

# Maryland School Review

## Expert Review Team Report

Domain 2: Student Support

Domain 3: Educator Support

Gale-Baily Elementary School

Maryland State Department of Education

Office of Teaching and Learning

February 21-22, 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 GALE-BAILEY ELEMENTARY SCHOOL

Gale-Bailey Elementary School, located in Charles County, serves a total of 342 students in grades PreK-5th. The enrolled population is made up of 33% African American, 9% Hispanic, and 44% White. The school's population includes approximately 39% of students who receive free or reduced meals and 9% 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 Developing in Professional Learning. 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	75%	Accomplishing

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	88%	Accomplishing with Continuous Improvement
Professional Learning	63%	Accomplishing
Career Growth	86%	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.

- Provide a job-embedded professional learning series focused on increasing strategies to improve student engagement through Multi-Tiered Systems of Support (MTSS). Provide PD on Universal Design for Learning (UDL) to connect instructional practices that will align with student-driven learning opportunities. Explore increasing rigorous learning through MTSS to ensure all students are challenged.
- Leverage the current learning structures to determine how to include teacher voice in the professional development offerings. Survey all professionals to determine needs and interests and align formal and informal data points to develop the professional series of learning. Adjust the current learning walk configuration to include all classroom instructional support for greater saturation of the learning.

## 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

This school review highlights the school's Multi-tiered Systems of Supports (MTSS) structures and systems in place to support student academic growth and social-emotional development and some were acknowledged across all stakeholder groups in some form.

- During the principal interview the discussion of supporting teacher growth was highlighted a structure that includes teachers with six years serve as anchor teachers who mentor new teachers.
- During the student focus groups seven of the thirteen students shared identified staff members they could go to if they feel sad or upset and many different adults were identified (Principal, Vice Principal, Counselor, Teachers)
- Both the teacher and school leader focus groups provided details about the Tier II Intervention team that monitors student progress and recommends expanding support for student growth.
- Teachers highlighted the structured supplements (such as graphic organizers) provided by the Tier II Intervention team as helpful to monitor data and determine possible next steps to explore Tier III supports.
- During our student focused groups, three of the thirteen students talked about the tutoring programs being helpful. The other students did not disagree that the programs that were provided but they did not access them.

### AREAS FOR GROWTH

The school currently has multiple structures to support student academic and social-emotional growth. However, some areas could be strengthened to anchor improvement strategies and efforts to support student achievement.

- No focus groups mentioned a Social Emotional Tiered approach from either the School Counselor or School Psychologist.
- During the parent focus group when parents were asked if they felt their students were being challenged there was one parent out of the nine who felt that their student was "challenged".
- Nine out of ten parents felt that their student was not being challenged with advanced, rigorous, coursework.



- It was evident during the review that in eleven of the twelve classrooms reviewed, the co-teacher, para-educator, and/or additional adult support provided to students was limited to behavioral support and lacked a focus on supporting instructional outcomes.

## 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

Provide a job-embedded professional learning series focused on increasing strategies to improve student engagement through MTSS to all instructional staff. Provide PD on Universal Design for Learning (UDL) to connect instructional practices that will align with student-driven learning opportunities. Explore increasing rigorous learning through MTSS to ensure all students are challenged.

#### ACTION STEPS:

As a result of this school review:

- Expand professional development on current instructional strategies designed to support student agency that can be adapted to support all learners, with emphasis on students who can readily access curricular demands.
- Leverage the current colleague-partnered learning walk structure to integrate co-delivery models to ensure all professional adults are included in the learning to support all students’ academic growth.

#### RESOURCES:

1. [Top 5 Ways for Public Schools to Better Support Talented Students of Color](#)
2. [How MTSS Supports Gifted Students](#)

## 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

All adult professional focus groups shared congruent and consistent information regarding the observation process.

- All teachers in the focus group agreed feedback from both announced and unannounced observations are written and emailed.
- The teacher's and school leaders' focus groups highlighted the benefit of colleague-partnered walk-through classroom opportunities.
- During the focus group discussion with school leaders, the principal shared that students with IEPs are a target group for improvement and writing is a school-wide focus for improvement.
- Evidence

### AREAS FOR GROWTH

The sentiment expressed by teachers is clarity. There is a desire to improve instructionalsinstructional practices and a need for teacher voices to be a part of the decision-making.

- All teachers in the focus group acknowledged that the anchor teachers (retired teachers) who serve as mentors were an extremely helpful resource, however, the master schedule presents conflicts which makes it hard to schedule the support.
- Teachers further explained that the schedule and pacing guides with assessments make it difficult to have the time necessary for teaching and learning for each curriculum topic.
- No teacher mentioned professional learning about writing instruction or specifically focused on meeting the learning needs of students with IEPs.
- Although teacher and school leader focus groups discussed multiple opportunities for professional learning throughout the year, no focus groups discussed professional development that addresses continued education in using data application to promote student growth.

## 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

Leverage the current learning structures to determine how to include teacher voice in the professional development offerings. Survey all professionals to determine needs and interests and align formal and informal data points to develop the professional series of learning. Adjust the current learning walk configuration to include all classroom instructional support for greater saturation of the learning.

#### ACTION STEPS:

As a result of this school review:

- ~~Provide action steps~~ Develop a survey for teachers to provide personal goals for building their instructional practices. ~~here~~ Use the data to build a series of job-embedded professional development sessions dedicated to building teacher instructional capacity.
- ~~Provide action steps~~ 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. ~~here~~
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#### 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. Sherry Eichinger-Wilson, Coordinator, Cecil County Public Schools
2. Jill Snell, Coordinator, Baltimore County Public Schools
3. Shawanda Spivey, Coordinator, Prince George's Public Schools
4. Tiffany Tresler, Principal, Howard County Public Schools
5. David Bell, Coordinator, Baltimore City Public Schools
6. Christy Renzulli, School Counselor, Harford County Public Schools

### Site Visit Day 1

Wednesday, February 21, 2024

### Site Visit Day 2

Thursday, February 22, 2024

### Number of Classroom Reviewed

Twelve

### Description of Classroom Visited

Wednesday, February 21, 2024	Thursday, February 22, 2024
<ul style="list-style-type: none"> <li>• Gr 1 Inclusion Reading</li> <li>• Gr 2 Inclusion Reading</li> <li>• Gr 4 Inclusion Reading</li> <li>• Gr 3 Inclusion Reading</li> <li>• K-Inclusion Math</li> <li>• Gr 5 Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Gr 4 Math Intervention</li> <li>• Science</li> <li>• Art</li> <li>• Gr 3 Inclusion Reading</li> <li>• Gr 4 Math</li> <li>• Music</li> </ul>

### Number of Interviews

One

- Principal

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### Number of Focus Groups

Four

- 13 students
- 8 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 Gale-Bailey 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.