

The Trickle Effect:
Transforming
School *Culture*
One Drop at a Time
Vineland Elementary School

Presenters: Jacqueline Bachnik, Heather Cataldo,
Daryl Konrardy, Jane Silva, Kelly Trullinger



OUR TEAM OF EXPERTS



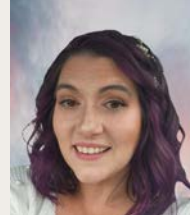
Jacqueline Bachnik
Principal



Daryl Konrardy
Assistant Principal



Heather Cataldo
Math Coach



Jane Silva
Teacher






Kelly Trullinger
Lead Teacher



WELCOME!

Vineland Elementary School is a Title 1 school located in Charlotte County. VES is a Pre-K thru 5 school with approximately 510 students.

2019–2020

School Grade: C

-  Lack of Systems
-  Low Staff Morale
-  Increased Referrals

-  Low Academic Proficiency
-  High Teacher Turnover

2021–2023

School Grade: A

- Positive Culture
- Effective Behavior Systems
- Increased Academic Performance



Step 1
Build Culture

Culture Then...

- Low staff morale
- High Teacher Turnover
- Deficit of Spirit/Pride
- Lack of Unity



Data Collection

Staff Surveys

How do you like to be recognized?

What traditions do you love and what would you like to see continue?

What is something you would like to revise?
How?

Would you like school spirit day every Friday?

Top 3 preferences for the master schedule. 3 things to avoid.

Do you think we need more dress up or fun days at school?

What systems need to be improved?

When would you like your meetings to occur?

What type of professional learning would you like offered?

JUST A FEW OF YOUR FAVORITE THINGS

Color:

Salty Snack:

Candy:

Soda/Drink:

Birthday Cake/Dessert:

Flowers:

Bagel:

Donut:

Restaurant:

Fast Food Breakfast:

Sports Team:

Cookie:

Holiday:

Scents:

Gift ideas:

What else should we know? Food allergies, sensitivities, or dislikes?

How do you like to receive recognition? (Public Announcement? Achievements to everyone? A small private gift?)

What are your hobbies and interests?

If you found a gift card for the below amounts, where would you want to spend it?

\$5. _____

\$25. _____

\$50. _____

GET
TO
KNOW
YOU!





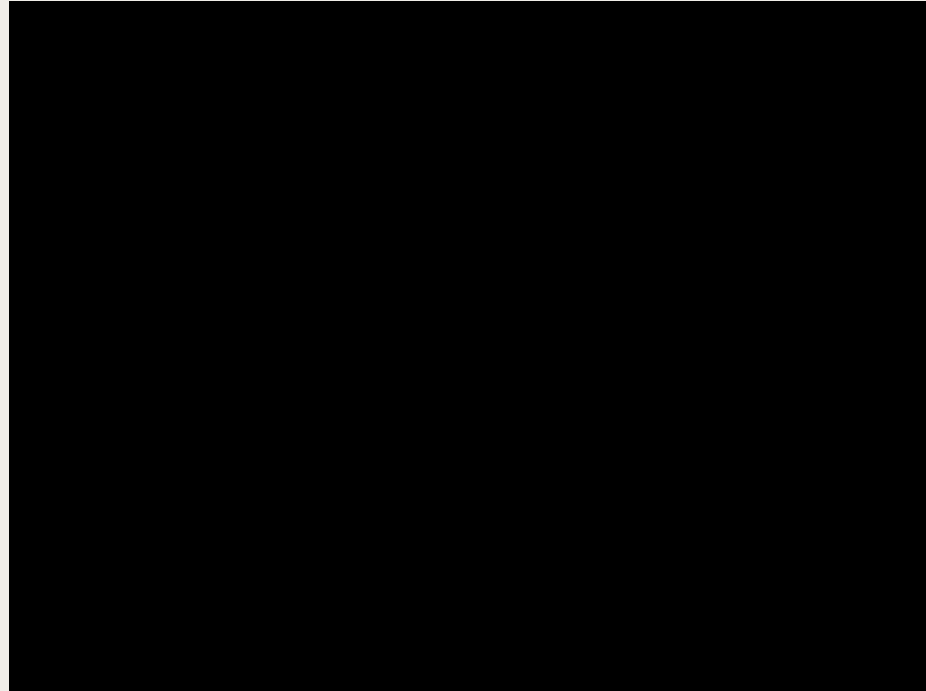
Team Building & Morale Activities



Testimonial

Ms. Boling

Kindergarten Teacher

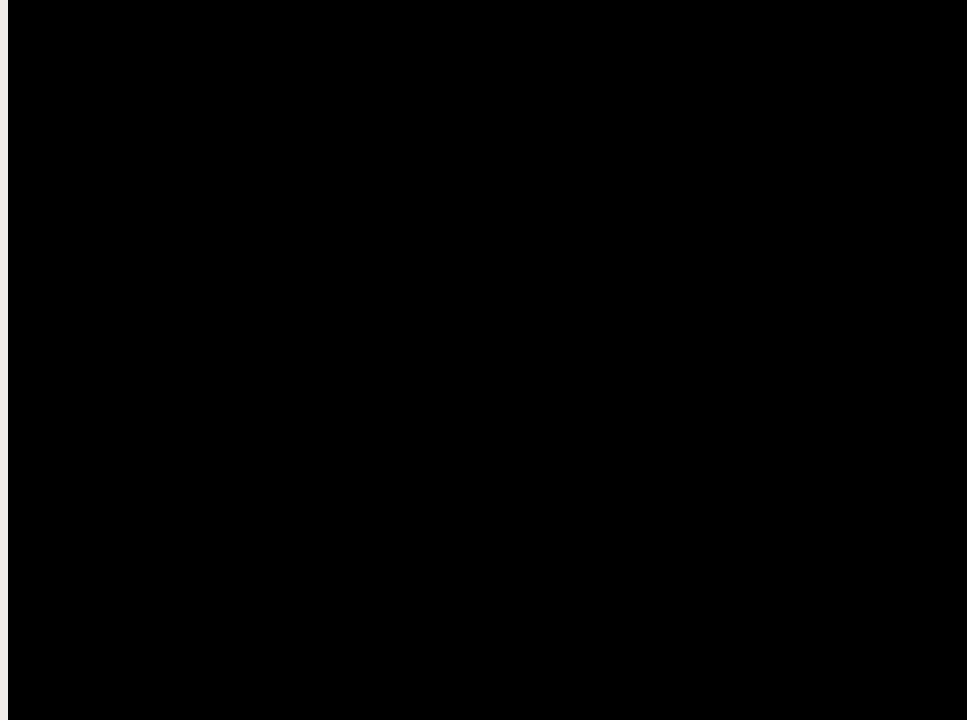




Testimonial

Sophie

4th grade VES Student





Culture Now...

- ★ High staff morale
- ★ Decreased Teacher Turnover
- ★ High school spirit/pride
- ★ United Family Front



Connect with someone
from another school.
Share ideas that can boost
morale at your school site.



2:00



Step 2
Behavior.

Putting *systems* in
place

Behavior Then...

