

Maryland School Review

Expert Review Team Report

Domain 2: Student Support

Domain 3: Educator Support

North Salisbury Elementary School

Maryland State Department of Education

Office of Teaching and Learning

March 6-7, 2024



Table of Contents

Overview of Maryland School Site Reviews	2
Executive Summary	4
Domain 2: Student Support	7
Domain 3: Educator Support	11
Appendix A	14
Appendix B	16

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 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 that 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 ratings on Domains 2 and 3. The school scored its highest rating of Accomplishing in Professional Learning 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	77%	Accomplishing
Opportunities and Access	75%	Accomplishing

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	75%	Accomplishing
Professional Learning	78%	Accomplishing
Career Growth	64%	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.

- Create a comprehensive academic support program that is well-communicated to all stakeholders, including parents and teachers. This initiative should address identified gaps in support for all students, not just those with 504 Plans or IEPs, and improve the transparency and frequency of communications regarding student support opportunities.
- Develop and implement a strategic plan to provide equitable access to a broader range of courses and enrichment activities, focusing on inclusivity across all student groups, including those in magnet and traditional programs. Address disparities by ensuring that all students have the opportunity to engage in a diverse array of subjects and extracurricular activities, promoting a well-rounded educational experience.
- Provide teachers with information beyond the benefits of achieving National Board Certification (NBC) and acquiring advanced degrees.

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

The school has established a comprehensive range of supports to address academic, social, emotional, and behavioral needs. These include tiered interventions and Positive Behavioral Interventions and Supports (PBIS), as well as Social Emotional Learning (SEL) programs. These initiatives are tailored based on a detailed analysis of student data.

- During the teacher and school leader focus group it was shared that students are assigned tiers based on their SEL needs, ensuring tailored support.
- School Leaders, teachers, parents, and students shared specifics of how the school has developed a PBIS system that ensures that students are supported through behavior support, preventative strategies, and support systems.
- Teachers and students in focus groups mentioned the use of "The Mustang Bucks" initiative and monthly incentives are positive parts of the PBIS system used by staff and students.
- Fifteen out of fifteen Students in the student focus group survey indicated that they feel safe at school, and supported at their school, and fourteen out of fifteen students shared that they have at least one caring adult that they can approach if they have a challenge at school.

There is an established system that tracks student progress and ensures that students at the school remain on track to be ready for middle school and beyond.

- Teachers and school leaders in focus groups shared that grade-level Professional Learning Communities (PLCs) convene monthly to analyze student data.
- The school leader focus group shared that the school has developed a Student Support Team (SST), led by the guidance counselor, which meets monthly to discuss and implement tiered intervention strategies.
- Teachers in the focus group shared that there is a structured system where regular phonics screening occurs every 5 to 6 weeks to inform reading intervention programs.
- A review of documents provided by the school shows that the school utilizes a needs assessment to support students in academic and non-academic needs as well as a system that is in place that ensures that our students are prepared for middle school.

AREAS FOR GROWTH

Supplemental tutoring evidence indicates that the school is developing programs aimed at supporting student academic success.

- Parents in the parent focus group shared that there is a lack of communication about student support needs in fifth grade, beyond report cards.
- Parents in the parent focus group stated that they are unaware of any existing academic support programs for their children outside of those provided for students with 504 Plans and IEPs.
- In the teacher focus group, eight out of eight teachers stated that there is a lack of before or after-school tutoring or academic support programs at the school.

The school is currently in the process of addressing the disparities between student groups having access to courses including courses in art, career and technical education, world languages, STEM, and other subjects beyond the core disciplines of mathematics, English Language Arts, science, and social studies.

- Students in the focus group stated that they would like access to additional computer/technology-based education opportunities.
- In the parent focus group, parents shared that there should be more equitable experiences between magnet and traditional students.
- Students and parents shared a need for more extracurricular and out-of-classroom enrichment activities to be made available to students.

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

Create a comprehensive academic support program that is well-communicated to all stakeholders, including parents and teachers. This initiative should address identified gaps in support for all students, not just those with 504 Plans or IEPs, and improve the transparency and frequency of communications regarding student support opportunities.

