

Ormond Beach Elementary School

Earned an "A" the OBE Way

ECTAC 2024

Volusia County Schools

Principal: Shannon E. Hay



Who Are We?

Robbin Hammonds-Durden, 5th Grade Teacher

Shannon Hay, Principal

Francina Maddox, Assistant Principal

Jeanne Neat, 3rd Grade Teacher

Lauren White, Academic Coach

Strengths

- High Expectations
- Accountability
- Culture of Ownership
- Recruitment and retention
- Honor Traditions
- Discipline
- Attendance

Opportunities for Growth

- Instructional practices for students with disabilities
- Developing a succession plan



"OBE is the Place to Be"

Demographics

- Established in 1887
- Neighborhood School
- VPK through 5th Grade
- Total Students: 343
- School of Choice Variance: 42%
- Economically Disadvantaged: 63.7%
- Students with Disabilities: 17%
- LRE: 100%
- Gifted: 8%
- ESOL: 0
- White: 71%
- Multicultural: 13%
- Black: 8%
- Hispanic: 7%
- Other: 1%





School Leadership

- Clear and High Expectations
- Collaborative Practices
- Collaborative Decision Making
- Earned Autonomy
- Transparency
- Accountability for self and others
- "One Voice" and Common Language
- Grace and Compassion
- Realistic Timelines and Support when implementing new practices
- Family First
- Supportive Teams
- Visibility and Accessibility

Data

E2 Recognition Year: 2021-2022

Current Data: 2023-2024

Component	17-18	18-19	20-21	21-22	22-23	23-24
% of Total Possible Point	62	55	62	73	81	Preliminary Data
ELA Achievement	67	68	70	71	79	76
ELA Learning Gains	63	61	58	71	78	61
ELA Lowest Quartile	63	45	50	61	56	56
Math Achievement	78	65	70	81	83	82
Math Learning Gains	64	48	52	74	81	60
Math Lowest Quartile	56	42	33	74	47	66
Science Achievement	44	59	58	77	81	81

FAST PM3 Data Analysis

Fourth Grade

ELA	Proficiency Rate Level 3 or Higher	Learning Gains	Lowest Quartile Learning Gains	Gifted Level 4 or Higher	Gifted Level 5	ESE Learning Gains
District	54					
State	53					
School	75.9	59	46	100	71	53
Fourth Grade	72.8	60	57	100	57	46
All ESE	38	46	60			46
Teacher 1	64.8	51	45	100	25	44
Teacher 2	86	77	67	100	100	51
ESE Teacher 1	33	33	50			33
ESE Teacher 2	33	50	60			50
Enrichment	100	78		100		
4 th Grade Gifted	100	86		100	57	

MATH	Proficiency Rate Level 3 or Higher	Learning Gains	Lowest Quartile Learning Gains	Gifted Level 4 or Higher	Gifted Level 5	ESE Learning Gains
District	57					
State	58					
School	81.6	63	63	100	79	58
Fourth Grade	83	65	57	100	100	46
All ESE	62	46	50			46
Teacher 1	78.3	59	43	100	100	33
Teacher 2	91	73	71	100	100	75
ESE Teacher 1						
ESE Teacher 2	43	43	33			43
Enrichment	100	100		100		
Intervention	55	55	63			67
4 th Grade Gifted	100	100		100	100	

Data Graphs for Common Assessments

Test Scores	
Volusia County School District: (4218)	67.8%
E - ORMOND BEACH ELEMENTARY SCHOOL - 1114: (60)	78.8%
Teacher 1	76.3%
Teacher 2	83.3%

Proficiency	
Volusia County School District: (4218)	56.01
E - ORMOND BEACH ELEMENTARY SCHOOL - 1114: (60)	80
Teacher 1	73.68
Teacher 2	90.91

FL.20.BEST.ELA.4.R.1.1 (3 Items)	
Volusia County School District: (4219)	63.8%
E - ORMOND BEACH ELEMENTARY SCHOOL - 1114: (60)	77.5%
Teacher 1	71.5%
Teacher 2	87.9%

FL.20.BEST.ELA.4.R.1.2 (3 Items)	
Volusia County School District: (4219)	70.0%
E - ORMOND BEACH ELEMENTARY SCHOOL - 1114: (60)	82.2%
Teacher 1	77.6%
Teacher 2	90.2%

Student Name	Total Score	FL.20.BEST.ELA.4.R.1.1	FL.20.BEST.ELA.4.R.1.2	FL.20.BEST.ELA.4.R.1.3
Student 1	93%	100%	100%	33%
Student 2	93%	100%	100%	100%
Student 3	93%	33%	100%	100%
Student 4	92%	100%	100%	100%
Student 5	90%	100%	100%	67%
Student 6	90%	100%	100%	100%
Student 7	89%	100%	83%	67%
Student 8	88%	100%	100%	67%