- High Referrals (over 100)
- Inconsistent System
- Classroom calls averaging 10xs a day



Tier 1

- What are the schoolwide expectations?
- What are the school rules?
- What is the schoolwide behavior management system?

Vineland...

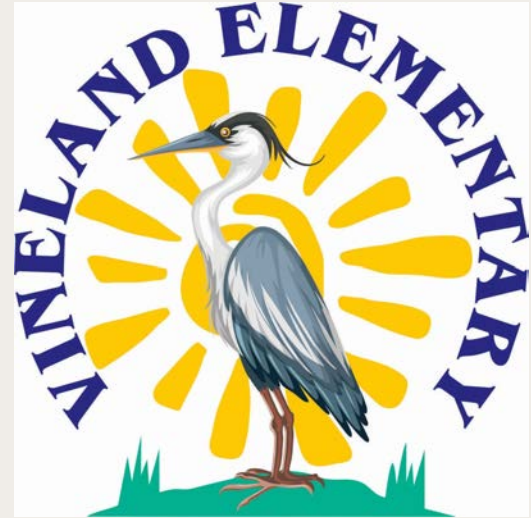
Where Herons SOAR

S-show respect

O-own our actions

A-accept differences

R-realize potential



School Rules

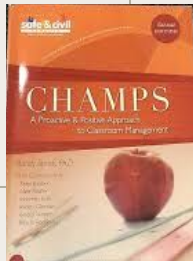
Arrival	
C Conversation	Level 1
H Help	Ask an adult or Safety Patrol 
A Activity	Arrive at school
M Movement	Walk to breakfast Walk to classroom Walk to open Media
P Participation	Arrive at your destination on time
S Success	In class on time, ready to learn

DISMISSAL	
C Conversation	Level 0
H Help	Raise your hand 
A Activity	Walk to dismissal location with an adult
M Movement	Walk quietly in line 
P Participation	Hands & feet to yourself
S Success	Arrive to destination safely

PLAYGROUND	
C Conversation	Level 4
H Help	Ask an adult 
A Activity	Safe play at recess
M Movement	Stay in playground area Follow equipment rules Line up when asked
P Participation	Play nicely Include others 
S Success	Have fun safely

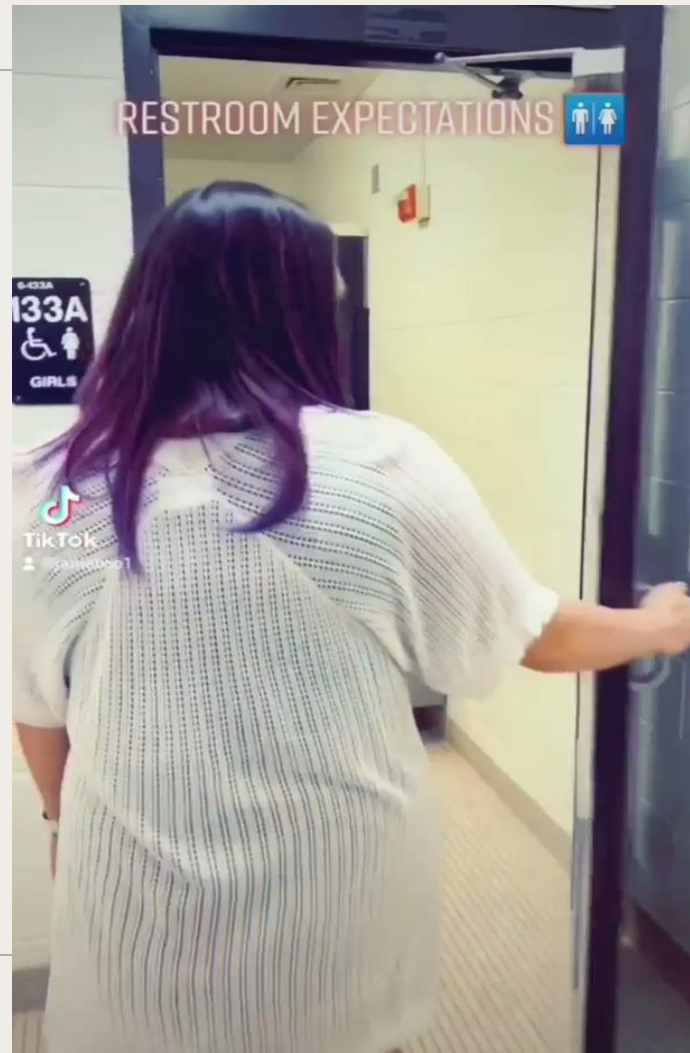
CAFE - Lunch Line	
C	Level 1 
H	Raise your hand
A	Get lunch (3 items) 
M	<ul style="list-style-type: none"> Hands & feet to yourself Stand in a single-file line
P	<ul style="list-style-type: none"> Be kind Know PIN number Make quick choices
S	Get to assigned seat with lunch

CAFE - Table	
C	Level 2
H	Raise your hand
A	Eat lunch 
M	<ul style="list-style-type: none"> Hands & feet to yourself Stay seated Face forward
P	<ul style="list-style-type: none"> Be kind Focus on eating Use manners
S	Full belly 



Behavior Lesson plans developed

Behavior is taught and reinforced



Behavior Lesson plans developed

Behavior is taught and reinforced



Behavior Lesson plans
developed

Behavior is taught and
reinforced



Lining Up Expectations



Liveschool Rewards

25-100 POINTS

- CLASSROOM REWARDS

350 POINTS

- CAFE TOUR
- GUEST ON NEWS

750 POINTS

- LUXURY LUNCH
- QUARTERLY CELEBRATION
- SCHOOL STORE VOUCHER

1000 POINTS

- GOLF CART RIDE
- GLOW STICK PARTY
- VIRTUAL FIELD TRIP

4TH & 5TH GRADE ONLY

- WRITE WITH A PEN - 250 points
- LUNCH WITH A FRIEND - 450 points
- CHEW GUM IN CLASS - 500 points
- OFFICE ASSISTANT - 750 points
- STAFF CHALLENGE - 750 points

