

**Stephen Knolls School
School Improvement Plan
2011-2012**

7/14/2011

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Stephen Knolls School
2011-2012 SCHOOL IMPROVEMENT PLAN

PERFORMANCE RESULTS

*see attached data tables

Student and Stakeholder Focus

Using the ORID process for analyzing student achievement needs, the following critical areas have been identified as the basis for our goals and action plan:

- All students will participate in a rigorous curriculum aligned with the SC, FLS, MCPS Framework, and IEP goals.
- Summative assessments will be administered.

Based on an analysis of the 2011 data, staff feedback and parent involvement data, it was found that:

- We need to continue to revise and refine Alt-MSA testing for additional needs of students
- We need to look at MCPSAP data after fall and winter assessment windows to identify areas with low performance.
- We need to replicate the presentation of test items during instruction and assessment.
- The need to maintain professional development in areas of technology, universal design for learning and system mandates.

Faculty and Staff Focus

Based on staff needs assessment the following training for all staff members will be implemented:

- Continued technology training
- Alt-MSA administration/training
- Training to support PDP focus on student achievement for professionals and supporting services staff
- Integration of FLS and SC
- IEP development/implementation
- Communication strategies using assistive technology
- Collaborative planning
- Evaluate trainings and meetings (plus/deltas) for continuous improvement
- Walk through/peer visit with reflection/observation

Leadership

Vision: The Stephen Knolls School's community, consisting of students, parents, and staff, strives to be a respectful and collaborative student-centered educational environment composed of individuals committed to student achievement and professional development.

Mission: The mission of Stephen Knolls School is to increase the acquisition of academic and related developmental skills by providing a safe and nurturing educational environment filled with meaningful opportunities designed to maximize each student's unique abilities.

Core Values: Educational Opportunity, Student Success, Lifelong Learning, Respect, Celebrate Diversity, Increase Partnership

Educational Leadership Team (ELT): The ELT's mission is to support the Stephen Knoll School's community by providing guidance and resources. Through collaborative efforts, the ELT ensures that our school's vision, mission, and core values are upheld and all stakeholders are provided with opportunities for success in a challenging, engaging, and enriching educational environment. Data will be collected from key stakeholders on the instructional program and school climate. It will be analyzed to develop action steps to increase student achievement. Goals and expectations will be monitored and communicated through: Newsletters, website, e-mail, Connect Ed, student communication devices, Parent Staff Association, Parent Training/Support.

School Motto: Our students have a voice!

Strategic Planning

Goal #1: To maintain the percentage of students scoring 'proficient'/'advanced' at 100% on the 2012 math and reading Alt-MSA, and increase the percentage of students scoring 'advanced' on the reading and science Alt-MSA.

Goal #2: To increase the percentage of preschool students scoring 'not yet' to 'in progress'/'proficient' on the 2012 county assessments (ECOR and MCPS-Assessment Program)

Goal #3: To increase parent involvement in and attendance at school functions by 10% from 20% to 30%.

Goal #4: To monitor the absences of students to adhere to the MSDE attendance AMO of 94%.

Process Management

Improve student achievement by:

- 1) Developing, monitoring, and analyzing the Alt-MSA artifacts and pre-school standards to ensure individual student progress toward completion of portfolios/county assessments.
- 2) Monitoring, collecting and analyzing the data from the alignment of instruction of the FLS/General education curriculum and IEP goals to the grade level SC in reading, math, and science.
- 3) Developing, facilitating, and analyzing job-embedded professional development opportunities for staff (new teachers, veteran teachers, related service providers, and support staff members).
- 4) Developing, facilitating, and analyzing activities that foster improved parent involvement and community outreach.
- 5) Developing, implementing and monitoring Academic Intervention Plans (AIPs) for targeted students.

Measurement, Analysis, & Knowledge Management

Formative data and feedback will be collected on program and school climate on a regular basis.

- Unit, quarterly and portfolio assessments
- Committee and team meeting agendas, evaluations, and action/decision items
- Monthly attendance monitoring
- Curriculum units and lesson plans
- Multiple Stakeholder Survey Results: Staff, students, parents
- Student's data notebooks
- Teacher's individual data collection
- IEP quarterly report cards
- Anecdotal data: progress notes, checklists, student self-evaluation form
- Walk-through/peer visit with reflection/observation
- Baldrige Quality Tools Evidence of Level 1 planning and Level 4 application data
- Parent participation/attendance at school activities.