ACTION STEPS:

As a result of this school review:

1. Conduct a comprehensive survey of academic support services to identify gaps and assess effectiveness with feedback from teachers, parents, and students.
 - Implement inclusive, supplemental tutoring programs before and after school if possible.
 - Develop a communication plan to keep stakeholders informed about program details and availability.
 - Provide targeted professional learning for staff on these new initiatives.
 - Establish metrics for success, regularly gather feedback for program refinement, and report progress to the school board and parents.

RESOURCES:

1. [National Center on Intensive Intervention Tools](#)
2. [Effectively Leverage Tutoring within the MTSS Model](#)

FOCUS AREA 2

Develop and implement a strategic plan to provide equitable access to a broader range of courses and enrichment activities, focusing on inclusivity across all student groups, including those in magnet and traditional programs. Address disparities by ensuring that all students have the opportunity to engage in a diverse array of subjects and extracurricular activities, promoting a well-rounded educational experience.

ACTION STEPS:

As a result of this school review:

2. Audit courses and extracurriculars to identify access gaps, using feedback from focus groups to align with student and parent interests.
3. Create a plan to expand course offerings in targeted disciplines, ensuring equitable access and specifying timelines, responsibilities, and resources.
 - Involve students, parents, teachers, and the community to gather input and regularly update them on progress.
4. Roll out new courses and activities as planned and provide professional development for educators on new content and technologies.
 - Establish metrics to assess participation and satisfaction, continuously adjusting based on these metrics.

RESOURCES:

1. [Advancing Integration and Equity Through Magnet Schools](#)

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 has implemented a structured observation and feedback system for teachers, providing actionable feedback from supervisors to support professional growth and improve student outcomes.

- In the school leader and teacher focus group it was shared that non-tenured teachers receive observations four times a year, with tenured teachers observed once or twice, ensuring consistent feedback.
- Teachers in the focus group stated that observations are conducted with a coaching approach, focusing on improving Math and Literacy scores.
- The leadership team has developed a system where the assistant principals and deans conduct annual observations with feedback provided by the principal.

There is an established system for teachers and leaders to participate in ongoing, job-embedded professional learning on how to use data to improve student outcomes.

- School leaders shared in the focus group that Professional Learning Communities (PLCs) convene monthly, comprising grade-level teachers to discuss student data.
- Teachers and school leaders shared that the teachers receive focused professional development on math and reading at the start of the school year.
- Teachers in the focus group stated that they attend data meetings thrice a year to review iReady and MAP data, with additional sessions for intervention data.
- In the teacher focus group survey, eight out of eleven teachers shared that they receive dedicated collaborative time to have data discussions, disaggregate and analyze data, and provide training on how to analyze the data.

AREAS FOR GROWTH

The school has developed a system to support the National Board Certification (NBC) of teachers, but additional support is needed in addressing the lack of knowledge to support the growth and advancement of teachers and leaders.

- School leaders in the school leader focus group shared that they are aware of the planning stage for a career ladder. However, teachers lack detailed knowledge of career growth opportunities.
- In a review of the school documents provided, it shows that the school has developed various communication mechanisms to provide teachers with information on NBC, however, other aspects of the career growth are not present.

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 information beyond the benefits of achieving National Board Certification (NBC) and acquiring advanced degrees.

ACTION STEPS:

As a result of this school review:

- Initiate a thorough evaluation to ascertain the extent of teachers' knowledge regarding their career progression opportunities.
- Collaborate with educational experts to create comprehensive, accessible resources that clearly outline career growth, including but not limited to the steps beyond NBC.
- Organize a series of workshops aimed at disseminating this information among faculty. These sessions should not only present career growth opportunities but also encourage teachers to plan their professional growth, incorporating these opportunities.
- Implement a system for regular feedback from teachers regarding the clarity and usefulness of the information provided about career opportunities.
- Include familiarity with and active engagement in career progression opportunities as a criterion in the teacher evaluation process.

RESOURCES:

1. [MSDE Blueprint Pillar 2: High Quality and Diverse Teachers and Leaders](#)

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, 2023	Thursday, March 7, 2023
<ul style="list-style-type: none"> • GATE • ELA • Math 5th • Social Studies • Math 3rd • Math 4th • Reading INT • 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
- 8 school leaders
- 8 teachers
- 15 parents

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.

[Insert the school's completed rubric checklist here.]