175 POINTS

- SPIRIT STICK
- TREASURE TOWER

450 POINTS

- LUNCH WITH STAFF
- PRIZE DROP

1500 POINTS

- SILLY STRING AP/PRINCIPAL

250 POINTS


- FEATURED ARTIST
- MYSTERY PRIZE
- WATER BOTTLE STICKER

550 POINTS

- RIDE WITH SRO
- PULL THE FIRE ALARM

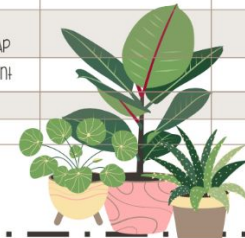
2000 POINTS

- GAME ROOM FOR CLASS
- EXTRA RECESS & POPSICLES FOR CLASS



Liveschool Rewards Cash-in

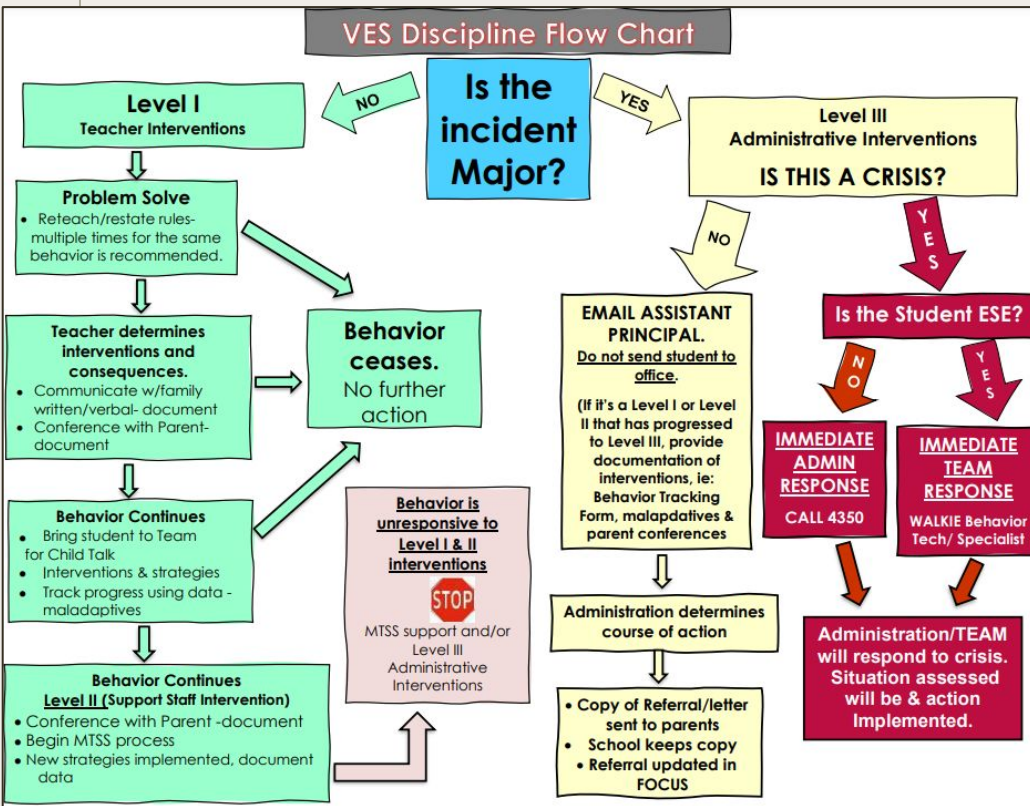
Sign-Up on G-drive	Teacher	Email Staff
SPIRIT STICK	CLASSROOM REWARD	CAFE TOUR (CAFETERIA MANAGER)
TREASURE TOWER	QUARTERLY CELEBRATION	LUNCH WITH STAFF
FEATURED ARTIST	GLOW STICK PARTY (EMAIL TRIP FOR GLOW STICKS)	RIDE WITH SRO
MYSTERY PRIZE	VIRTUAL FIELD TRIP	LUXURY LUNCH
WATER BOTTLE STICKER	•WRITE WITH A PEN	GOLF CART RIDE (PE COACH)
GUEST ON THE NEWS	•CHEW GUM IN CLASS	•LUNCH WITH FRIEND (DURING SCHEDULED TIME)
PRIZE DROP	EXTRA RECESS (EMAIL TRIP FOR POPSICLES)	•STAFF CHALLENGE (Contingent on staff agreement)
PULL FIRE ALARM (& email Amanda)	SCHOOL STORE VOUCHER	
SILLY STRING PRINCIPAL and AP		
•OFFICE ASSISTANT		
Game room		





Out with the Old...


VES Discipline Flow Chart



Vineland Elementary School Behavior Response Hierarchy		
Level 1	Level 2	Level 3
Teacher Intervention <i>Reteach/explain</i> <i>Reteach/explain</i> <i>Reteach/maladaptive</i>	Support Staff Intervention (Grade Level Team, ESE Liaison, Guidance Counselor, Social Worker, Behavior Specialist, CARES Team)	Administrative Intervention Email AP- wait for student to be called, if emergency, follow procedures on Flow Chart.
<ul style="list-style-type: none"> Refusal to complete assignments Cheating Disruptive behavior Horseplay/tussling Inappropriate language Name calling Non-compliance PDA Petty theft (under \$10) Vandalism (minor) Chewing gum Lack of materials Missing homework K-2 hands/feet not to self Harassment 	<ul style="list-style-type: none"> Threatening (isolated) Sexually explicit behavior Sexually explicit language Level 1 behavior that become frequent/intense or that lasts for a long duration even after parent involvement 	<ul style="list-style-type: none"> Bus referrals Hitting/pushing with injury resulting in nurse intervention Pulling fire alarm Stealing (over \$10) Bullying (repeated) Zero Tolerance Behaviors (per code of conduct) Behaviors that are unresponsive to Level 1 and Level 2 interventions.

Vineland Elementary School Behavior Response Hierarchy		
Level 1	Level 2	Level 3
Teacher Intervention <i>Reteach/explain</i> <i>Reteach/explain</i> <i>Reteach/maladaptive</i>	Support Staff Intervention (Grade Level Team, ESE Liaison, Guidance Counselor, Social Worker, Behavior Specialist, CARES Team)	Administrative Intervention Email AP waits for student to be called, if emergency follow procedures on Flow Chart.
<ul style="list-style-type: none"> think sheet student break/think time 1:1 conversation student conference parent phone call (document in focus/Edis and on parent conference form) Isolated Harassment- 1st-student conference. 	<ul style="list-style-type: none"> contact appropriate person threats to self- refer to threat assessment card. If you can not contact anyone, call the front office. threats to others- contact anyone on threat assessment team or admin Repeated Harassment- fill out Maladaptives in Focus and call home with documented conference form. Behavior plan-starts in the classroom. 	<ul style="list-style-type: none"> Harassment that turns into bullying -email Jacqui. If it's an emergency call Jacqui right away. Behaviors that are unresponsive to level 1 or level 2 refer to MTSS team refer to code of conduct <p><i>*Use discretion or talk to a team member for clarification For example: intentional vs. accidental.</i></p>

