# Maryland School Review

## Expert Review Team Report

**Domain 2: Student Support**
**Domain 3: Educator Support**

Folger McKinsey Elementary School

Maryland State Department of Education

Office of Teaching and Learning

February 7-8 2024

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# 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 FOLGER ELEMENTARY SCHOOL**

Folger McKinsey Elementary School, located in Anne Arundel County, currently serves a total of 627 students in grades K-5th as of March 14, 2024.  The enrolled population is made up of 3% Asian, 2% African American, 7% Hispanic, 83% White, and 5% two or more races. The school's population includes approximately less than 5% of students that receive free or reduced meals and 10% 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 in Multi-Tiered Systems of Support and Opportunities 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 | 75% | Accomplishing |
| Opportunities and Access | 75% | Accomplishing |

| Domain 3: Educator Support | | |
|---|---|---|
| Indicator | Percentage | Rating |
| Observation and Feedback | 63% | Accomplishing |
| Professional Learning | 66% | Accomplishing |
| Career Growth | 61% | 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.

- Consider leveraging the MTSS team to create opportunities for students in the gifted service program to engage in community projects for greater visibility. Leverage existing communication platforms to ensure all stakeholders know the multiple pathways for accessing advanced learning opportunities within the school to elevate learning potential and achievement.

- Restructure the current leadership team to ensure all teacher teams and instructional staff are represented and build a common understanding of how school-based PD improvement will be prioritized. Assess the professional development needs of the staff through a survey, leadership team meetings, observations, data analysis, and LEA initiatives and create a series of professional development that delineates the topics, the schedule, and logistics for each session.

# 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 appreciation from all stakeholders for the school's intentionality toward the emphasis on mental health that is led by the counselor, which was also highlighted by the parents.

- During focus group discussions with school leaders, the topic of staff training was agreed on by all seven participants who shared that there is a specific wellness block that has twenty designated spots every day. It was further explained that the school counselor conducts the wellness training, and guides PBIS, Community Circles, and restorative training throughout the school year.

- During the principals interview, it was confirmed the support directed to wellness and mental health and included the school psychologist as another contributing member and co-design the educational management team (EMT) to develop the plan collaboratively.

- According to the Teacher Focus Group, any teacher in the school (Classroom teachers, Cultural Arts teachers, guidance counselor, administration) can give DoJo points to any student. They can redeem points in their classrooms. "Need Work" points in Dojo are used to identify students who need more support with mental wellness.

- It was also mentioned in the school leadership focus group that some teachers are trained in CPI - Crisis Prevention Intervention.

### AREAS FOR GROWTH

The stakeholders are not aware of academic support and opportunities for areas of growth such as better communication regarding the gifted program and opportunities for advanced work. Build structures and systems that reinforce and sustain

- According to the Parent Focus Group, parents are unclear about math instruction, an advanced track, and enrichment/GT. Three parents stated that their child is bored and needs higher-level options even if it's for homework. They reiterated that there is a high number of GT students who are not receiving enough attention since the focus is getting other students to grade level.

- Teachers in the focus group explained the LEA has options for online PD and monthly opportunities in mathematics, the "Triple E" program, and special education specifically. However, none of the ten teachers or seven school leaders provided evidence for how the school intentionally connects school-based PD to the learning from the LEA to ensure sustainability.

## 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 MTSS team to create opportunities for students in the gifted service program to engage in community projects for greater visibility. Leverage existing communication platforms to ensure all stakeholders know the multiple pathways for accessing advanced learning opportunities within the school to elevate learning potential and achievement.

### ACTION STEPS:

As a result of this school review:

- Revisit the existing structures to ensure all staff know the pathways for students to qualify for gifted and talented advanced classes.
- Leverage the GT LEA liaison and the PTA as collaborative partners in implementing the initiative and supporting communication with all parents.

### RESOURCES:

1. How to Identify Gifted Children in Your Classroom
2. Insights into Gifted and Talented English Language Learners
3. Identifying and Nourishing Gifted Students
4. Gifted, Special-Education Students Learn Together: Mixing It Up in a Model Classroom
5. Strengthening School Culture: The Impact of PTA and PTO Programs and Events

# 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 school leadership is highly regarded for developing a "special place to work" that is "teacher-minded but student-driven". Professional stakeholders also appreciate the LEA's consistent system for teaching and learning for all stakeholders.

