

# Maryland School Review

## Expert Review Team Report

Domain 2: Student Support

Domain 3: Educator Support

Bay View Elementary School

Maryland State Department of Education

Office of Teaching and Learning

January 24-25, 2024



## Table of Contents

Overview of Maryland School Site Reviews .....	2
Executive Summary .....	4
Domain 2: Student Support .....	7
Domain 3: Educator Support .....	11
Appendix A .....	13
Appendix B .....	15

# Overview of Maryland School Site Reviews

## PURPOSE

The Maryland State Department of Education (MSDE) is committed to supporting school systems in improving student outcomes. MSDE conducts comprehensive school reviews to identify promising practices and opportunities for growth in curriculum, instruction, interventions, socio-emotional and mental health services, educator support, and school management. School reviews are a collaborative process among local education agencies (LEAs), schools, and MSDE aimed at accelerating student learning, supporting the whole child, and enhancing educator practice.

## SCHOOL REVIEW PROCESS AND METHODOLOGY

All school reviews are facilitated by an Expert Review Team (ERT) led by MSDE. ERT members consist of trained teachers, school leaders, and education experts with experience in improving student outcomes. Members participate in extensive training led by MSDE to calibrate the review process to ensure a consistent approach to school reviews. To identify effective practices and opportunities for growth in a school, the ERT analyzes school data, reviews documents submitted by the school, and conducts a one or two-day site visit that includes classroom observations, focus groups, and a principal interview.

The Expert Review Team uses a rubric (see Appendix B) to form a consensus rating for each measure based on student data, documents, observations, focus groups, and a principal interview. The rubric consists of three domains:

- **Domain 1: Curriculum and Instruction** - High-quality curriculum, instructional materials, teaching practices, and assessments are implemented to support student learning.
- **Domain 2: Student Support** - Schools use data to identify students and implement a multi-tiered approach to support all student groups.
- **Domain 3: Educator Support** - Educators at all levels are provided with support to improve results and shift instructional practice.

Each domain contains indicators and measures. Indicators specify criteria within the domain that will be reviewed. Measures identify the component that will be rated within the indicator. Each measure can earn one of four ratings:

- **Accomplishing with Continuous Improvement** - evidence reviewed demonstrates that a school fully addressed action(s) while implementing measures and attaining outcomes and demonstrates a commitment to continuous improvement.
- **Accomplishing** - evidence reviewed demonstrates that a school fully addressed action(s) while implementing measures and attaining outcomes.
- **Developing** - a plan and/or process is observed; however, actions towards attaining measures and outcomes have not yet been implemented.

- **Not Evident** – a plan and/or process towards implementing measures or obtaining outcomes was not observed.

In cases where the measure and/or component does not apply, it will be marked as not applicable.

MSDE will collaborate with LEAs for any school that earns a rating of Developing or Not Evident for any measure to develop recommendations, a support plan, and a timeline for the school to make progress toward the Accomplishing or Accomplishing with Continuous Improvement rating.

## STRUCTURE OF THIS REPORT

The following report is organized into three different sections.

**Executive Summary:** In this section, you will find a summary of the school's review. This includes:

- Information about the school, with more detailed information, can be found online in [the Maryland School Report Card](#).
- The summary of findings is a snapshot of the ratings the school received by each domain, with more detailed ratings of each measure embedded in the complete school rubric in Appendix B.
- Overall recommendations for the school to focus their school improvement work.

**Findings and Recommendations by Domain:** Each domain contains a section that outlines ERT findings, including strengths and areas for growth. For each domain, targeted recommendations are provided with evidence, action steps, and resources to address the recommendation. Resources are currently being reviewed for accessibility.

**Appendices:** Two appendices expand on information provided in the body of this report. They provide detailed information on the specific methods used by the ERT during the site visit and a deeper dive into the ratings the school received on the School Review Rubric.

## Executive Summary

### ABOUT BAY VIEW ELEMENTARY SCHOOL

Bay View Elementary School, located in Cecil County, serves a total of 443 students in grades PreK-5<sup>th</sup>. The enrolled population is made up of 9% African American, 8% Hispanic, 73% White, and less than 1% that is 2 or more races. The school's population includes approximately 46% of students who receive free or reduced meals and 20% or less of the population includes either students with disabilities or students with 504 plans. More detailed information, including enrollment, attendance, demographics, and student outcome data, can be found in the [Maryland School Report Card](#).

**SUMMARY OF FINDINGS**

The following table summarizes the school’s ratings on Domains 2 and 3. The school scored its highest rating of Accomplishing with Continuous Improvement in Observation and Feedback and its lowest rating of Accomplishing in Career Growth. A comprehensive list of measures, indicators, and ratings can be found in the full School Review Rubric in Appendix B.