In with the New

Vineland Elementary School Behavior Response System			
<p style="text-align: center;"><u>Level 1 Teacher Interventions</u></p> <p style="text-align: center;"><u>Step 1 Problem Solve</u></p> <ul style="list-style-type: none"> Reteach/restate the procedure/expectation multiple times. Think Sheet, student break, student conference, 1:1 conversation <ul style="list-style-type: none"> If the behavior ceases, no further action. If the behavior continues, go to Step 2. <p style="text-align: center;"><u>Step 2 Teacher determines Intervention/Consequences</u></p> <ul style="list-style-type: none"> Communicate with family, either written or verbal. Document communication. Conference with Parent. Document conference. <ul style="list-style-type: none"> If the behavior ceases, no further action. If the behavior continues, go to Step 3. <p style="text-align: center;"><u>Step 3 Peer Strategies</u></p> <ul style="list-style-type: none"> Bring student to Team for Child Talk Discuss Interventions/Strategies Track Progress using data (maladaptives) <ul style="list-style-type: none"> If the behavior ceases, no further action. If the behavior continues, go to Step 4. <p style="text-align: center;"><u>Step 4 Level 2 Support Intervention</u></p> <ul style="list-style-type: none"> Conference with Parent. Document Begin MTSS Process New Strategies implemented. Document 	<p style="text-align: center;"><u>Level 1</u></p> <ul style="list-style-type: none"> Refusal to Complete Assignments Cheating Disruptive Behavior Horseplay Inappropriate Language Name Calling Non-compliance PDA Petty Theft (under \$10) Vandalism (Minor) Chewing Gum Lack of Materials Missing Homework K-2 hands/feet not to self Harassment (Isolated) 	<p style="text-align: center;"><u>Level 2</u></p> <ul style="list-style-type: none"> Threat Harm to Self or Others- Report Immediately Sexually Explicit Behavior Sexually Explicit Language Level 1 Behavior persists after parent involvement <p style="text-align: center;"><u>Level 3</u></p> <ul style="list-style-type: none"> Bus Referrals Hitting/Pushing Resulting in Injury Pulling Fire Alarm Theft (Over \$10) Bullying (Repeated) Vandalism Zero Tolerance Behaviors (per Code of Conduct) Level 1 Behaviors unresponsive to Level 1 and 2 Interventions 	<p style="text-align: center;"><u>Level 2 Support Interventions</u></p> <ul style="list-style-type: none"> <u>Immediately Contact:</u> Guidance Counselor, Social Worker, ESE Liaison, Administration, or Behavior Specialist Determination will be made by above member and consultation with the Principal and/or Assistance Principal. <p style="text-align: center;"><u>Level 3 Administrative Intervention</u></p> <div style="background-color: #ffcccc; padding: 5px; text-align: center;"> <p>If this is an Emergency, call 4350 for immediate response.</p> <ul style="list-style-type: none"> If the student is ESE, call the Behavior Tech or Behavior Specialist using the walkie. Administration/TEAM will respond. </div> <p style="text-align: center;"><u>Email the Assistant Principal</u></p> <ul style="list-style-type: none"> Keep the student in your room. If this is a Level 1 or 2 Incident that has elevated to Level 3, please provide documentation of interventions: Behavior Tracking Form, Maladaptives, and/or Parent Conferences. Administration will determine course of action. Referral may be added to FOCUS. Parents will be notified of Referral by A.P. Communication of outcome with staff members from A.P.
		<p style="text-align: center;">SOAR Expectations</p> <p style="text-align: center;">Show Respect Own Actions Accept Difference Realize Potential</p>	

Tier 3

- 10% of student population
- Students who regularly struggle with following TIER 1 behavior expectations



EDUCATION SUPPORT SERVICES - MURDOCK CENTER
140 EDUCATION WAY - PORT CHARLOTTE, FL 33686-1055
EXCEPTIONAL STUDENT EDUCATION
(904) 203-0000 FAX: (904) 233-7000 TDD: (904) 233-7070

MALADAPTIVE BEHAVIOR CARD

CHC USE ONLY

- ICD Restraint
 ISS Seclusion
 OSS N/A

Location of observation:	Student:	Date:	Observer:
	Homeroom Teacher:	Time:	School:
What Happened Before? <input type="checkbox"/> Appeared to be in discomfort <input type="checkbox"/> Asked to do something <input type="checkbox"/> Bored - no materials/activities <input type="checkbox"/> Could not get desired item/activity <input type="checkbox"/> Loud/disruptive environment <input type="checkbox"/> Ongoing behavior interrupted <input type="checkbox"/> Other student provoked <input type="checkbox"/> Stopped from doing activity <input type="checkbox"/> Transitional time <input type="checkbox"/> Attention given to others <input type="checkbox"/> Other: (specify) _____ Possible Motivation (Check One ✓) <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Avoid Tasks/Activities <input type="checkbox"/> Avoid Peers <input type="checkbox"/> Avoid Adults <input type="checkbox"/> Unknown <input type="checkbox"/> Other: (specify) _____	Inappropriate Behavior <input type="checkbox"/> *Noncompliance _____ <input type="checkbox"/> Off task <input type="checkbox"/> *Physical aggression _____ <input type="checkbox"/> *Verbal aggression _____ <input type="checkbox"/> Playing with objects <input type="checkbox"/> Property destruction/damage <input type="checkbox"/> Provoking/teasing others <input type="checkbox"/> Running away <input type="checkbox"/> Screaming/tantrum <input type="checkbox"/> *Self-injurious behavior _____ <input type="checkbox"/> Dress Code <input type="checkbox"/> *Inappropriate language _____ <input type="checkbox"/> *Disruption _____ <input type="checkbox"/> Disrespect/defiance <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Forgery/theft <input type="checkbox"/> Chewing gum <input type="checkbox"/> Other: (specify) _____ *Describe behavior in observable and measurable terms	What Happened After? <input type="checkbox"/> Called for assistance <input type="checkbox"/> Interruption/blocking <input type="checkbox"/> Nothing/ignored <input type="checkbox"/> Physical discomfort relieved <input type="checkbox"/> Physical redirection to activity <input type="checkbox"/> Physical restraint (manual) <input type="checkbox"/> Removed from room/area <input type="checkbox"/> Required to continue activity <input type="checkbox"/> Separation within room/area <input type="checkbox"/> Time-out: (duration) _____ <input type="checkbox"/> Verbal redirection to activity <input type="checkbox"/> Loss of classroom privilege <input type="checkbox"/> Student conference <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Seating change <input type="checkbox"/> Parent contact (note/phone call) <input type="checkbox"/> Peer mediation <input type="checkbox"/> Loss of recess <input type="checkbox"/> Other: (specify) _____	

Comments (Situational/Descriptors): _____

8:10-8:40	Morning Duty
8:40-9:10	Unit Check Ins <i>Look into Unit classes to make sure all students are in class and on task.</i>
9:10-9:40	Ms. Parker Class <i>Check in with kids, build relationships</i>
9:40-10:00	Mr. Hunter Class <i>Check in with kids, build relationships</i>
10:00-10:15	15 minute break
10:15-10:30	Ms. Carter Class <i>Check in with kids, build relationships</i>
10:30-10:55	Peek into Walz and McCoy classes
10:55-11:30	Check in Ms. Carter Specials and Mr. Hunter Recess
11:30-12:00	Personal Lunch
12:00-12:15	Parker Transition/Specials
12:15-12:30	Check in w/ cafeteria, check in with Walz kids, build relationships
12:30-1:30	Unit Check Ins
1:30-1:45	Hunter Specials Check In <i>Look into specials classes to make sure students are on task.</i>
1:45-1:55	McCoy Specials Check In <i>Check in with kids, build relationships</i>
1:55-2:10	Ms. Walz Recess <i>Check in with kids, build relationships</i>
2:10-3:15	Unit Check Ins
3:15-3:40	Afternoon Duty

Behavior Tracking Call Log

Monday	Tuesday	Wednesday	Thursday	Friday
16%	22%	18%	21%	22%

	# of Calls	# of School Days	Average Calls Per Day
August	19	14	1.36
September	57	20	2.85
October	35	21	1.67
November	18	18	1.00
December	28	15	1.87
January	56	17	3.29
February	48	20	2.40
March	31	14	2.38
April	61	22	2.77
May	52	18	2.89

- Other information collected: Respondent, Student Name, Teacher Name, Time of Day, Duration, Nature and Result of the call and if the student is ESE.
- Drives decisions in terms of additional support needed on specific days or at certain times. Additional support for guest teachers and events that may change student's schedule during the day.
- Provides empirical and statistical evidence of the efficacy of interventions.