- One of the new teachers in the group of ten participants expressed that the weekly mentor coach observations helped them collect student data and provided suggestions for instructional decisions.

- During the teacher focus group discussion, all teachers agreed the administration conducts regular "walkthroughs" collecting data and offers "grows and glows" feedback.

- One member of the school leadership focus group shared that twice monthly data is reviewed and used to regroup students and differentiate reteaching the specific standards.

- All ten of the teachers in the focus group were knowledgeable about the online-specific content professional development offered by the LEA.

### AREAS FOR GROWTH

The evidence regarding teacher development by the LEA was provided. There was limited evidence of school-based structures and systems in place to support the teaching and learning growth of all instructional staff.

- During the school leaders' focus group discussion, one of the seven participants explained that the LEA informs teachers about the career ladder.

- While the LEA offers the "Right Start" mentor program for new teachers, it is not mandatory for teachers to meet with the LEA mentor. Additionally, no evidence was provided showing a school-based initiative to complement the LEA's effort.

- When the topic of the career ladder was asked during the teacher's focus group, one of the ten participants shared the option of National Board Certification.

## 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

Restructure the current leadership team to ensure all teacher teams and instructional staff are represented and build a common understanding of how school-based PD improvement will be prioritized.

Then assess the professional development needs of the staff through a survey, leadership team meetings, observations, data analysis, and LEA initiatives and create a series of professional development that delineates the topics, the schedule, and logistics for each session.

Leverage current expertise within the building to serve as model classrooms to conduct learning walk-throughs for teachers to gain insight into instructional practices.

## ACTION STEPS:

As a result of this school review:

- Develop a survey for teachers to provide personal goals for building their instructional practices. Use the data to build a series of job-embedded professional development sessions dedicated to building teacher instructional capacity.

- Identify teachers who are implementing the specific PD practice(s) successfully to serve as model classrooms for teachers who are implementing newly acquired practices.

- Revisit the current structures in place for conducting instructional learning walks and use the master calendar to provide classroom teachers the opportunity to visit colleagues and develop practices for providing usable and actionable feedback.

## RESOURCES:

1. Embedding Voice and Choice in Professional Learning
2. The Power of Learning with Your Peers: #LearningWalks
3. Learning from Instructional Rounds

# Appendix A

## SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

### Expert Review Team Members

1. Jill Snell, Coordinator, Baltimore County Public Schools
2. Tiffany Tresler, Principal, Howard County Public Schools
3. Elizabeth Danielle Hazelwood, Teacher, Garrett County Public Schools
4. Roman Ganoe, Teacher, Washington County Public Schools
5. Sara Nathan, Teacher, Montgomery County Public Schools
6. Jennifer Hernandez, Director, Baltimore County Public Schools

### Site Visit Day 1

Wednesday, February 7, 2024

### Site Visit Day 2

Thursday, February 8, 2024

### Number of Classroom Reviewed

Fourteen

### Description of Classroom Visited

| Wednesday, February 7, 2024 | Thursday, February 8, 2024 |
|---|---|
| <ul><li>Wellness & ELA 3rd</li><li>Science Intervention 1st grade</li><li>Reading Intervention 1st grade</li><li>Advanced Math 5th grade</li><li>Math 2nd grade</li><li>ELA 3rd grade</li><li>EEE STEM</li><li>ELA Kindergarten</li></ul> | <ul><li>Wellness & ELA Intervention</li><li>2nd grade</li><li>ELA 4th grade</li><li>ELA 5th grade</li><li>Wellness & ELA 2nd grade</li><li>Math 4th grade</li><li>Math 5th grade</li></ul> |

**Number of Interviews**

One

- Principal

**Number of Focus Groups**

Four

- 12 students
- 7 school leaders
- 10 teachers
- 9 parents

**Documents Analyzed**

- Site visit documentation submitted by the school and LEA.

# Appendix B

## MARYLAND SCHOOL REVIEW RUBRIC

### Ratings for Folger McKinsey 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.