



Maryland School Review Expert Review Team ELA Report

Harlem Park Elementary/Middle

Maryland State Department of Education

Office of Teaching and Learning

October 23rd-24th

MARYLAND STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.

State Superintendent of Schools

Tenette Y. Smith, Ed.D.

Deputy State Superintendent
Office of Teaching and Learning

Wes Moore

Governor

MARYLAND STATE BOARD OF EDUCATION

Joshua L. Michael, Ph.D.

President, Maryland State Board of Education

Monica Goldson, Ed.D. (Vice President)

Chuen-Chin Bianca Chang, MSN, PNP, RN-BC

Kenny Clash

Clarence C. Crawford (President Emeritus)

Abhiram Gaddam (Student Member)

Susan J. Getty, Ed.D.

Nick Greer

Dr. Irma E. Johnson

Dr. Kim Lewis

Dr. Joan Mele-McCarthy, D.A., CCC-SLP

Rachel L. McCusker

Xiomara V. Medina, M.Ed.

Samir Paul, Esq

Table of Contents

Overview of Maryland School Site Reviews 3

Executive Summary 4

Domain 1: Instruction and Student Support6

Domain 2: Professional Learning and Educator Support8

Appendix A10

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 two or three-day site visit that includes classroom observations, focus groups, and a principal interview.

The Expert Review Team forms a consensus based on student data, documents, observations, focus groups, and a principal interview. The rubric consists of two domains:

- **Domain 1: Instruction and Student Support** - High-quality curriculum, instructional materials, teaching practices, and assessments are implemented to support student learning. Schools use multiple sources of data (qualitative, quantitative, and perceptual) to identify students and implement a multi-tiered approach to support all student groups. Progress monitoring systems are clearly defined and integrated into daily practice.
- **Domain 2: Professional Learning and Educator Support** - Educators at all levels are provided with support to improve results and shift instructional practice. Professional learning goals for educators are clearly aligned with school and LEA overarching student achievement goals.

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, is available online in the [Maryland School Report Card](#).

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 and action steps to address the recommendation.

Appendix: The appendix expands 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.

Executive Summary

ABOUT HARLEM PARK ELEMENTARY/MIDDLE SCHOOL

Harlem Park Elementary / Middle School, located in Baltimore City serves a total of 443 students in grades PK-8th. The student population is 96.6% African American, 1.4% Hispanic, and 1% two or more races. The school's population includes 93.1% of economically disadvantaged and 13.7% students with disabilities. More detailed information, including enrollment, attendance, demographics, and student outcome data, can be found in the [Maryland School Report Card](#).

OVERALL RECOMMENDATIONS

The following actions are recommended to support 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 subsequent sections.

- Enhance current data analysis practices by developing a differentiated schoolwide professional learning plan to provide teachers with ongoing, job-embedded professional learning on how to use data to adjust instruction to engage diverse learners and improve outcomes for all students.
- Leverage the expertise of teachers trained in the Science of Reading for consistent schoolwide understanding and implementation of the Science of Reading to improve daily instruction using standards-aligned instructional materials.

Domain 1: Instruction and Student Support

<p>Instruction and Student Support</p>	<p>High-quality curriculum, instructional materials, teaching practices, and assessments are implemented to support student learning. Schools use multiple sources of data (qualitative, quantitative, and perceptual) to identify students and implement a multi-tiered approach to support all student groups. Progress monitoring systems are clearly defined and integrated into daily practice.</p>
---	--

FINDINGS AND RECOMMENDATIONS:

STRENGTHS

There is evidence of students regularly using sound-symbol relationships to read and spell increasingly complex words.

- In three out of three primary classes visited, teachers provided instruction that included sound-symbol and word part connections and provided explicit phonics instruction.
- In three out of five classes visited, when writing instruction was relevant to the lesson, explicit writing instruction was included.
- In four out of five classes students participated in group discussions or writing tasks to better understand the text.
- In six out of eight classes attended, students were given continuous feedback and verbal praise throughout the lesson.
- Site visit documentation included curriculum guides, instructional pacing guides, sample lesson plans, and collaborative planning folders.

AREAS FOR GROWTH

While there was evidence that phonics and word study instruction happen regularly for primary students, there is a need for teachers to provide daily instruction in all the core components of literacy using the grade level curriculum and instructional materials to support all learners.

- During focus groups, two out of seven teachers indicated the selected curriculum is challenging for students who are reading below grade level and that even in small groups the curriculum does not provide appropriate scaffolding. They find it difficult to use the curricula provided extension and deep dive activities.
- During focus groups, three out of seven school leaders shared teachers create class trackers to use Amplify data to monitor progress and create small groups.
- In one out of eight classes visited, students working in teacher-led small groups used manipulatives, worked with partners, or engaged in direct instruction.