Tier 2

- 20% of students
- Struggle with Tier 1 but not as severe as Tier 3
- Purpose is to put support system in place to guide students back to Tier 1

- Tier 1 implemented with fidelity in the classroom
- Review of student data based on Tier 1 expectations
- Consistent maladaptive cards
- Tier 2 team determines if student fits criteria
- Individual behavior system put into place

VES MTSS Behavior Intervention Flow Chart			
Tier 1			
	1	Student receives instruction on school-wide and classroom expectations, rules and procedures.	Yes No
	2	Student frequently has opportunities to receive school-wide reinforcers for demonstrating school-wide	Yes No
	3	Are at least 80% of your students meeting tier 1 behavioral expectations?	Yes No
Decision Making	If the answer to any of the Tier 1 questions is "no," teacher should revisit the fidelity of their tier 1 behavioral supports for the student and/or class.		
	If the answer to all of the Tier 1 questions is "yes," it is appropriate to consider tier 2 supports.		
Tier 2			
	1	Student has at least 10 documented maladaptive behavior cards in Focus. (Required)	Yes No
	2	Teacher has completed a parent teacher conference form notifying parent(s) of behavioral concerns	Yes No
	3	Student has excessive absences, tardies, early releases, nurse visits (10% or more)	Yes No
Decision Making	If the answer to all of the questions above is "no," teacher should revisit tier 1 supports and documentation procedures.		
	If the answer to the questions above are "yes," teacher should (1) use data to determine the function of the student's behavior and (2)		
	<u>Determining Function of Behavior</u>		
	Teacher should use data (maladaptive cards, referrals/suspensions, attendance, <u>screening tools</u>) to answer the following:		
	1	What conditions are most likely to lead to the problem behavior?	
	2	What response reliably follows the problem behavior?	
		Obtain Attention or Item/Activity	Escape/Avoid Attention or Task/Activity
		• To get attention from adult and/or peers	• To avoid/escape attention from adult/peers
		• To get a tangible (object, event, or activity)	• To avoid/escape tangible (demanding or boring)
		• To get sensory stimulation (visual, auditory,	• To avoid/escape from sensory stimulation
	Match the student by the function of their behavior and skills needed		
		Token Economy/Punch	Group Counseling/Lunch Bunch Resiliency Lessons Suite 360
	Get adult attention	X	X
	Get peer attention	X	X
	Avoid adult attention	X	X
	Avoid peer attention	X	X
	Avoid tasks	X	X
	Collect progress monitoring data to determine the student's response to intervention (Utilize Hotlinks)		
	Intervention Name	Progress Monitoring Tool	Data Entry Location
	Token Economy	Token Board, Punch Card	VES Google Drive, Focus
	Small Group Counseling/Lunch Bunch	Maladaptive Cards	Focus
	Suite 360 Lessons	Maladaptive Cards	Focus
Decision Making	If progress monitoring data indicates the student has had a positive response to tier 2 intervention(s), continue with tier 2 interventions		
	If progress monitoring data indicates the student has had a questionable or negative response to tier 2 interventions, student should		
Tier 3			
	Students designated as ESE (who do not		General Education Students
	• Contact behavior specialist and complete		• Request a formal MTSS meeting
	• Behavior specialist will review packet and develop		• School psychologist may complete FBA/BIP
	• Classroom teacher will implement the behavior		• Classroom teacher will implement FBA/BIP, collect
Decision Making	If tier 3 progress monitoring data indicates that the student has had a positive response to intervention, continue with tier 3 interventions		
	If tier 3 progress monitoring data indicates that the student has had a questionable or negative response to intervention, refer back to		



- Punch Card
- Token Economy
- Resiliency Lessons
- Lunch Bunch (Group counseling)



Name: _____		Date: _____		
Behavior Goal: I followed adult directions with no more than 2			Goal Points: _____	
Schedule	Performance Rating			Comments
ELA WIN	2	1	0	
ELA	2	1	0	
MATH WIN	2	1	0	
MATH	2	1	0	
SCIENCE	2	1	0	
Total Points: _____			Performance scale: 2- Great 1- OK 0- Needs Improvement	
Reward Menu	Reward Choice #1			
	Reward Choice #2			
	Reward Choice #3			



Behavior Now...

- ★ Decreased Referrals (less than 60)
- ★ Effective Systems in place
- ★ Classroom calls averaging 1 per day



Connect with someone from another school. Share ideas that can improve your current behavior system.





Step 3
FOCUS ON
Academics

Academics Then...

	2019-2020 C	2020-2021 C
ELA Achievement	57%	66%
ELA Gains	53%	52%
ELA L25 Gains	51%	41%
Math Achievement	56%	73%
Math Gains	35%	34%
Math L25 Gains	26%	29%
Science	53%	49%
3rd Gr ELA Achievement	n/a	n/a
Additional Info	TS&I SWD's	Masks enforced Covid-Scores not counted

ELA

TIER 1	TIER 2	TIER 3
<ul style="list-style-type: none">● 100% of students● 100 minutes of Core Instruction● Consistent Blocks: 30–60–30● Phonics (K–2), leveled reading groups, skill–based whole group lessons, writing● Weekly Collaborative Planning● Everyone is focused on same goal. ie: practice skills	<ul style="list-style-type: none">● 20% of students● 15–30 minutes of targeted instruction● Focus on lacking skills to fill learning gaps● Groups of 5 or less● Designated time dedicated to WIN in master schedule	<ul style="list-style-type: none">● 10% of students● 30 minutes of intensive targeted instruction● Focus on lacking skills to fill learning gaps● Groups of 4 or less● Designated time dedicated to Tier3 (SPA) in master schedule● Remaining 90% of students participate in reinforced ELA skills practice

ELA

TIER 1

Unit 2 Grade Level Kinder Date 9/6/23
 Collaborative Planning Reading

Unit Assessment (what is it assessing?)
 ☆ events, character, setting & phonics (beg./s/, /h/ + ending /n)
 ☆ ask & answer questions about unfamiliar words
 ☆ HFW (I, go, an)

Stations (what are you practicing?)
 Matching Letters to sounds
 Word work (Phonological Awareness) (Phonics)
 ☆ beginning sound sort
 Letter Rec- (different fonts)
 Reading Phonological Awareness
 Phonemic Awareness - Rhyming + Syllables
 ☆ Writing - Draw, Write, and Start a message - Name Writing
 Draw and Label
 Digital - Lallo Benchmark
 Unit 1, Unit 2 Assignments
 Benchmark Unit Songs
 ☆ Reading - exploring books - Concepts of print
 ☆ Listening - Letter - Comprehension
 character, setting, main events

Guided Reading
 What books go along with the Unit?
 ☆ CAP using B.A. books
 ☆ Alphabet books, tracing w/ finger
 ☆ Name building
 ☆ HFW practice
 ☆ Initial Sounds

SPAT3 (Quarterly)
 ☆ 3 Days of SPA
 Alphabet Book
 Magnetic Letter Trays - use, read, write
 ☆ 2 Days
 Print Concepts
 Letter & Sound Recognition

WINT2
 ☆ Reading - Key Lit
 Letter Formation
 ☆ Math - Reveal Center - Numbers 0-5
 - Numbers - 5-10
 ☆ Science - Living Things - Plants
 ☆ Experiment - Germinate Seedlings - Watch beans grow
 (2) dark vs light - monitor

TIER 2

	3rd Grade
8:40	
8:50	
9:00	
9:10	
9:20	ELA
9:30	8:40-10:20
9:40	100 minutes
9:50	
10:00	
10:10	
10:20	SPA
10:30	10:20-10:50
10:40	30 minutes
10:50	ELA WIN
11:00	10:50-11:20
11:10	30 minutes

TIER 3





QUICKREADS
 Elfrieda H. Hiebert, Ph.D.