**Performance Results
Alt-MSA 2011**

Subgroup	Reading		Math		Science	
	Proficient/Advanced	Basic	Proficient/Advanced	Basic	Proficient/Advanced	Basic
All	100%	0%	100%	0%	89%	11%
American Indian/Alaskan Native	n/a	n/a	n/a	n/a	n/a	n/a
Asian/Pacific Islander	100%	0%	100%	0%	0%	100%
African American	100%	0%	100%	0%	100%	0%
White	100%	0%	100%	0%	100%	0%
Hispanic	100%	0%	100%	0%	100%	0%
Free/Reduced Meals	100%	0%	100%	0%	100%	0%
Special Education	100%	0%	100%	0%	100%	0%
Limited English Proficient	n/a	n/a	n/a	n/a	n/a	n/a

Alt-MSA 2010

Subgroup	Reading		Math		Science	
	Proficient/Advanced	Basic	Proficient/Advanced	Basic	Proficient/Advanced	Basic
All	94%	6%	94%	6%	100%	0%
American Indian/Alaskan Native	100%	0%	100%	0%	n/a	n/a
Asian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
African American	83%	17%	83%	17%	100%	0%
White	100%	0%	100%	0%	100%	0%
Hispanic	100%	0%	100%	0%	n/a	n/a
Free/Reduced Meals	89%	11%	89%	11%	100%	0%
Special Education	94%	6%	94%	6%	100%	0%
Limited English Proficient	n/a	n/a	n/a	n/a	n/a	n/a

Alt-MSA 2009

Subgroup	Reading		Math		Science	
	Proficient/Advanced	Basic	Proficient/Advanced	Basic	Proficient/Advanced	Basic
All	100%	0%	94%	6%	100%	0%
American Indian/Alaskan Native	100%	0%	100%	0%	n/a	n/a
Asian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
African American	100%	0%	100%	n/a	100%	n/a
White	100%	0%	100%	n/a	75%	25%
Hispanic	100%	0%	66%	33%	100%	0%
Free/Reduced Meals	100%	0%	80%	20%	100%	0%
Special Education	100%	0%	94%	6%	86%	14%
Limited English Proficient	n/a	n/a	n/a	n/a	n/a	n/a

Alt-MSA 2008

Subgroup	Reading		Math		Science	
	Proficient/Advanced	Basic	Proficient/Advanced	Basic	Proficient/Advanced	Basic
All	94%	6%	100%	0%	70%	30%
American Indian/Alaskan Native	n/a	n/a	n/a	n/a	n/a	n/a
Asian/Pacific Islander	100%	n/a	100%	n/a	100%	n/a
African American	100%	n/a	100%	n/a	100%	n/a
White	100%	n/a	100%	n/a	75%	25%
Hispanic	83%	17%	100%	n/a	50%	50%
Free/Reduced Meals	100%	n/a	83%	17%	100%	n/a
Special Education	94%	6%	100%	0%	73%	27%
Limited English Proficient	n/a	n/a	n/a	n/a	n/a	n/a

Parent Involvement

Area	Data
Parent Participation (2010-2011)	Increased parent participation in school events i.e.- May Fair/ Field Day and Movie Night, accurate numbers not available.
Parent Feedback Survey 2009-2010	Parents contacted via phone for 63% response rate for areas of interest for parent workshops.
Parent Feedback Survey 2008-2009	Baseline data of 15% of parents was obtained during the first quarter of the 2008-2009 school year.

Attendance

School Year	Percentage	Confidence Interval
2011	85.5%	
2010	84.00%	82.7 – 97.3%
2009	80.69%	88.3 – 98.7%
2008	80.5%	88.1 – 98.8%
2007	86.6%	88.4 – 98.3%
2006	83.3%	88.0 – 98.4%
2005	79.9%	88.1 – 98.1%
2004	79.7%	87.7 – 98.2%
2003	78.4%	84.7 – 101.0%

**Stephen Knolls School
(Summer Leadership: July 2011)**

2010-2012

Root Cause Analysis

Through collaboration of staff stakeholders, the Root Cause Analysis was completed by compiling a series of data collection questions in the following areas: student achievement, instructional quality, school capacity, and systemic policies, procedures, and programs. The Educational Leadership Team (ELT) used the drilling down process along with careful analysis of student performance data to identify the root causes. Findings from the data collection questions narrowed Stephen Knolls School's focus to three specific root causes. A Baldrige Guided School Improvement Action Plan and Baldrige Linkages Chart were developed with specific action steps that addressed each root cause.