Full Name	Gr.	Test Name	Pts. Earned	Pts. Possible	Score	Scale Score	Perf. Level
Student 1	4	ELA 04 VBA 03 23-24	40	41	0.97561	99	Level 5
Student 2	4	ELA 04 VBA 03 23-24	40	41	0.97561	99	Level 5
Student 3	4	ELA 04 VBA 03 23-24	39	41	0.95122	98	Level 5
Student 4	4	ELA 04 VBA 03 23-24	39	41	0.95122	98	Level 5
Student 5	4	ELA 04 VBA 03 23-24	39	41	0.939024	97	Level 5
Student 6	4	ELA 04 VBA 03 23-24	38	41	0.926829	96	Level 5

Notation	Strand	Ss	Benchmark	Clarifications	Score
ELA.4.R.1.1	Reading	60	Explain how setting, events, conflict, and character development contribute to the plot in a literary text.		77.5
ELA.4.R.1.2	Reading	60	Explain a stated or implied theme and how it develops, using details, in a literary text.	Clarification 1: An explanation of how the theme develops should include how characters respond to situations and how the speaker reflects upon a topic in a literary text.	82.22222222
ELA.4.R.1.3	Reading	60	Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.	Clarification 1: The term perspective means "a particular attitude toward or way of regarding something." The term point of view is used when referring to the person of the narrator. This is to prevent confusion and conflation.	68.33333333

Primary Data

Kindergarten Class	Lower Case Letters (26)				Upper Case Letters (26)				Sight Words				QPA Mastery Percentage											
	1st Q		2nd Q		3rd Q		4th Q		1st Q		2nd Q		3rd Q		4th Q		1st Q		2nd Q		3rd Q		4th Q	
	Skill 1	Skill 2	Skill 1	Skill 2	Skill 1	Skill 2	Skill 1	Skill 2	Skill 1	Skill 2	Skill 1	Skill 2	Skill 1	Skill 2	Skill 1	Skill 2	Skill 1	Skill 2	Skill 1	Skill 2	Skill 1	Skill 2	Skill 1	Skill 2
Student 1	16	20	26		23	24	26		9	17	33		16	18	20	25	26	26						
Student 2	21	24	26		25	26	26		2	10	35		21	16	24	26	26	26						
Student 3	19	24	26		20	24	26		7	25	47		19	21	24	26	26	26						
Student 4	25	26	26		26	26	26		9	14	22		25	16	26	26	26	26						
Student 5	26	26	26		26	26	26		10	34	70		26	25	26	26	26	26						
Student 6	26	26	26		26	26	26		14	46	55		26	25	26	26	26	26						
Student 7	21	26	26		26	26	26		15	33	58		21	19	26	26	26	26						
Student 8	26	26	26		26	26	26		26	64	90		26	26	26	26	26	26						
Student 9	25	26	26		25	26	26		19	36	60		25	24	26	26	26	26						
Student 10	26	26	26		26	26	26		30	70	103		26	26	26	26	26	26						
Student 11	26	26	26		26	26	26		26	44	76		26	26	26	26	26	26						
Student 12	24	26	26		26	26	26		37	61	71		24	25	26	26	26	26						
Student 13	21	26	26		26	26	26		19	37	53		21	23	26	26	26	26						
Student 14	23	26	26		26	26	26		22	45	56		23	25	26	26	26	26						
Student 15	25	26	26		26	26	26		17	39	62		25	26	26	26	26	26						

First Grade Class	Sight Words			
	1st Q 36	2nd Q	3rd Q	4th Q
Student 1	36	65		
Student 2	33	64		
Student 3	36	65		
Student 4	36	101		
Student 5	36	65		
Student 6	36	144		
Student 7	36	66		
Student 8	36	150		
Student 9	36 x			
Student 10	36	80		
Student 11	35	61		
Student 12	23	45		
Student 13	26	36		
Student 14	36	150		
Student 15	33	61		
Student 16	33	60		
Student 17	36	111		
Student 18	20	22		

Culture of Collaboration

- Transparency of data
- Weekly PLCs
- Grade Level Title I Planning Days
- Common Planning
- Grade Level Meetings
- Professional Development
- Model Classrooms
- Committee Involvement
- Clubs
- Extracurricular Events
- Parental Involvement
- Grandparents Day
- Rotary



Title I Flex Tutoring

Due to COVID procedures we were not able to do traditional after school tutoring.