Reading Activities that include parent involvement nights



Family Reading Night
Thursday, December 7th
5:30-7:00 pm



Join us for a fun filled night!
Please come wearing your favorite pajamas & participate in engaging reading activities.
Our VES chorus will perform at 6:50 pm in the cafeteria.

Activities Include:

- Book Fair Shopping
- Read Aloud
- Hot Cocoa & Cake
- Write a Letter to Santa
- Homemade Bookmark Making
- Holiday Reading Challenge. Finger-lights will be given to the first 200 students who attend.
- Holiday Selfies
- Read/Greet/Pictures with Santa
- Grade Candy Cane Sale
- Book Bus will be on campus
- Chorus Concert

Students who attend will receive a ticket for the book fair drawing!
(7 winners announced Friday)

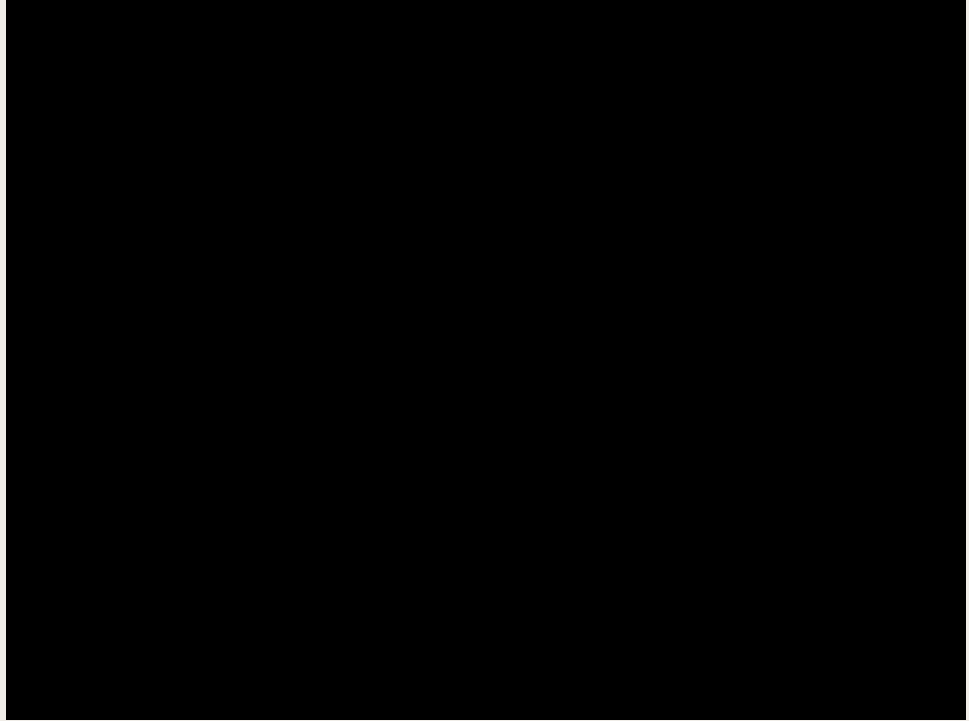
Bring a gift for Toys for Tots to be entered into drawing for a prize (announced Friday)



Testimonial

Charli

1st grade VES Student



MATH

TIER 1	TIER 2	TIER 3
<ul style="list-style-type: none">● 100% of students● At least 60 minutes of Core Math Instruction● Consistent Blocks: 30-30-30● Weekly Collaborative Planning focusing on backwards planning	<ul style="list-style-type: none">● Lowest quartile● 15-30 minutes of targeted instruction● Fluid Groups of 5 or less	<ul style="list-style-type: none">● Lowest scoring students on most recent FAST assessment● 30 minutes of daily intensive targeted instruction and reinforced practice of previously taught skills● Focus on lacking skills to fill learning gaps● Groups of 4 or less

MATH

Planning

Unit <u>4</u>	Grade Level <u>5</u>	Date _____		
Collaborative Planning Math				
<p><i>(Math) Unit Assessment (what is a assessment?)</i></p> <ul style="list-style-type: none"> ☆ Decomposing decimals to 1000 ☆ Add/Sub decimals ☆ Estimating decimals 				
<p><i>Science T4L5 T4L6</i></p> <ul style="list-style-type: none"> ☆ Law of Conservation (mass) ☆ chemical change vs physical ☆ FARTS acronyms 				
<p><i>Stations (what are you practicing?)</i></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p><i>Hands On</i></p> <ul style="list-style-type: none"> ☆ Task Cards (NSO 23) Add/Sub decimals ☆ Game 41 (Estimating decimal Race) ☆ Interactive #line <p><i>Digital</i></p> <ul style="list-style-type: none"> ☆ Digital Game (Batting Practice) ☆ Add/Sub learning path </td> <td style="width: 50%;"> <p><i>Science Vocabulary</i></p> <ul style="list-style-type: none"> ☆ support conservation of Matter ☆ chemical reaction mixture components solutions </td> </tr> </table>			<p><i>Hands On</i></p> <ul style="list-style-type: none"> ☆ Task Cards (NSO 23) Add/Sub decimals ☆ Game 41 (Estimating decimal Race) ☆ Interactive #line <p><i>Digital</i></p> <ul style="list-style-type: none"> ☆ Digital Game (Batting Practice) ☆ Add/Sub learning path 	<p><i>Science Vocabulary</i></p> <ul style="list-style-type: none"> ☆ support conservation of Matter ☆ chemical reaction mixture components solutions
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Schedule

<p style="text-align: center;">4th Grade</p>
<p style="text-align: center;">Math</p>
<p style="text-align: center;">8:40-9:50</p>
<p style="text-align: center;">70</p>
<p style="text-align: center;">Math WIN</p>
<p style="text-align: center;">9:50-10:20</p>
<p style="text-align: center;">30</p>

Tier 2 during Math Station time

Tier 3 during Math WIN

Intervention Curriculum

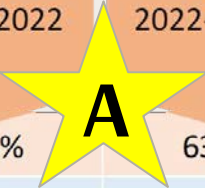


Shifting focus to questioning, spiraling and engagement



Academics Now...

