

Maryland School Review

Expert Review Team Report

Domain 2: Student Support

Domain 3: Educator Support

Belmont Elementary School

Maryland State Department of Education

Office of Teaching and Learning

March 20-21, 2024



Table of Contents

Overview of Maryland School Site Reviews.....	2
Executive Summary	4
Domain 2: Student Support	7
Domain 3: Educator Support	10
Appendix A	12
Appendix B	14

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 BELMONT ELEMENTARY SCHOOL

Belmont Elementary School, located in Baltimore City, serves a total of 244 students in grades Pre-K – 5th grade. The enrolled population is made up of 96% African American. The school's population includes approximately 86% of students who receive free or reduced meals and 11% 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	85%	Accomplishing with Continuous Improvement
Opportunities and Access	88%	Accomplishing with Continuous Improvement

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	100%	Accomplishing with Continuous Improvement
Professional Learning	78%	Accomplishing
Career Growth	68%	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.

- Utilize the expertise within the school to serve as model classrooms for all instructional staff to gain insight on implementing new strategies. Revisit the current professional learning structures to ensure the communication for learning and leadership opportunities is clear to all staff. Leverage the current learning walk structure to provide teachers with newly implemented instructional practices gained during sessions. Develop a monitoring cycle to provide ongoing support and to track the implementation of the feedback recommendations.
- Consider leveraging the current expertise within the staff to develop learning cycles of newly implemented professional development to support job-embedded cycles for colleagues to support and build the capacity of each other. Use this same structure to monitor and provide ongoing support and to track the implementation of the feedback recommendations.

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

The school has a solid structure for supporting a continuum of integrated academic support for the whole student body with Tier 1, 2 & 3 with regular progress monitoring.

- The three participants in the school leadership focus group provided evidence for the regular screening that is conducted throughout the year starting with the beginning of the year (BOYY Diagnostic assessment on all students for literacy and math and use that data to determine student interventions for grades Pre-K through 5th. Also, with this screening students are clustered for additional support through CTY (curriculum for advanced learning).
- During the interview the principal confirmed this statement expressing that progress monitoring has formative assessments for tracking student performance and provides evidence for teachers to analyze students' work. Teachers have time in their schedule for personalized learning, for literacy, we have TAP (targeted assistant plans) plans, and for mathematics, we have DAP (Data Action Plans).
- All eight teachers confirmed this and provided details regarding the cycle of the data usage. For example, one of the teachers shared there are eight weeks of data collection at the beginning of the year and that data is captured for IEPs, progress checks w/teacher created assessments, updated charts for student data/learning, conversations with parents about student data, and due to age group, she sees most of her parents check and communicate with her daily.
- Four of the teachers provided information for consistently monitoring the data through other metrics such as the use of Amplify data used for the progress monitoring that occurs on a 3-week basis, as well as DIBELS, and iReady to support making improvements at each level.

The school has a well-structured evidence-based process embedded into the school day, that is consistently used to identify students in need of mental health support, establish a process for referral of students to the appropriate services, and develop partnerships with mental health service providers that support the school in the monitoring of student progress.

- During the interview the principal shared, "As an SEL school we start with morning advisory the first 15 minutes is live; the second 15 minutes focuses on characteristic or social-emotional skill each day. QR codes are used for behavioral service providers to gather in real-time what a student's needs may be, for example, grief support with Roberta's House for students dealing with a loss."

AREAS FOR GROWTH

This school has a regular ongoing cycle of professional development for academic, social-emotional, and content instructional practices, teachers requested a need for professional development on de-escalating students during crisis and the policy associated with this strategy.

- One teacher expressed knowing that the “New Teacher Institute” (NTI) exists but there was no teacher institute for those that started after the beginning of the year.
- Some teachers feel the district PDs are less helpful, and school-wide ones are more fine-tuned to what teachers feel they need and are most helpful.
- All four teachers in the “Day Two” group expressed a need for PD on de-escalating students and a policy for how it should look.
- None of the professional focus groups provided insight into how paraprofessionals are included in the professional development to support teachers with tiered learning strategies.