Domain 2: Student Support		
Indicator	Percentage	Rating
Multi-Tiered Systems of Support	79%	Accomplishing
Opportunities and Access	79%	Accomplishing

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	100%	Accomplishing with Continuous Improvement
Professional Learning	75%	Accomplishing
Career Growth	64%	Accomplishing

## OVERALL RECOMMENDATIONS

The following actions are recommended to support improvement in the areas identified as needing improvement through the School Review process. More detailed information about these recommendations, linking them to specific findings in each domain and providing action steps and resources to implement them, can be found in the following sections:

- Adjust or develop professional learning on the use of effective strategies to ensure that all learners are actively accessing the general education environment and curriculum and are not receiving instruction primarily from the special education paraprofessional.
- Provide professional development for all instructional staff on supporting and differentiating whole group instruction/co-teaching to create inclusive opportunities for all students.
- Provide PD on the Universal Design for Learning (UDL) to encourage student-driven learning and consider ways to differentiate during whole group instruction perhaps per co-teaching or the utilization of UDL strategies.
- Leverage the master calendar and current learning walk structures to include cross-stakeholder learning with leadership, teachers, and support staff/special educators. Also, incorporate the learning in grade-level collaborative meetings to enhance students' access to grade-level material.

## Domain 2: Student Support

### Student Support

Schools use data to identify students and implement a multi-tiered approach to support all student groups.

## Findings and Recommendations

### STRENGTHS

There is an overall appreciation for the Multi-tiered System of Support (MTSS) structures in place at the school. Adult stakeholder focus groups agreed that there are various structures for supporting student's academic and behavioral needs.

- The school leadership and teacher focus groups provided evidence for leadership and teacher participation in the "Kidtalk" grade-level meetings to discuss resources for students showing difficulty in academic areas at Tier 2 and 3.
- Focus group participants discussed that the school utilizes an "Academic Index" that is provided by the school system. The Index triangulates multiple data sources (academic data, attendance data, and suspension data) which helps to identify students that should be discussed at grade-level "Kid Talk" meetings.
- Participants in the teacher and leadership focus groups shared the "Bookworms Program" is the resource used for supporting Tier 2 and 3. Also, the program Differentiated Instruction (DI), is used for students in need of greater instructional support.
- Teachers and leadership participants in the focus groups, discussed the new initiative, Targeted Mathematics Instruction (TMI), that is supported by the "Ongoing Assessment Project (OGAP)" which is focused on supporting students in need of Tier 2 and 3 in mathematics.
- All participants in the teacher and school leadership shared the Gifted and Talented (GT) Programs supports are available through a pull-out program one to three times per week.
- Evidence indicated that the school resources for behavioral support are a consistently utilized structure. Teachers and students spoke favorably toward one resource, specifically the "Calming Corner".
- Restorative practice coaches provide training to staff. Teachers provided an example of a "5 Ws" question protocol that is used as guidance to support students. "If a student is escalated, we ask them the "5 Ws" questions." All teachers are provided with the "5Ws" that are readily accessible in their badge holders.
- All students in the focus groups expressed liking the school's pledge, "The BARK." They shared what each letter of the name represented. One student further explained, "We do a pledge of allegiance, and then we do the BARK pledge too." All students had it memorized, and they all recited it.



## AREAS FOR GROWTH

The overall statements toward the school's academic program were favorable. However, all adult stakeholder groups cited areas of concern and why there is a need for more staff.

- All thirteen parents in the focus group agreed more support is needed for high achievers and students with the greatest needs. Parents further expressed that there is a need for teachers to be valued as professionals.
- Parents indicated that more academic and social-emotional support is needed for the students, especially with IEPs and those who are gifted and talented.
- All teachers in the focus groups agreed classes are too large for students who have extreme behaviors. One teacher cited an incident that was harmful to both students and adults, asking "How do we support them without taking away from others?" The other teachers chimed in with, "We need more paras and more staff and a SPED Teacher at multiple grade levels".

## RECOMMENDATIONS

The following recommendations are meant to support school leadership in improving in the areas that were identified as needing growth. Each is closely connected to the evidence presented above under “Areas for Growth,” and includes specific action steps and resources to support the implementation of these improvements. Domain-specific ratings can be found in Appendix B.

### FOCUS AREA 1

Adjust or develop professional learning on the use of effective strategies to ensure that all learners are actively accessing the general education environment and curriculum and are not receiving instruction primarily from the special education paraprofessionals. Provide professional development for all instructional staff on supporting and differentiating whole group instruction/co-teaching to create inclusive opportunities for all students.

#### ACTION STEPS:

As a result of this school review:

- Provide an ongoing series of professional development for instructional staff on differentiation to support consistent learning for MTSS at tiers 2 & 3 schoolwide. Include all instructional staff in this series of training to widen educator practices with new knowledge capital common to all who support instruction.
- Leverage school-site teachers who currently use these strategies effectively as model practitioners to help build collegial expertise.
- Partner with the central office community liaison to develop communication that visually explains what these instructional strategies look like in support of all learners.

#### RESOURCES:

1. [Differentiated Instruction](#)
2. [A Multi-Tiered Approach to Family Engagement](#)

## FOCUS AREA 2

Provide professional development on the Universal Design for Learning (UDL) to encourage student-driven learning and consider ways to differentiate during whole group instruction perhaps per co-teaching or the utilization of UDL strategies.

Leverage the master calendar and current learning walk structures to include cross-stakeholder learning with leadership, teachers, and support staff/special educators. Also, incorporate the learning in grade-level collaborative meetings to enhance students' access to grade-level material.

