

Maryland School Review

Expert Review Team Report

Domain 1: Curriculum and Instruction

North Salisbury Elementary School

Maryland State Department of Education

Office of Teaching and Learning

March 6-7, 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 ERT 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 NORTH SALISBURY ELEMENTARY SCHOOL

North Salisbury School, located in Wicomico County, serves a total of 505 students in grades 3rd-5th. The enrolled population is made up of 35% White, 33% African American, 16% Hispanic, 8% Asian, and 8% 2+ races. The school's population includes approximately 41% of students who receive free or reduced meals and 7% 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 rating on Domain 1. The school scored its highest rating of Accomplishing with Continuous Improvement in Classroom Instruction and its lowest rating of Accomplishing in Curriculum and Instructional Materials. A comprehensive list of measures, indicators, and ratings can be found in the full School Review Rubric in Appendix B.

Domain 1: Curriculum and Instruction		
Indicator	Percentage	Rating
Curriculum and Instructional Materials	81%	Accomplishing
Classroom Instruction	86%	Accomplishing with Continuous Improvement
Assessment and Timing	83%	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 teachers with comprehensive professional development on student-driven learning opportunities. Create more opportunities for students to take ownership of their learning by creating choices in content, making space for student collaboration, and grouping with specific roles.

Domain 1: Curriculum and Instruction

Curriculum and Instruction

High-quality curriculum, instructional materials, teaching practices, and assessment are implemented to support student learning.

Findings and Recommendations

STRENGTHS

The Local Education Agency (LEA) provided documentation supporting the high-quality curricula aligned with the Maryland College and Career Readiness Standards (MCCRS). The school documentation provided is aligned with the LEA documents provided to MSDE.

The school's uploaded documentation of curriculum and instructional materials show direct alignment to the LEA materials as well as high-quality standards, cultural responsiveness, evidence-based practices supporting student learning, and professional development.

- In the teachers and leadership focus groups, it was stated that teachers routinely engaged with Literacy and Math leads during Professional Learning Communities (PLCs) and receive coaching to reinforce instructional effectiveness and ensure a cohesive educational strategy is school-wide.
- During teacher focus groups, it was stated that the LEA and school provide an array of optional professional growth opportunities, allowing for tailored teacher development.

The school's adherence to the school improvement plan reflects its commitment to leveraging assessments that support and enhance student learning.

- All instructional focus groups stated that assessments such as iReady and Measures of Academic Progress (MAP) are administered three times a year to align with curriculum standards and provide comprehensive data, supporting the instructional plan.
- The teacher and student focus groups stated that intervention assessments are conducted every 5-6 weeks, allowing for timely interventions and ongoing student support.
- The school leader's focus group stated that the Phonics Screener for Intervention (PSI) begins at the start of 3rd grade and is repeated every 5-6 weeks to tailor the Reading Specialist's interaction with students based on their performance.
- Each grade level's PLC convenes monthly to analyze student assessment data and discuss potential interventions, reflecting a structured approach to using assessments to inform classroom organization, instructional pace, and content delivery.

AREAS FOR GROWTH

There is a need to improve student-driven learning through the implementation of diverse instructional strategies and professional learning opportunities for teachers. Despite instances of differentiation and varied instructional strategies evident in some classrooms, they were predominantly present in specialized classes, indicating a need for broader application.

- Out of fifteen classrooms reviewed, student-driven learning was present in five classrooms. In the five classrooms where student-driven learning was present, three of those reviewed were gifted and advanced learning groups.
- Student-led group discussions were present in two out of fifteen classrooms.
- In three out of fifteen classrooms reviewed, students presented and shared content learning with their peers.
- In six out of fifteen classrooms, students provided helpful responses about their assignments to each other.

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 teachers with comprehensive professional development on student-driven learning opportunities. Create more opportunities for students to take ownership of their learning by creating choices in content, making space for student collaboration, and grouping with specific roles.

ACTION STEPS:

As a result of this school review:

- Identify areas for improvement in student-driven instruction through classroom visits.
- Develop professional learning opportunities covering student-driven Instruction: Adapting teaching methods to student proficiency levels.
- Conduct professional learning focused on hands-on activities and model lessons showcasing effective student-driven learning techniques.
- Provide teachers opportunities to observe peers and provide/receive feedback on student-driven learning techniques.
- Implement regular assessments and feedback mechanisms to measure training impact.
- Provide ongoing support, follow-up sessions, and access to resources as needed.

RESOURCES:

1. [Power School](#)
2. [Student Role](#)
3. [What is a learner Agency?](#)
4. [Co-Constructing Success Criteria with Students](#)

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Dr. Dorothy Jackson, Coordinator, Somerset County Public Schools
2. Judy Geisler, Teacher, Frederick County Public Schools
3. Keely Cooke, Principal, Montgomery County Public Schools
4. Dr. David Stone, Vice President, Kennedy Krieger Schools
5. Andrew Zanghi, Principal, Prince George's County Public Schools
6. Mallory Wright, Assistant Principal, Baltimore City Public Schools

Site Visit Day 1

Wednesday, March 6, 2024

Site Visit Day 2

Thursday, March 7, 2024

Number of Classroom Reviewed

Fifteen

Description of Classroom Visited

Wednesday, March 6, 2024	Thursday, March 7, 2024
<ul style="list-style-type: none"> • GATE • ELA 3rd • Math 5th • Social Studies • Math 3rd • Math 4th • Reading Intervention • Math 5th • Social Studies 	<ul style="list-style-type: none"> • Science • Math 3rd • GATE • ELA 3rd • ELA/Social Studies • ELA 5th

Number of Interviews

One

- Principal

Number of Focus Groups

Six

- 14 students (2 groups)
- 8 school leaders
- 8 teachers
- 15 parents (2 groups)

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for North Salisbury 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.