

Stephen Knolls School

School Improvement Plan SY25

During the 2024- 2025 School Year, Stephen Knolls School did not receive a MD School Report Card. Based on the MD Report Card data required, we will work to improve outcomes for students in the following areas.

MD Report Card Component		Goal	Data Monitoring Resources
Academics <i>*Identify 2-3 components of the MD State Report Card and delete unused rows.</i>	ELA ▾	Students will demonstrate an understanding of critical elements within a text with the assistance of visual supports and adapted curriculum resources, with 10% increased accuracy over baseline data collected at the end of each quarter.	Target Data <i>*Dynamic Learning Maps (DLM) performance data indicates 98% of students assessed in grades 3-8 and 11 were "emerging": demonstrating emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.</i> Monitoring Data <i>*Unique Learning Systems (ULS) performance benchmark data will be collected to measure quarterly progress.</i>
	Math ▾	Students will demonstrate an increasingly complex understanding of number sense with 10% increased accuracy over baseline data collected at the end of each quarter.	Target Data <i>*Dynamic Learning Maps (DLM) performance data indicates 98% of students assessed in grades 3-8 and 11 were "emerging": demonstrating emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.</i> Monitoring Data <i>*Unique Learning Systems (ULS) performance benchmark data will be collected to measure quarterly progress.</i>
School Quality & Climate <i>*Identify 1-2 components of the MD State Report Card and delete unused rows.</i>	Curriculum Access ▾	Through targeted professional development, coaching and feedback, staff will engage students in high levels of learning throughout the school day by providing structured individualized instruction aligned to the Maryland alternate academic achievement standards.	Target Data <i>*Staff culture and climate data indicated that 30% of the staff were neutral or disagreed with the statement that students were learning at high levels at Stephen Knolls.</i> Monitoring Data <i>*Walk through Google survey following professional learning to monitor implementation of new learning and guide coaching and teacher feedback.</i>

In order to meet these goals, staff will engage in learning and receive support in the following areas.

Professional Learning & Instructional Focus	Leader Learning	Central Office Cross-Functional Team Support
❖ Targeted year long professional learning plan focused on scaffolding a universally structured lesson that supports the individualized needs of our severely profoundly disabled population of students. ❖ Data collection process for quarterly updates in literacy and math	❖ Mentor and coaching guidance ❖ Formal professional development training ❖ Planned reflective process for feedback on the effectiveness of the learned skills ❖ Capacity building exercises	❖ Curriculum Implementation Adaptations for Severe/Profound Learners ❖ Assistive Technology Resources to support student engagement and communication

Community Engagement Focus:

Leaders will partner with the parent-teacher student association (PTSA) to provide workshops/resources to families on identified community areas of need (DDA, Transition services, Respite care, etc).

As a result, we expect to earn a Maryland Report Card star rating as measured by the Maryland School Report Card in 2025, increasing earned points to at least 2 points.