Based on an analysis of the 2011 Alt-MSA data, preschool assessment data, IEP data, teacher feedback on the staff needs assessment, and data related to parent feedback/input, it was found that:

2011 Academics

Root Cause(s):

- Alt-MSA – one student scored proficient in math, all other students scored advanced in reading and math
- Some ECOR data is impacted by individual students with fine motor, gross motor, communication and cognitive disabilities without option of modifying presentation.
- MCPSAP – visual prompts are not able to be given
- ECOR and MCPSAP data are impacted by high mobility rates of students in the PEP classes

Solution(s):

- Continue to document and utilize effective structures for Alt-MSA testing and refine for the individual needs of students
- Look at MCPSAP data after fall and winter assessment windows to identify areas with low performance
- Replicate the presentation of test items during instruction and assessment
- Get specials teachers to follow through with activities that relate directly to curriculum themes

2011 Parent Participation

Root Cause(s):

- Conflict with parent work schedules
- Childcare
- Transportation
- Language barriers
- Communication/follow-up
- Data collection on attendance

Solutions:

- Combine events to increase opportunities for involvement
- Improved parent interest survey with descriptions
- Survey parents for language preferences for written and oral communication
- Vary opportunities between day and evening events
- Explore options for transportation to and from events
- Assign staff member to get attendance for each event

2011 Attendance

Root Cause(s):

- Medical issues of the students in school age (i.e. surgeries, medical appointments, therapy appointments, illness)
- Inclement weather
- Extended family trips

Solutions:

- Gather data to see how much family travel is impacting attendance rates
- Continue to monitor and communicate with parents regarding absenteeism

Stephen Knolls School (Summer Leadership: July 2010)

2010-2012

Root Cause Analysis

Based on an analysis of the 2010 Alt-MSA data, preschool assessment data, IEP data, teacher feedback on the staff needs assessment, and data related to parent feedback/input, it was found that:

2010 Academics

Root Cause(s):

- Students who require “full-physical prompting” in order to respond to questions are also frequently absent from school (attendance affects scoring)
- Internal Alt-MSA mastery objective schedule that was developed to monitor student testing was not strictly adhered to for reviewing individual artifacts
- Preschool students with disabilities have difficulties demonstrating their knowledge of test items when presented with standardized assessment questions

Solution(s):

- Dual enrollment for students who have severe medical needs (Home and Hospital Teaching and school) as permitted in COMAR and to meet the state attendance requirements
- IEP and /or testing objectives will be chosen based on previous success rate from 2010 testing data
- Test Examining Team (TET) will set internal Alt-MSA schedule and adhere to it
- Identify specific staff who will be responsible for Alt-MSA and ECOR material development
- Provide professional development for all staff involved in teaching reading, math and science
- Share specific topics with all stakeholders, including special teachers, therapists, and support staff, to provide multiple opportunities for student learning reinforcement