- In two out of the eight classes visited, students working independently used the Amplify program to practice phonics skills.

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.

Focus Area 1

Leverage the expertise of teachers trained in the Science of Reading for consistent schoolwide understanding and implementation of the Science of Reading to improve daily instruction using standards-aligned instructional materials.

ACTION STEPS:

As a result of this school review:

- Survey teachers to determine their current understanding of the Science of Reading (SOR), identify ‘experts’ to support with schoolwide implementation, and determine staff needs to plan differentiated professional learning opportunities.
- Plan and provide professional learning opportunities to provide in depth knowledge of the foundational components of literacy (SOR).
- Schedule regular opportunities for teachers to conduct peer observations and provide feedback.
- Implement informal observations with subsequent feedback sessions and use student data to guide and adjust implementation strategies.
- Implement a culture of reflecting and adjusting teacher practice with implementing Science of Reading aligned instruction to review the impact on student outcomes and refine approaches and maximize schoolwide impact.
- Assemble and create a library of resources for the Science of Reading and establish a system for easy access.

Domain 2: Professional Learning and Educator Support

Professional Learning and Educator Support

Educators at all levels are provided with support to improve results and shift instructional practice. Professional learning goals for educators are clearly aligned with school and LEA overarching student achievement goals.

FINDING and RECOMMENDATIONS

STRENGTHS

There is evidence that teachers and leaders have job-embedded opportunities to review and discuss data.

- During focus groups, teachers and leaders referenced a data room dedicated to tracking schoolwide data. The space is used for meetings and to develop data trackers, backwards planning, and planning small groups.
- Site visit documentation included a schoolwide data tracker, multiple photos of teacher data binders, students working on personalized learning activities, and student goal binders.
- During parent focus groups, eight out of ten parents named several digital platforms students use that support their reading at home.
- During teacher focus groups, four out of seven teachers indicated the curriculum materials included integrated guidance, scaffolds and recommendations for student differentiation.

AREAS FOR GROWTH

While there is evidence that teachers and leaders review data following an assessment, there is a need to improve data analysis practices to effectively and regularly use data to support all learners and improve student outcomes.

- During focus groups, school leaders spoke at length about the collection of data and conferences focused on using data to support adjusting the time and intensity of instruction; however, only three out of eight teachers shared the data discussions result in adjustments to instruction.
- In one out of eight classes visited, students participated in teacher-led small group instruction or engaged in vocabulary instruction before and during reading to develop common understanding.
- In two out of eight classes teachers worked with students on targeted skills and met with students individually as needed.

- During focus groups, three out of seven school leaders shared students track their own progress to monitor progress on formative and summative assessments and K-5 teachers create class trackers using amplify data to monitor progress and create small groups.

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.

Focus Area 1

Enhance current data analysis practices by developing a differentiated schoolwide professional learning plan to provide teachers with ongoing, job-embedded professional learning on how to use data to adjust instruction to engage all learners and improve outcomes for all students.

- Research data protocols to identify and implement one to establish a sustainable data culture and ensure teachers regularly engage in data cycles to reflect and adjust instruction using the available curricula resources, assessment data, and progress monitoring systems.
- Develop a differentiated professional learning plan to prepare teachers to implement the data cycle and assess the progress of implementation.
- Engage in ongoing reflection and adjustment of the professional learning plan to ensure the selected data cycle is effective and meets the schoolwide need.

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Danielle Goddard-Ellis, Consultant, D. Goddard Educational Consulting, LLC
2. Dr. Linda C. Brown, Consultant, Linda Brown & Associates, LLC
3. Katherine Miller, ML Teacher Department Chair, Frederick County Public Schools
4. Adrin Leak, Digital Literacy Specialist, Prince Georges County Public School
5. Michele Murphy, Special Educator, Baltimore County Public Schools

Site Visit Day 1

Wednesday, October 23, 2024

Site Visit Day 2

Thursday, October 24, 2024

Site Visit Day 3

N/A

Number of Classroom Reviewed

Eight

Description of Classrooms Visited

Wednesday, October 23, 2024

- Kindergarten ELA
- 1st Grade ELA
- 2nd Grade ELA
- 3rd Grade ELA
- 4th Grade ELA
- 5th Grade ELA
- Inclusion ELA (2)

Number of Interviews

One

- Principal

Number of Focus Groups

Four

- 4 students
- 7 school leaders
- 7 teachers
- 10 parents

Documents Analyzed

- Site visit documentation submitted by the school.