Flex Tutoring was implemented and allowed for classroom teachers to tutor their own students before school and during planning time. Groups and needs were determined by the teacher and could be adjusted by students' needs. The area of focus was on core instruction and remediation. Groups meet **2-3 times per week**.

Six Week Fifth Grade Saturday Math and Science Bootcamp. All fifth-grade students were invited to participate and each session reviewed past standards with hands-on learning and fun.

Title I Intervention

Math intervention was provided to target the Lowest Quartile in grades 3-5 math. Students were pulled for small group instruction **daily**. The Area of Focus was on prerequisites, core instruction, remediation, fact fluency, and number sense.

Daily Primary Reading interventions was provided for grades K-3 for basic foundational reading skills. The Area of Focus was on reading mastery and individualized instruction based on the progression of reading standards.

Programs Used

Flex Tutoring

SIPPS

Sound Partners

Secret Sounds

Everglades Math

iReady Reading (Magnetic Reading)

Extension of Core

Reteaching of Core

Pre-teaching Prerequisites

Title 1 Intervention

Number Talks

Building Fact Fluency

iReady Tools for Instruction

SIPPS



How Effective Feedback was provided to Teachers:

Effective Feedback is not an isolated event. It is embedded in the culture and established systems for collaboration.

- Instructional Walks happen once a week by administration. Each teacher will have at least 3 instructional walks per month.
- Questions are based on the School Improvement Goals and the data is evidence for Monitoring Measurable Outcomes and School Based Instructional Goals.

Principal Commitments to Feedback	
Types of Feedback	Format (Delivery)
Administrative Reflection (Self)	<ul style="list-style-type: none">• Clear Expectations• Limited of Resources• Planning• Professional Development
Teacher	Individual Conversations Coaching Cycle
Grade Level	Grade Level PLCs
Schoolwide Trends	Discussed as an Administrative team to determine cause and the response.

Form Menu

Instructional Walk 23-24

Administration will complete this feedback form weekly.

* Required

1. Date of Visit *

Please input date (M/d/yyyy)

2. Administrator *

Shannon E. Hay

Francenia Maddox

3. Teacher observed *

K. Lane

4. Subject Observed *

Math Whole Group

Math Small Group

ELA Whole Group

ELA Small Group

Social Studies

Science

Writing

Other

5. Students have access to math manipulatives appropriate for the Benchmark. *

Yes

No

Not observed

6. Teacher provides explicit instruction aligned to the benchmark and intended learning. *

Teacher presents content clearly and directly through the use of modeling, demonstration, a clear visual, and/or examples to show the specific application of content, concept, or skill

Yes

No

7. Teacher uses Common & Precise Language aligned with Benchmarks (Including domain specific vocabulary) *

Yes

No

N/A

8. Students use academic language (including domain specific vocabulary) *

Yes

No

9. Instruction matches Curriculum Map pacing: *

Yes

10. Instruction is aligned to Benchmarks/Standards *

Yes

No

N/A

11. Independent Work are aligned to Rigor of the Benchmarks. *

Yes

No

Unobserved

Partial

2023-2024 Instructional Walk Tool

Ormond Beach Elementary

Responding to Instructional Walkthrough Data

Schoolwide Professional Development

45% of Teachers were not following the recommended Instructional Routines during the Reading Block.

- Academic Coach presented the best practices for Instructional Routines for the reading block at a Faculty Meeting and reviewed resources in Canvas.
- Set expectations for implementation.
- Offered model lessons through coaching, planning sessions, and classroom visits prior to implementation.

Individual Coaching

3 Teachers were not implementing Small Group instruction for remediation and acceleration in Math 100% of time observed.

- Met with teachers one on one and set instructional expectations for implementation.
- Asked for teacher input regarding barriers of implementation and developed an individual action plan.
- Offered model lessons through coaching, planning sessions, and classroom visits prior to implementation.

Schoolwide Trends

Students in Grades 2-5 were not able to subtract with regrouping, without repeated misconceptions, after after sowing mastery during the unit of instruction.

- Met with Lead Math Teachers, Academic Coach, and Administrative Team to discuss trend and develop an Action Plan.
- Set a Schoolwide Expectation that Number Talks (with regrouping) will be implemented by January.
- Lead Math Teachers provided training for Number Talks during a Faculty Meeting.
- Teachers in K-5 and ESE observed Lead Math Teacher during a Number Talks Lesson.



Connect with Us!

