Maryland School Review

Expert Review Team Report

Domain 1: Curriculum and Instruction

Pinewood 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

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 PINEWOOD ELEMENTARY SCHOOL

Pinewood Elementary School, located in Baltimore County, serves a total of 552 students in grades PreK – 5th. The enrolled population is made up of 22% Asians, 7% African American, 5% Hispanic and 61% White. The school's population includes approximately 10% of students that receive free or reduced meals and 13% 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 in Curriculum and Instructional Materials and its lowest rating of Accomplishing in Classroom Instruction. 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	79%	Accomplishing
Assessment and Timing	79%	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.

- Develop a school-based professional development series focused on research-based instructional practices and strategies, including the science of reading, project-based learning, differentiation, and student-driven learning.

- Establish an observation plan with a focus on planning and preparation, learning environment, explicit instruction, and the acceleration of student outcomes.

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 is aligned with the LEA documents provided to MSDE.

The school has created a positive learning environment. All stakeholders in the focus groups highlighted their appreciation for the school leadership and referenced the school's virtues program and the social-emotional strategies for de-escalating student behaviors.

- In all twelve classrooms reviewed, there is evidence of explicit instruction through a school-wide practice of students reviewing the learning objective. An example of this was highlighted in the 4th grade mathematics class as students engaged in a choral read of the objective and an in-depth explanation of the meaning.

- Another example was in a 2nd grade classroom, during instruction, students were stopped and asked, "What does early riser mean?" Students responded using background knowledge of themselves.

- Each of the classrooms reviewed provided differentiated learning for students to engage with the content.

- In ten of the twelve classes, teacher-led small groups were in place for a portion of the lesson. Students used manipulative tools which were shapes drawn on geoboards to support mathematical concepts.

The school's learning environment was conducive to challenging students to think critically and collaborate with peers through the use of questioning and feedback.

- In a 4th grade math class, students assisted each other with completion of problems by discussing the process they used to solve them.

- Students in an English Language Arts (ELA) classroom provided feedback to peers during reader's theatre. One student was assigned a role as a Discussion Director to help facilitate the asking of questions by other students in the group.

- In a 1st grade classroom, students were asked to determine the central idea.

- In mathematics classes, 4th grade students were asked why they would use decimals instead of fractions and what is the relationship between decimals and fractions.

- Second grade math students were asked to justify how they knew an identified shape was a specific type of triangle and then students were instructed to use a post-it to prove if it was a right angle or not.

AREAS FOR GROWTH

The school is encouraged to leverage professional learning opportunities to enhance and empower instructional staff to build teaching and learning practices anchored in consistent learning cycles.

- During the teacher focus group, all nine of the participants indicated the need for meaningful professional development in all content areas. They shared that in the current plan, there are quarterly math/ELA curriculum update meetings for the identified teacher liaison to attend to bring back information to colleagues at the individual school-building level.

- All nine teachers in the focus group indicated a need for meaningful informal and formal observations with specific, timely, and meaningful feedback to improve professional practices.

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

Develop a school-based professional development series focused on research-based instructional practices and strategies, including the science of reading, project-based learning, differentiation, and student-driven learning. Expand the current monitoring structure to include classroom teachers to serve as model classes.

ACTION STEPS:

As a result of this school review:

- Provide all instructional staff with consistent professional development on specific content delivery strategies.

- Develop a survey to determine and prioritize the focus for the learning series in collaboration with teacher leaders.

- Provide specific professional learning on implementing student-driven learning in coordination with collaborative learning opportunities to ensure students increase their chances of peer-to-peer learning.

- Structure or restructure the current monitoring system to include classroom teachers who implement the practice of student collaborative learning and student-driven learning successfully.

RESOURCES:

1. 10 Strategies to Build on Student Collaboration in the Classroom.
2. Learning From Instructional Rounds
3. Leveraging Teacher Leadership

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. Adrin Leak, Instructional Specialist, Prince George's County Public Schools
2. Kenneth LeCompte, Science Teacher Specialist, Anne Arundel County Public Schools
3. Contina Quick-McQueen, Principal, St. Mary's County Public Schools
4. Laura Aberg, K-12 RELA & AVID 6-12 Supervisor, Dorchester County Public Schools
5. Tammy Luttrell, Instructional Facilitator, Somerset County Public Schools
6. Stacey Kopnitsky, Retired, Montgomery County Public Schools

Site Visit Day 1

Wednesday, March 6, 2024

Site Visit Day 2

Thursday, March 7, 2024

Number of Classroom Reviewed

Twelve

Description of Classroom Visited

Wednesday, March 6, 2024	Thursday, March 7, 2024
• Grade 4 - AA Math • Grade 1 - ELA • Grade 3 - ELA • Kindergarten - ELA • PK - OGE (self-contained) • Grade 2 - Math • Grade 5 - ELA • Grade 3 - Content	• K - Calendar Math & Phonics • Grade 2 - ELA • Grade 5 - ELA • Grade 1 - Math

Number of Interviews

One

- Principal

Number of Focus Groups

Six

- 21 students (2 groups)
- 10 school leaders
- 9 teachers
- 19 parents (2 groups)

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Pinewood Elementary

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.