

Maryland School Review

Expert Review Team Report

Domain 2: Student Support

Domain 3: Educator Support

Matapeake 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 MATAPEAKE ELEMENTARY SCHOOL

Matapeake Elementary School, located in Queen Anne's County, serves a total of 409 students in grades PreK-5th. The enrolled population is made up of less than 5% Asian or African American, 7% Hispanic, and 85% White. The school's population includes approximately 19% of students that 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 Accomplishing in Professional Learning and 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	77%	Accomplishing
Opportunities and Access	83%	Accomplishing

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	88%	Accomplishing with Continuous Improvement
Professional Learning	75%	Accomplishing
Career Growth	75%	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 opportunities for students to engage in advanced coursework embedded in the school schedule and in before and after school programming activities.
- Interrogate current structures to determine how teacher-voice is currently included in the professional learning choices. Use the data to consider ways to make the observation follow-up more specific to individual teacher needs, while addressing common areas of need for collective 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.

- The school has a clear pre-referral process that begins with the teacher, then moves on to MES (Student support team), that makes recommendations and continues with support, then moves to Child Find if needed. Also, the school uses iReady as a universal screening including a process for kindergarten students whose score falls below the 10th percentile, includes a letter goes home to parents.
- Focus group participants highlighted the CASTLE curriculum and Zones of Regulation. These are small friendship groups, conflict resolution, and grief groups to support students and are based upon teacher or parent referral.
- Teachers and school leaders expressed an appreciation for the reading specialist and mathematics specialist who work with students during flex time.

Focus group participants expressed an appreciation for a well-structured social-emotional program dedicated to meet the mental well-being of students.

- Reviewers noted during the classroom visits, PBIS was evident throughout the school. This is an evidence-based effective strategy to support students' move toward academic success and allows students to self-monitor their daily progress.
- Focus group participants in the parent group expressed, they felt the entire staff supports the whole child and encourage healthy behaviors each day in class.
- Several parents shared that they have access to counselors for students who are struggling.

AREAS FOR GROWTH

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

- In the teacher focus group, the desire for a longer math instructional period was shared and students expressed a desire for raised rigor, more enrichment activities and longer specials.
- An evidence-based effective strategy to support students toward academic success.

- Some participants in the parent focus group expressed, that while there are dedicated mathematics and reading tutors who work in tandem with specialists during flex time, there are only two for the entire school.
- Two of the parents in the focus group expressed that their children are receiving an appropriate education but wish they could be challenged more. During the review, there was evidence of a group of seven students being pulled out for flex time for 15 minutes to work on an enrichment math problem.

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 opportunities for students to engage in advanced coursework Multi-tiered Systems of Support (MTSS) embedded in the current school schedule and in before and after school programming activities.

ACTION STEPS:

As a result of this school review:

- Create a survey to see what the students and parents may be interested in for afterschool activities such as DI, language club, or enrichment clubs/activities.
- Explore opportunities for advanced groups or accommodations for gifted and talented students in current Multi-tiered Systems of Support (MTSS) and consider offering foreign languages at the elementary level to determine alignment with the curriculum.
- Explore or visit other school models that have foreign languages embedded during the instructional day both internally [in the LEA] and externally.

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

There is harmonious and consistent information regarding the observation process from adult professionals.

- During the principal interview, a strong statement was offered regarding the low staff turnover within the teaching staff.
- The principal also stated that the master schedule is designed to ensure teachers have one hour of uninterrupted planning each day.
- All nine teachers agreed that teachers support each other and care about each other.
- There was confirming evidence from teachers and school leaders, on the observation process, that was consistent and included a post-conference that was usable and actionable.

AREAS FOR GROWTH

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

- All nine teachers in the focus group said there is a limited choice of different types of professional development (PD) that can be offered. Also in their opinion, there is a conflict of PD focus that exists between the school and LEA level which means teachers are tasked with competing priorities and a lack of consistency in how expectations are communicated.
- Teachers in the group further explained that while there has been some differentiation at the building level, as a teacher it is not building capacity.
- During the school leader's discussion on observing staff, providing feedback, and follow-up action taken, leaders stated that feedback is ongoing weekly and monthly, and follow-up is informal through conversations.
- All leaders in the group discussion also shared their thoughts and agreed with this statement on follow-up, "...follow-up is helpful, but the observation platform could be more robust".
- One of the nine teachers shared their knowledge about the career ladder but are unclear on the associated details. The remaining nine teachers agreed they were unclear about the process.

RECOMMENDATIONS

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FOCUS AREA 1

Interrogate current structures to determine how teacher-voice is currently included in the professional learning choices. Use the data to consider ways to make the observation follow-up more specific to individual teacher needs, while addressing common areas of need for collective learning.

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.
- 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. Dana Peake, Principal, Washington County Public Schools
2. Keely Cooke, Principal, Montgomery County Public Schools
3. Maire Wells-Suznavick, Teacher, Worcester County Public Schools
4. Daniel Russell, Instructor, Baltimore City Community College
5. Mickelli Dunn, Principal, Prince George’s County Public Schools
6. Patti Adkins Harris, Supervisor of Special Education, Wicomico 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 style="list-style-type: none"> • 4th Grade ELA • 4th Grade ELA co-taught • 1st Grade Reading Intervention • 4th Grade DI & ELA • 5th Grade ELA • 1st Grade ELA • 1st Grade Special Education • 3rd Grade ELA • 5th Grade Math 	<ul style="list-style-type: none"> • Pre-K Journaling & Greeting • 3rd Grade Math • Kindergarten RELA

<ul style="list-style-type: none">• 2nd Grade ELA• 3rd Grade ELA Flex	
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Number of Interviews

One

- Principal

Number of Focus Groups

Four

- 5 students
- 5 school leaders
- 9 teachers
- 9 parents

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Matapeake 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.