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$, and interpret the answer in terms of the model.

Use permutations and combinations to compute probabilities of compound events and solve problems.

MIDDLE SCHOOL RUTGERS MATHEMATICS PROGRAM

2024-2025 Program (standards covered during
the 5 sessions)

September

- Creating Equations
- Interpreting Functions
- Linear, Quadratic, and Exponential Models

October

- Interpreting Functions
- Building Functions
- Linear, Quadratic, and Exponential Models

January

- Creating Equations
- Reasoning with Equations and Inequalities

February/March

- The Real Number System
- Seeing Structure in Expressions
- Interpreting Functions
- Building Functions



RESPONSE TO INTERVENTION

The Response to Intervention (RTI) team is a proactive and preventative building based multidisciplinary team of teachers, specialists, and administrators designed to develop and implement academic, social-emotional and behavioral interventions for students who are experiencing difficulties in school. Through collaboration, support, action and monitoring, the RTI process helps to identify specific student needs, and generate targeted interventions to support student growth.

Meetings are held monthly

Data is analyzed at each meeting

RESPONSE TO INTERVENTION

The purpose of RTI is to assist teachers with strategies for educating students who are at risk because of learning, behavioral, social-emotional, and/or health issues.

The RTI Team process is not an automatic precursor to a Child Study Team (CST) evaluation. The meeting outcomes are designed to support learning through classroom activities and are based upon the student's response to applied interventions.

RESPONSE TO INTERVENTION

Tier 1 includes high-quality, schoolwide academic, social, emotional, and behavioral programming and supports designed to meet the needs of all students.

For academics, students receive high-quality instruction with a research-based curriculum. For social, emotional, and behavioral needs, students receive instruction on schoolwide expectations or norms, as well as instruction on social-emotional competencies (Character Strong).

If intervention is successful... continue with Tier 1.

If not successful, re-evaluate the action plan.

If not... proceed to Tier 2.

RESPONSE TO INTERVENTION

At Tier 2, schools provide small group, standardized academic, social, emotional, and behavioral supports using validated intervention programs.

If intervention is successful... continue with Tier 2.

If not successful, re-evaluate the action plan.

If still unsuccessful, proceed to Tier 3.

RESPONSE TO INTERVENTION

Tier 3 is individualized and intensive intervention designed to help students with severe and persistent academic, social, emotional, and/or behavioral needs. It is a data-driven process characterized by increased intensity and individualization of supports.

If intervention is successful... continue with Tier 3.

If not successful, re-evaluate the action plan.

If still unsuccessful, a CST referral may be warranted.

WHAT I NEED (W.I.N)

Year 1

- Teachers personalize instruction to meet the unique needs of each second grade student.
- This is a period of reinforcement, intervention, and/or enrichment. W.I.N occurs three days a week for 30 minutes.
- Instruction provided during this time is intentional and meaningful for each child.
- Progress monitoring occurs regularly and teachers engage in data review sessions. Students can move between groups after each session.
- The school year is broken into three sessions.

WHAT I NEED (W.I.N)

- Students in the phonics group are supported by the Reading Specialist and a second grade teacher
- Students in the comprehension group are supported by the Basic Skills teacher and a second grade teacher
- Students in the analyzing text group are supported by the enrichment teacher and a second grade teacher



QUESTIONS



Middle School
Rutgers Math
Program

RTI

W.I.N.

FINANCIAL LITERACY COURSE

Year 1

- Beginning in the 2024-2025 school year, this course was introduced as a key component of the middle school curriculum, designed to provide students with a comprehensive understanding of personal financial management.
- The course aligns with the NJSLS 2020 Standard 9.1 for Personal Financial Literacy, ensuring that students acquire the skills and knowledge necessary for making informed financial decisions.

FINANCIAL LITERACY COURSE

- While financial literacy will continue to be part of the middle school social studies curriculum, its content will be significantly reduced to allow teachers more time to focus on other standards. Specifically, there will be two lessons in grade 6, three lessons in grade 7, and three lessons in grade 8.
- The new Financial Literacy course offers a more focused and rigorous exploration of financial literacy.
- Starting with the 2025-2026 school year, all students will be required to complete the Financial Literacy course before graduating from middle school.

SOCIAL-EMOTIONAL LEARNING

Key Goals of the Character Strong Program are as follows:

- **Develop strong character traits:** Encourage students to understand and embody positive character traits that influence their decision-making and relationships.
- **Foster emotional intelligence:** Equip students with the tools to manage their emotions, understand others' feelings, and navigate social situations.

SOCIAL-EMOTIONAL LEARNING

Key Goals of the Character Strong Program are as follows:

- **Promote a positive school climate:** Create a culture of respect, kindness, and inclusivity where all students feel supported.
- **Equip students for success:** Beyond emotional and social skills, the program also aims to prepare students for success in life and work by teaching critical thinking, goal-setting, and problem-solving skills.

SOCIAL-EMOTIONAL LEARNING

Program Components:

- **Lessons:** The **Character Strong** curriculum offers lessons that focus on building social-emotional competencies and character development. These lessons often include activities, reflection exercises, and group discussions. The lessons are taught by school counselors.
- **Staff Training and Support:** The program provides ongoing professional development for educators to ensure they have the knowledge and skills to effectively implement the program and support students.

SOCIAL-EMOTIONAL LEARNING

The **Character Strong** program is a powerful tool to foster a positive, supportive environment where students learn valuable life skills that extend beyond academics.

By teaching students how to understand themselves, work well with others, and make responsible decisions, it helps them become more well-rounded individuals, equipped to thrive in school and life.

QUESTIONS



Financial Literacy
Course

Social-Emotional
Learning

A large, red, rectangular stamp with a double border is tilted diagonally across the frame. The words "THANK YOU" are written in a bold, red, sans-serif font within the stamp. The background is a solid blue color with a subtle grid pattern of small, dark blue dots connected by thin lines.

THANK YOU