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Ormond Beach, FL 32174

<https://ormondbeach.vcsedu.org/>

<https://www.facebook.com/OBEVCS/>

sehay@volusia.k12.fl.us

PK-12 ENROLLMENT DEMOGRAPHICS

Map Demographics Build A Table

- FLDOE Home
- Advanced Reports Portal
- Definitions
- Help

Filters:

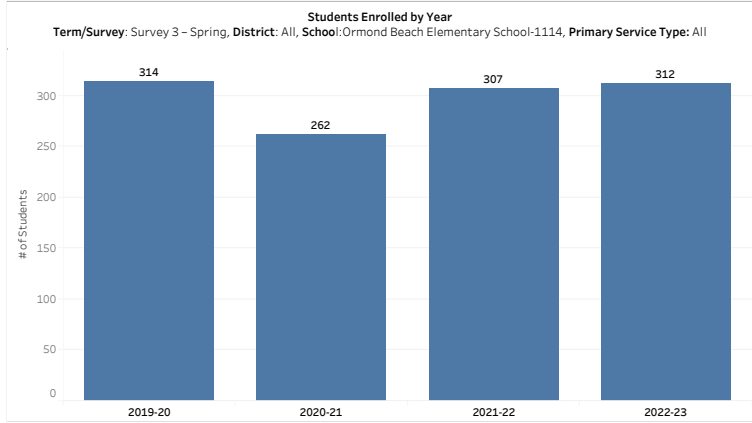
School Year
2021-22

Term/Survey
Survey 3 - Spring

District Name
All

School
Ormond Beach Elementary School-1.

Primary Service Type
All



Race/Ethnicity
2021-22, Survey 3 - Spring, District: All, School: Ormond Beach Elementary School-1114, Primary Service Type: All

Race/Ethnicity	Percentage
White	71.0%
Asian	10.1%
Black	9.8%
Hispanic	8.1%
Pacific Islander	*
Two or More Races	*

Charter Status
2021-22, Survey 3 - Spring, District: All, School: Ormond Beach Elementary School-1114, Primary Service Type: All

Charter Status	Percentage
Non-Charter	100.0%

Sex
2021-22, Survey 3 - Spring, District: All, School: Ormond Beach Elementary School-1114, Primary Service Type: All

Sex	Percentage
Male	50.5%
Female	49.5%

Economic Status
2021-22, Survey 3 - Spring, District: All, School: Ormond Beach Elementary School-1114, Primary Service Type: All

Economic Status	Percentage
Eco. Disadvantaged	70.0%
Non-Eco. Disadvantaged	30.0%

Current English Language Learner Status
2021-22, Survey 3 - Spring, District: All, School: Ormond Beach Elementary School-1114, Primary Service Type: All

Current ELL Status	Percentage
Current ELL	98.7%
Not Current ELL	1.3%

Disability Status
2021-22, Survey 3 - Spring, District: All, School: Ormond Beach Elementary School-1114, Primary Service Type: All

Disability Status	Percentage
SWD	12.1%
Non-SWD	87.9%

Homeless Status
2021-22, Survey 3 - Spring, District: All, School: Ormond Beach Elementary School-1114, Primary Service Type: All

Homeless Status	Percentage
Homeless	1.6%
Non-Homeless	98.4%

Migrant Status
2021-22, Survey 3 - Spring, District: All, School: Ormond Beach Elementary School-1114, Primary Service Type: All

Migrant Status	Percentage
Non-Migrant	100.0%

Military Family
2021-22, Survey 3 - Spring, District: All, School: Ormond Beach Elementary School-1114, Primary Service Type: All

Military Family Status	Percentage
Non-Military Family	100.0%

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/ceip/community-eligibility-provision>. School and district lunch reports with the CEP multiplier applied, if applicable, are located under LUNCH STATUS at <https://www.fl DOE.org/accountability/data-sys/edu-info/accountability-services/pk-12-public-school-data-pubs-reports/students.stm>.

PK-12 ENROLLMENT DEMOGRAPHICS

- Map
- Demographics
- Build A Table

- FDOE Home
- Advanced Reports Portal
- Definitions
- Help

Filters:

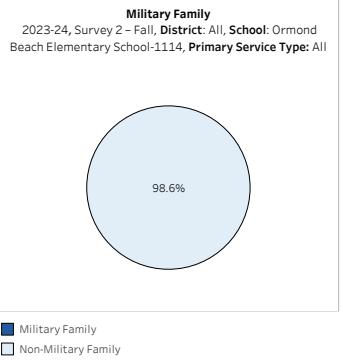
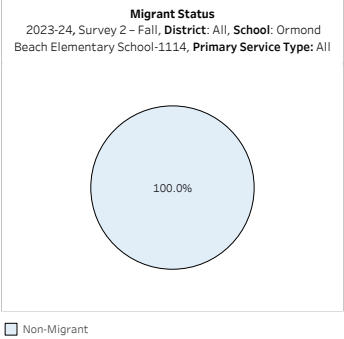
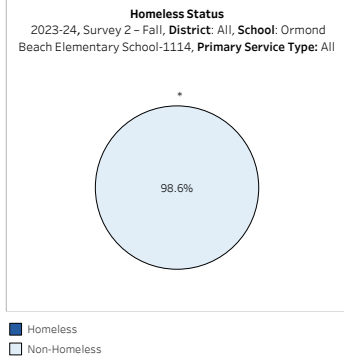
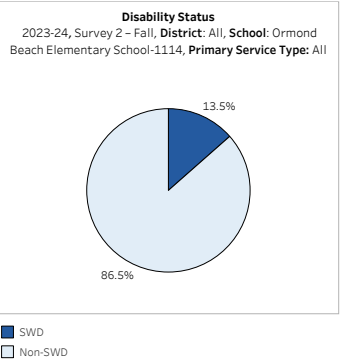
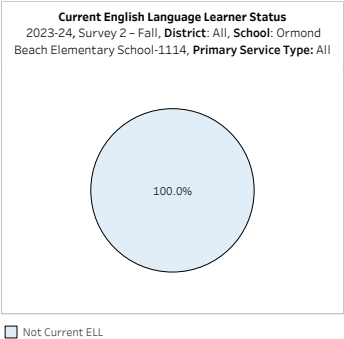
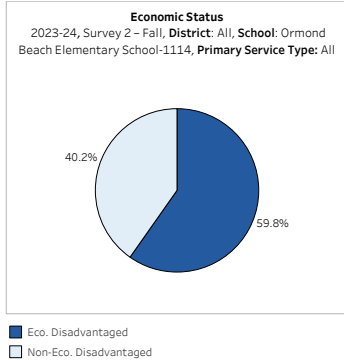
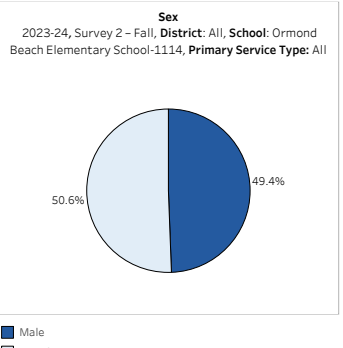
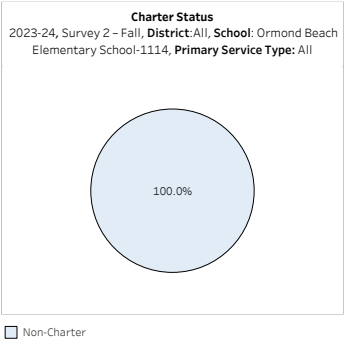
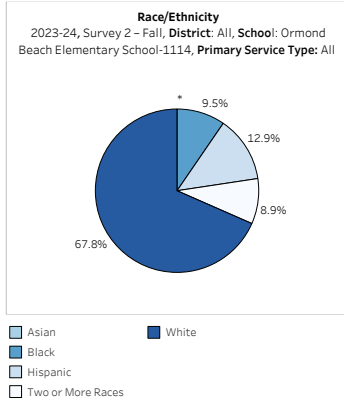
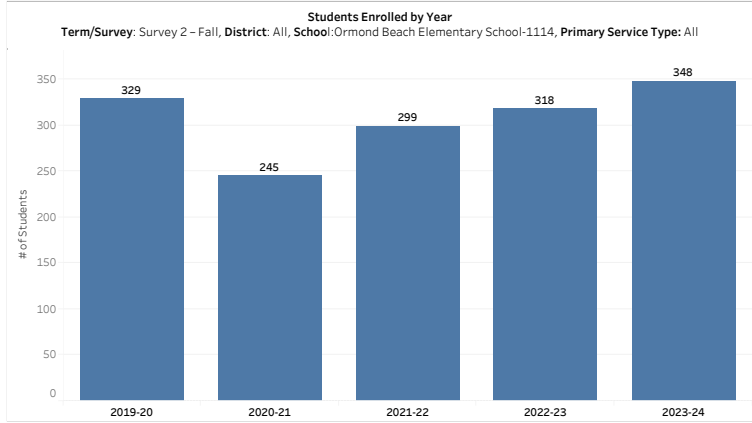
School Year
2023-24

Term/Survey
Survey 2 - Fall

District Name
All

School
Ormond Beach Elementary School-1..

Primary Service Type
All



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