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

Utilize the expertise within the school to serve as model classrooms for all instructional staff to gain insight on implementing new strategies. Revisit the current professional learning structures to ensure the communication for learning and leadership opportunities is clear to all staff. Leverage the current learning walk structure to provide teachers with newly implemented instructional practices gained during sessions. Develop a monitoring cycle to provide ongoing support and to track the implementation of the feedback recommendations.

ACTION STEPS:

As a result of this school review:

- Create leadership opportunities for teachers exhibiting successful practices with newly acquired professional development.
- Leverage the current learning walk structure to support new teachers with “fishbowl” learning opportunities to strengthen the implementation of new instructional practices.
- Develop monitoring strategies to determine the impact of PD and support efforts for new learning.

RESOURCES:

1. [What Teachers Really Want When IT Comes to Feedback](#)
2. [Building Effective Collaborative Teams](#)

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 staff reported an appreciation for the professional learning and leadership growth opportunities offered by the school leader.

- During the interview the principal shared there are multiple opportunities for teachers to serve as leaders and serve on committees.
- Teachers in the focus group shared that school-wide teachers are encouraged to try leadership opportunities and have space to expand their roles through additional opportunities.
- All of the veteran teachers expressed that they felt empowered to seek support when they were informally observed. They reported that the feedback is useful and actionable.
- All teachers expressed appreciation for the consistency of the mathematics coach who conducts frequent informal visits, provides regular feedback, and answers questions. Additionally, the teachers shared that the ILT regularly follows the same practice monthly.

AREAS FOR GROWTH

The school provides multiple opportunities for teachers to collaborate with colleagues and engage in serving as leaders during Professional Learning Communities (PLC). However, the school could benefit from the current structures in place to improve collaborative learning efforts to ensure the greatest impact on student achievement.

- One of the four teachers expressed they were confused by the “AUs” (LEA achievement units that can be earned to move up through the intervals on the standard professional pathway).
- During focus group discussions, none of the professional stakeholders discussed or offered information regarding the LEA National Board Certification program.

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

Consider leveraging the current expertise within the staff to develop learning cycles of newly implemented professional development to support job-embedded cycles for colleagues to support and build the capacity of each other. Use this same structure to monitor and provide ongoing support and to track the implementation of the feedback recommendations.

ACTION STEPS:

As a result of this school review:

- Leverage the action steps for utilizing the learning walk structure to gather qualitative data on the PD implementation, feedback, and monitoring to provide ongoing job-embedded PD for all teachers.

RESOURCES:

1. [Teaching Teachers: PD To Improve Student Achievement](#)

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Dr. Linda C. Brown, Consultant Owner LLC
2. Dr. Leslie L. Palmer, Instructor, Johns Hopkins University
3. Nakeisha Savage, Director, MSDE Early Childhood
4. Tiffany Young, Manager, Teach For America
5. Rima Garg, Mentor Teacher, Prince George's County Public Schools
6. Dr. Andrea Thompson, Education Associate for School Leadership. Delaware Department of Education

Site Visit Day 1

Wednesday, March 20, 2024

Site Visit Day 2

Thursday, March 21, 2024

Number of Classroom Reviewed

Eleven

Description of Classroom Visited

Wednesday, March 20, 2024	Thursday, March 21, 2024
<ul style="list-style-type: none"> • Mathematics Intervention 4th Grade • ELA K Grade • ELA K Grade • Mathematics 2nd Grade • ELA Grade 3 • ELA S.P.I.R.E. Intervention • Mathematics PreK Grade 	<ul style="list-style-type: none"> • 5th Grade ELA • 1st Grade ELA/Math Small Group • Health 2nd Grade • Art 3rd Grade

Number of Interviews

One

- Principal

Number of Focus Groups

Five

- 9 students
- 3 school leaders
- 8 teachers (2 groups)
- 7 parents

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Belmont 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.