	2019-2020 C	2020-2021 C	2021-2022	2022-2023
ELA Achievement	57%	66%	63%	63%
ELA Gains	53%	52%	66%	72%
ELA L25 Gains	51%	41%	56%	71%
Math Achievement	56%	73%	75%	77%
Math Gains	35%	34%	63%	81%
Math L25 Gains	26%	29%	59%	82%
Science	53%	49%	67%	59%
3rd Gr ELA Achievement	n/a	n/a	n/a	55%
Additional Info	TS&I SWD's	Masks enforced Covid-Scores not counted	Principal on maternity leave	Hurricane (Sept.) New Admin.(Jan.)



Celebrations



Connect with someone from another school. Share an activity your school implemented which has improved academic performance.



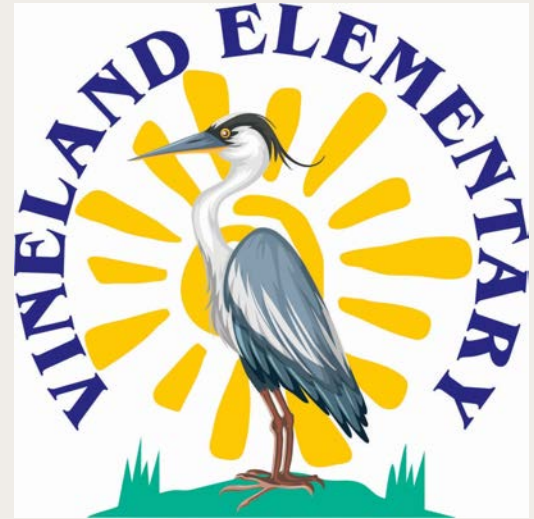
Culture	Academic	PBIS/Behavior
<ul style="list-style-type: none"> ● Staff surveys ● Build spirit ● School gatherings 	<p>Tier 1 – Universal Support for all students</p> <ul style="list-style-type: none"> ● CORE curriculum, taught during ELA/Math block ● Benchmark ● Reveal 	<ul style="list-style-type: none"> ● Liveschool ● CHAMPS ● SOAR
<ul style="list-style-type: none"> ● Team building 	<p>Tier 2 – (5%10% of students) targeted support for at risk students</p> <ul style="list-style-type: none"> ● (WIN) more intensive instruction with additional time (2 to 3 times weekly) ● SIPPs, Quick Reads, LLI, ● Reveal interventions 	<ul style="list-style-type: none"> ● Token Economy ● Counseling Groups/Lunch Bunch ● Suite360 Resiliency lessons
<ul style="list-style-type: none"> ● Favorite Things ● Hardworking Heron Awards 	<p>Tier 3 – (1%–5%) Individualized support for students with intensive & persistent challenges</p> <ul style="list-style-type: none"> ● (SPA) increased intensity & daily instruction of interventions ● SIPPS or LLI ● Math interventions 	<ul style="list-style-type: none"> ● FBA/BIP ● 1:1 Counseling

THANKS!

DO YOU HAVE ANY *questions?*



Vineland Elementary School
Rotonda West, Fl.
www.yourcharlotteschools.net/ves

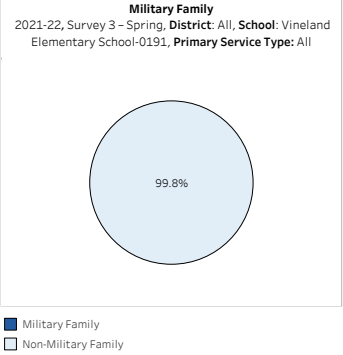
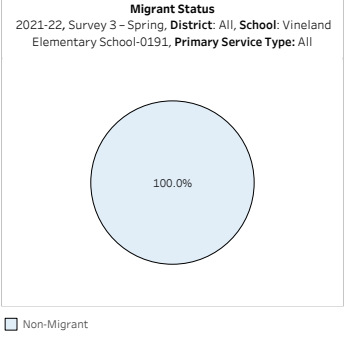
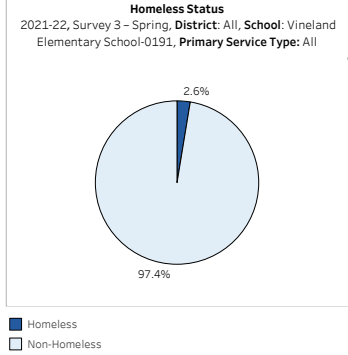
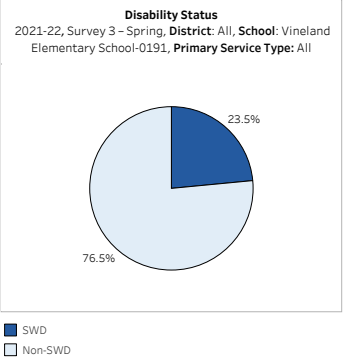
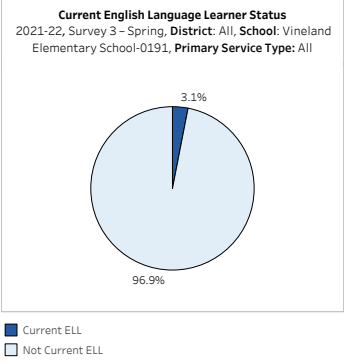
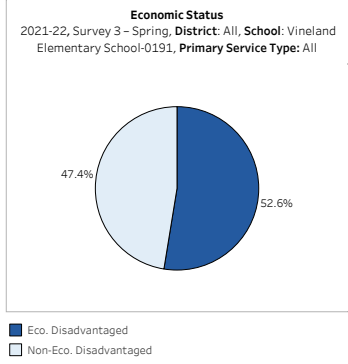
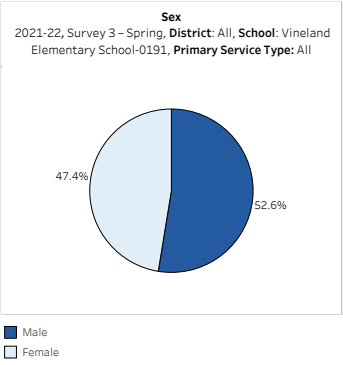
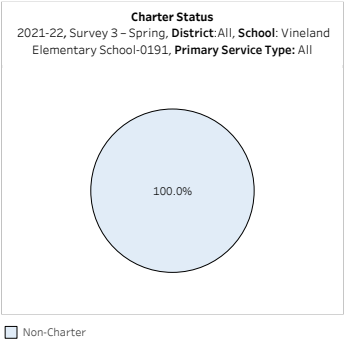
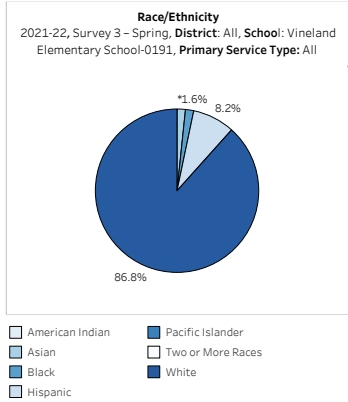
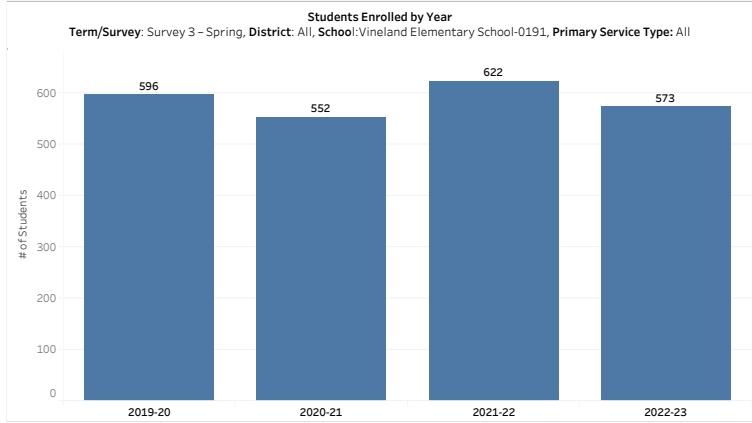