### ACTION STEPS:

As a result of this school review:

- Provide teachers with professional learning on implementing UDL to support all learners and student-driven learning opportunities.
- Develop structures and systems to support sharing teacher best practices throughout the building.

### RESOURCES:

1. [4 Principles of a Universal Design for Learning Approach](#)
2. [How Principals Cultivate Shared Leadership](#)

## Domain 3: Educator Support

### Educators Support

Educators at all levels are provided with support to improve results and shift instructional practice.

## Findings and Recommendations

### STRENGTHS

The teachers stated that the current observation and feedback structure was designed to support professional growth and improve student outcomes.

- All teachers in the focus groups indicated that they are observed two times a year by their building administration and/or a district coordinator. Non-tenured teachers are observed four times or more depending on results. Every three years, students have an end-of-year evaluation review, and multiple factors are included in the evaluation including Student Learning Objectives (SLOs). They felt that the input that they received through the process was helpful.
- According to all teachers, they receive county PD once per month (Coordinator Wednesdays). They are provided PD opportunities through New Teacher Training, special workshops for 2nd & 3rd-year teachers, OGAP for math, LETRS, and Schoology.

### AREAS FOR GROWTH

The school has a consistent observation structure as outlined by the LEA. However, the staff would benefit from an ongoing series of professional learning designed to support continuous improvement efforts for senior instructional staff, and new and non-tenured teachers.

- Teachers indicated a need for continuous professional development to support practitioner's instructional growth.
- Due to a limited number of instructional coaches in the LEA, the opportunity for teachers to learn from a coach in real-time instruction is limited. The coaches are county-wide and shared between multiple schools. Most of the PD is frontloaded at the beginning of the year.
- In the teacher focus group, it was stated that there had been more time for in-house professional development opportunities in the past, and due to the lack of substitutes, staff no longer conducted learning walks.
- There was no evidence of instructional leadership by classroom teachers and no evidence of a structured career ladder.

## RECOMMENDATIONS

The following recommendations are meant to support school leadership in improving in the areas that were identified as needing growth. Each is closely connected to the evidence presented above under “Areas for Growth,” and includes specific action steps and resources to support the implementation of these improvements. Domain-specific ratings can be found in Appendix B.

### FOCUS AREA 1

Implement a professional learning series designed to follow the professional learning back to the classroom. Build internal structures that leverage the expertise within the building to support building teacher capacity using teacher leaders who implement targeted instructional practices successfully.

#### ACTION STEPS:

As a result of this school review:

- Develop a structure to promote teacher leaders in developing and sharing best practices.
- Provide teachers with continuous professional development opportunities internally to support building schoolwide instructional strategies and practices.

#### RESOURCES:

1. [Improving Teacher Practice Through Collaborative Reflection](#)
2. [How Principals Cultivate Shared Leadership](#)
3. [Is Yours A Learning Organization?](#)
4. [What Are the Benefits of a Learning Organization Culture?](#)

# Appendix A

## SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

### Expert Review Team Members

1. Andrew Zanghi, Principal, Prince George's County Public Schools
2. Michelle Murphy, IEP Chair, Baltimore County Public Schools
3. Elizabeth Hazelwood, Teacher, Garrett County Public Schools
4. LaNisha Robinson, Project Specialist, Anne Arundel County Public Schools
5. Willanette Lohr, Inclusive Education Facilitator, Calvert Country Public Schools
6. Holly Hatton, Supervisor of Special Education, Wicomico County Public Schools

### Site Visit Day 1

Wednesday, January 24, 2024

### Site Visit Day 2

Thursday, January 25, 2024

### Number of Classroom Reviewed

Eleven

### Description of Classroom Visited

Wednesday, January 24, 2024	Thursday, January 25, 2024
<ul style="list-style-type: none"> <li>• Kindergarten SEL</li> <li>• Corrective Reading Group</li> <li>• Math/Flex 3<sup>rd</sup></li> <li>• Math/Flex 2<sup>nd</sup></li> <li>• ELA/Shared Reading 5<sup>th</sup></li> <li>• Special Education 1<sup>st</sup></li> <li>• ELA 4<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Community Building Foundations 1<sup>st</sup></li> <li>• Differentiated Instruction (DI) 2<sup>nd</sup></li> <li>• DI &amp; ELA 5<sup>th</sup></li> <li>• Math 4<sup>th</sup></li> </ul>

### Number of Interviews

One

- Principal

---

### Number of Focus Groups

Five

- 10 students
- 10 school leaders
- 8 teachers
- 13 parents (2 groups)

### Documents Analyzed

- Site visit documentation submitted by the school and LEA.

## Appendix B

### MARYLAND SCHOOL REVIEW RUBRIC

#### Ratings for Bay View Elementary School

The Expert Review Team Rubric is used by the review team to form a consensus on a rating for each measure based on all collected evidence. Collected evidence includes documents submitted by the school prior to the on-site review; outcomes of classroom observations; answers to focus group questions from teachers, administrators, students, and parents; and student data. Items checked were reviewed through data documentation or during the on-site school review.