



**BEDMINSTER TWP SCHOOL DISTRICT**

**ESSA/ESEA -**

**ANNUAL TITLE I PARENT MEETING**

**SUPPORTING YOUR CHILD**

**9/6/2024: 10:00 AM - 10:45 AM OR 2:15 - 3:00 PM**

**GOOGLE MEET WITH SPECIALISTS:**

**MRS. BARBARA ALFIERI, MRS. LUCY RAGOZA,**

**MR. JON NYERGES, MS. GIORDANO**





# AGENDA

- Remediation Support Program (Google Form invitation parents received) beyond the school day – ELA/Math
- Support groups w/reading specialist(s) during the day and MLL support during the day
- Program Goals – student achievement
- Structured Literacy Approach
- Criteria/[Identification Process](#) / [who qualifies](#)
  - Assessments Used
- Support Programs Offered
- How You Can Help
- [MLL](#)
- Questions



# LITERACY SUPPORT GOAL

The primary goal of the Bedminster Township School's Literacy and Academic Support Programs is to assist students with acquiring the skills and strategies needed to think critically and effectively to solve problems. The intent is to foster greater self-confidence and independence, enabling students to become lifelong readers and writers.



# STRUCTURED LITERACY – ENGLISH LANGUAGE



## ARTS

Phonological and phonics instruction

Fluency

Vocabulary

Comprehension

Read Alouds and Small Group Instruction

Reading / Writing Workshop

Independent Reading

Structured Writing





## ASSESSMENTS K-2

- [Dibels](#) – Dynamic Indicators of Early Literacy Basic Literacy Skills
- Sight Word Assessment (K and 1)
- [iReady](#) Diagnostic ELA & Math
- Spelling Assessments
- Writing Samples





## ASSESSMENTS 3 - 5

- [Dibels](#) – Dynamic Indicators of Early Literacy Basic Literacy Skills
- [IXL](#) Real Time Diagnostic Assessment
- [NJSLA ELA](#) and [NJSLA Math](#)
- [Writing](#) Samples





# LITERACY AND ACADEMIC SUPPORT

## PROGRAM

- Flexible small group instruction
  - Push in – Pull out, during the day
  - Academic Support Remediation – after school (Google Form invitation)
  - Skill specific based on multiple assessments
    - Phonemic awareness instruction
    - Phonics instruction
    - Strategy Instruction; comprehension, fluency, vocabulary
    - Intervention texts, fiction, non-fiction
    - Structured writing
  - Communication with your child's teacher(s)



# ACADEMIC MATH SUPPORT AND REMEDIATION



- Flexible small group instruction
  - Push in – pull out during the day
  - Academic Support Remediation – after school (Google Form)
  - Assessed using iReady Math (K–3) or [Big Ideas](#) (4–8) and IXL
  - Skill specific
    - Number sense, skip counting
    - Math facts , addition, subtraction, multiplication, division
    - Place value , Measurement, Fractions, Decimals
    - Statistics, Linear Equations
  - Communication with your child's teacher



# HELP AT HOME: HAVE FUN WITH ORAL LANGUAGE!



Sing songs

Nursery rhymes

Rhyming books

Alphabet books

Play sound games

-I'm thinking of a letter  
that says "mmm"

-Guess this word

M-o-p

Talk about your  
child's day

Ask specific questions

-What game did you  
play at recess?

-Use descriptive words

Play "I'm thinking of ..."  
(person, place or thing)  
& provide clues.

Tell stories on the go!



Read aloud daily!



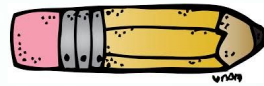
# HELP AT HOME: INSPIRE YOUR CHILD TO PRACTICE DAILY!



Trace a letter saying  
letter sound.

-Paper, sand, shaving  
cream etc.

Write it down!



Create a writing toolbox  
-Shopping lists, thank  
you notes, cards,  
alphabet  
books



Decodable texts  
Read books that are not  
too difficult  
Read aloud more  
challenging books  
Dig deeper in the story

Fit in reading every  
chance you get!  
Reread favorite books!  
Visit the library often!

Unknown words - PSST  
-point to word  
-sound out  
- slides sounds  
- think



# HELP AT HOME: READ ABOUT IT, THINK ABOUT IT, TALK ABOUT



## IT!

Read together!

Model good reading

Help your child get their own Library Card



Different genres

- graphic novels, magazines, articles
- “Hook” on a series
- Audio books
- Electronic readers

Read the same book

- Create a book club
- Discuss the plot, vocabulary, characters

Reading Strategies:

- Question
- Prediction
- Summarize /Retell
- Main Idea/Lesson
- Connections/Visualize

Watch the movie!

Compare and contrast



# HELP AT HOME: WRITE ABOUT IT!



Create a Writing Spot  
Different “fun” materials  
Family photos & fun  
pictures



Expand basic sentences  
Ask when, where, why,  
and how?

Practice keyboarding  
Include Variety:  
Narrative, opinion  
pieces, research topics,  
photo essay, journaling  
book reviews, poems

Encourage “juicy”  
words

Use dictionary apps.

Create a family word  
of the week



Ask teacher for ideas!