PK-12 ENROLLMENT DEMOGRAPHICS

Map Demographics Build A Table

- FLDOE Home
- Advanced Reports Portal
- Definitions
- Help

Filters:
 School Year
 2021-22
 Term/Survey
 Survey 3 - Spring
 District Name
 All
 School
 Vineland Elementary School-0191
 Primary Service Type
 All



Notes:
 -When the number of students is less than 10, data are suppressed and noted by an asterisk (*) in the online tool. Suppressed data will appear as a blank in exported files.
 -Economically disadvantaged calculations in this report do not reflect the USDA multiplier for eligible Community Eligibility Provision (CEP) schools. More information about the Community Eligibility Provision can be found at the United States Department of Agriculture website: <https://www.fns.usda.gov/ce>. School and district lunch reports with the CEP multiplier applied, if applicable, are located under LUNCH STATUS at <https://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.shtml>.

PK-12 ENROLLMENT DEMOGRAPHICS

Map

Demographics

Build A Table

FLDOE Home

Advanced Reports Portal

Definitions

Help

Filters:

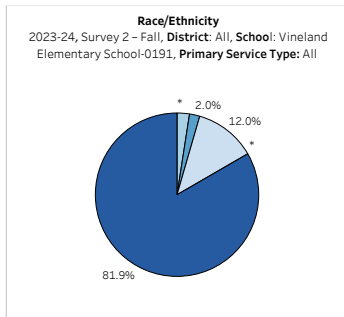
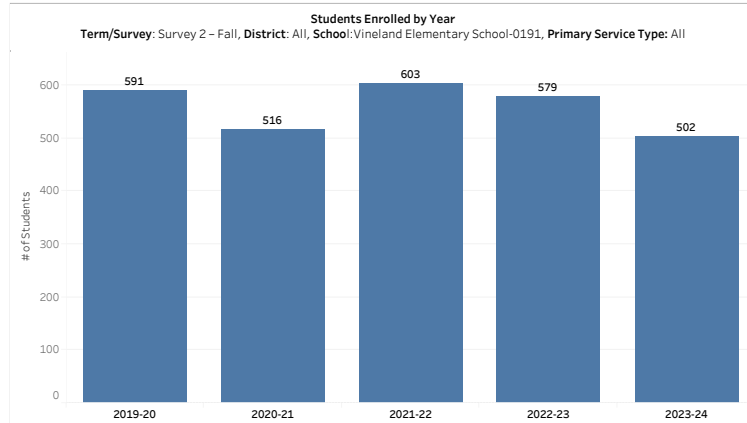
School Year
2023-24

Term/Survey
Survey 2 - Fall

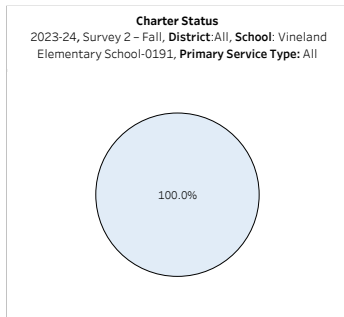
District Name
All

School
Vineland Elementary School-0191

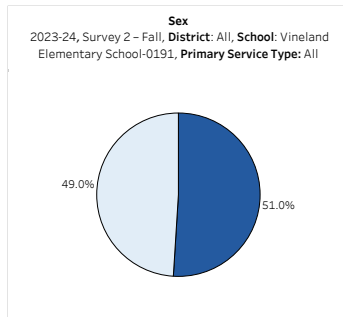
Primary Service Type
All



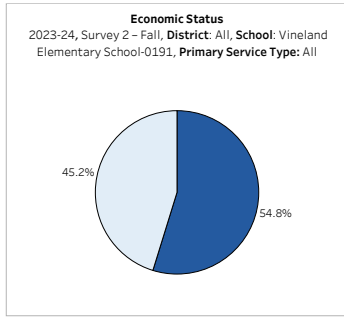
- American Indian
- Asian
- Black
- Hispanic
- Pacific Islander
- White



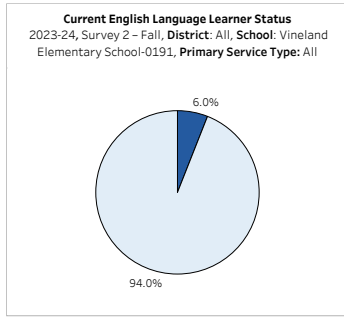
- Non-Charter



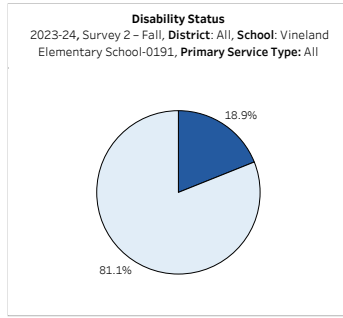
- Male
- Female



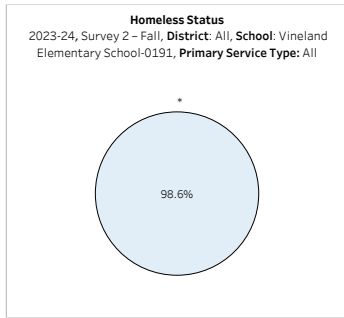
- Eco. Disadvantaged
- Non-Eco. Disadvantaged



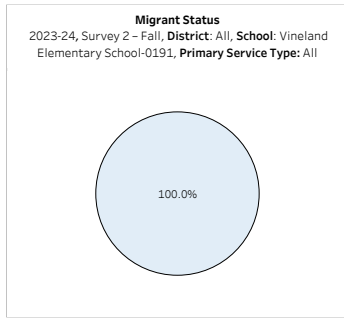
- Current ELL
- Not Current ELL



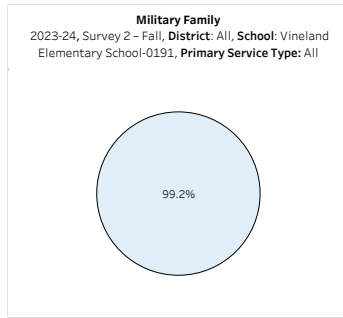
- SWD
- Non-SWD



- Homeless
- Non-Homeless



- Non-Migrant



- Military Family
- Non-Military Family

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