# HELP AT HOME: IT'S ALL ABOUT THE NUMBERS!

- Play with numbers
- Incorporate into daily routine
- Authentic opportunities
- Flash Cards
- Practice! Reflex math
- Communicate with your child's teacher

## MULTILINGUAL LEARNERS (MLL) PROGRAM ... (FORMERLY ESL/ELL)



The goal of the Bedminster MLL program is to develop students' **proficiency in social communication** and **academic language** through thematic units based on the WIDA English Language Proficiency Standards for English Language Learners in K through Grade 8.



ACCESS for ELLs

Annual English Language Proficiency testing

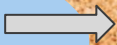
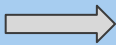
Students will develop **listening, speaking, reading, and writing language proficiencies** in the content areas through individual and small group instruction. Specific concept development as well as learning strategies instruction is also provided. Various learning styles are addressed throughout.



# Multilingual Learner (ML)

## BREAKING NEWS!

- New Jersey makes shift  
to ASSET BASED  
language



# Who are MLLs?

An English Learner is a student whose native or home language is not English.



Newcomers-  
Children who have recently immigrated to the United States.

Children who have lived in the United States for many years.

Children who were born in the United States.

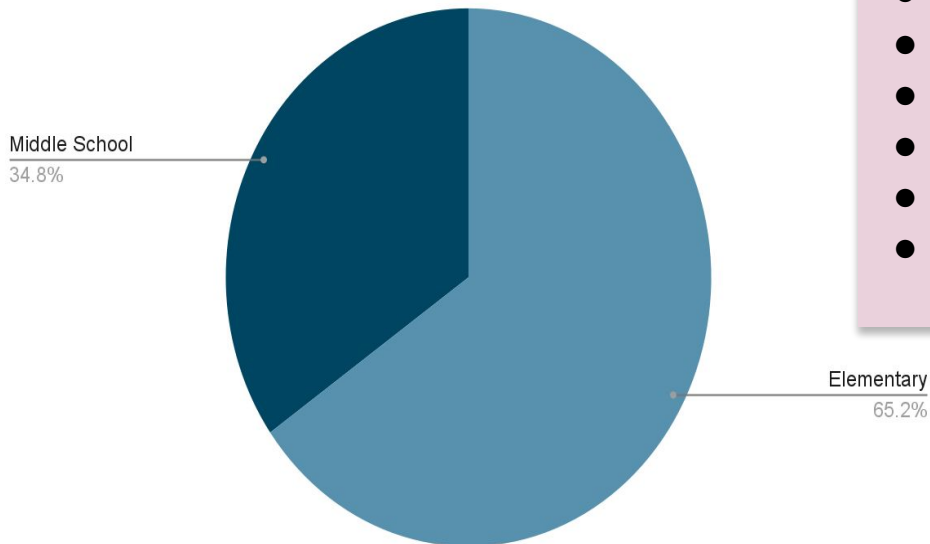




# MLs in the Bedminster Township School District

## MLs receiving services

ELLs K-8



## Recent Languages

- Chinese
- Japanese
- Kannada
- Korean
- Portuguese
- Russian
- Sinhala
- Spanish
- Tamil
- Telugu
- Turkish
- Ukrainian





# English Language Proficiency

## Levels

- A student's English language proficiency level is assessed:
  - Upon enrollment with a screening assessment
  - Each spring with WIDA ACCESS for ELLs

### Levels of English Proficiency :

- ❖ **Level 1: Entering**
- ❖ **Level 2: Emerging**
- ❖ **Level 3: Developing**
- ❖ **Level 4: Expanding**
- ❖ **Level 5: Bridging**
- ❖ **Level 6: Reaching**



**4.5 = proficient**





# The Process: from Entry to Exit

## Instruction

- State mandated daily instruction
- Class period is equivalent to that of content area
- Pull-Out/Push-In
- Follow ESL K-8 Curriculum

## ACCESS

- State Standardized Assessment
- Administered each spring
- Measures English proficiency levels

## Exit

- Multiple Criteria
  - $\geq 4.5$  ACCESS score
  - Content Area Performance
  - Teacher(s) Recommendation

## Monitoring

- 2 years
- Re-entry



# ATTENDANCE (AS NEEDED)

- Kindergarten to 8th grade
  - Provide extra support for students and families
  - Build strategies to help students succeed
  - Work on areas to improve socioemotional well being of students





## QUESTIONS? CONTACTS:

Mrs. Barbara Alfieri, Grades K – 2

[balfieri@bedminsterschool.org](mailto:balfieri@bedminsterschool.org) [Mrs. Alfieri – Teacher Pages](#)

Mrs. Lucy Ragoza, Grades 3 – 5

[lragoza@bedminsterschool.org](mailto:lragoza@bedminsterschool.org) [Mrs. Ragoza – Teacher Pages](#)

Mr. Jon Nyerges, Grades K–8 MLL

[jnyerges@bedminsterschool.org](mailto:jnyerges@bedminsterschool.org) [Mr. Nyerges – Teacher Pages](#)

Remediation Support beyond the school day

[Mr. Swan's office will send you scheduling information directly](#)