Maryland State Department of Education School Improvement Plan Requirements	Location in School Improvement Plan
1. Research-based Strategies and Interventions	<ul style="list-style-type: none"> • Root Cause Analysis Narrative, Page 5 • Linkages Chart, Faculty and Staff Focus and Process Management, Page 2 • Academic Action Plan, Page 8, item 1 • Academic Action Plan, Page 9, item 2 • Academic Action Plan, Page 10, item 3 • Academic Action Plan, Page 11, item 4 • Parental Involvement Action Plan, Page 12, item 1 • Attendance Action Plan, Page 13, item 1
2. Professional Development	<ul style="list-style-type: none"> • Linkages Chart, Faculty and Staff Focus, Page 2 • Academic Action Plan, Page 8, item 1 • Academic Action Plan, Page 9, item 2 • Academic Action Plan, Page 10, item 3 • Academic Action Plan, Page 11, item 4
3. Technical Assistance	<ul style="list-style-type: none"> • Technical Assistance Summary, Page 13 • Academic Action Plan, Page 8, item 1 • Academic Action Plan, Page 9, item 2 • Academic Action Plan, Page 10, item 3 • Academic Action Plan, Page 11, item 4
4. Participation of Staff and Parents	<ul style="list-style-type: none"> • Linkages Chart, Leadership and Process Management, Page 2 • Parental Involvement Action Plan, Page 12, item 1 • Stakeholder Representatives, Page 14
5. Annual Measurable Objectives	<ul style="list-style-type: none"> • Linkages Chart, Strategic Planning and Measurement, Analysis, and Knowledge Management, Page 2 • Academic Action Plan, Page 8, item 1 • Academic Action Plan, Page 9, item 2 • Academic Action Plan, Page 10, item 3 • Academic Action Plan, Page 11, item 4 • Parental Involvement Action Plan, Page 12, item 1 • Attendance Action Plan, Page 13,
6. Extended Learning Activities	<ul style="list-style-type: none"> • Academic Action Plan, Page 11, item 1
7. Teacher Mentoring Program	<ul style="list-style-type: none"> • Linkages Chart, Process Management and Faculty and Staff Focus, Page 2 • Academic Action Plan, Page 8, item 1 • Academic Action Plan, Page 9, item 2 • Academic Action Plan, Page 10, item 3 • Academic Action Plan, Page 11, item 4 • Technical Assistance Summary, Page 14
8. Responsibilities of members of the school staff, the LEA, and MSDE	<ul style="list-style-type: none"> • Identified in each action step.

Academic Action Plan

School: Stephen Knolls School

Department: School-Wide

Date: 7/14/2011

SIP Goals

Goal #1: To maintain the percentage of students scoring ‘proficient’/ ‘advanced’ at 100% on the 2012 math, reading, and science Alt-MSA.

Goal #2: To increase the percentage of preschool students scoring ‘not yet’ to ‘in progress’/ ‘proficient’ on the 2012 county assessments (ECOR and MCPS-Assessment Program)

Action steps/objectives/ processes	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom
1. Establish, implement, and monitor a Test Examiner Team (TET) responsible for monitoring the progress toward completion of the Alt-MSA portfolios and preschool county assessments.	Case Managers: S. Riffle, C. Kleiler, R. Tarloff, R. Robinson, A. Donnally, E. Reed, D. Moore, G. Garrett, R. Matthews, J. Schilling, H. Davin, P. Skelly, Y. White, J. Mueller SDT: M. Briand Administrator: K. Lertora; Instructional Specialist Department of Special Education Services (DSES): M. Byrom	<ul style="list-style-type: none"> • Alt-MSA website • 2012 Alt-MSA handbook • 2011 Alt-MSA data • Professional development • Alt-MSA Artifact Rubric • Alt-MSA data monitoring tool • Alt-MSA teacher buddy system/in-house monitoring system • MCPSAP and ECOR Data • myMCPS Resources 	<ul style="list-style-type: none"> • Alt-MSA data monitoring tool • Alt-MSA artifact data • Feedback from the central office Alt-MSA support team members • Alt-MSA portfolio data • Annual and summer department trainings 	Monthly K. Lertora, M. Briand, S. Riffle, P. Skelly, G. Garrett and V. Mey
Results: <ul style="list-style-type: none"> • Team Meetings • 				

Academic Action Plan

School: Stephen Knolls School

Department: School-Wide

Date: 7/14/2011

SIP Goals

Goal #1: To maintain the percentage of students scoring ‘proficient’/ ‘advanced’ at 100% on the 2012 math, reading, and science Alt-MSA.

Goal #2: To increase the percentage of preschool students scoring ‘not yet’ to ‘in progress’/ ‘proficient’ on the 2012 county assessments (ECOR and MCPS-Assessment Program)

Action steps/objectives/ processes	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom
2. Develop, implement, and monitor rigorous grade level aligned instructional materials in science, math, English/language arts, and social studies that support students in achieving IEP goals and objectives and/or Academic Intervention Plans (AIP).	Case Managers: S. Riffle, C. Kleiler, R. Tarloff, R. Robinson, A. Donnally, E. Reed, D. Moore, G. Garrett, R. Matthews, J. Schilling, H. Davin, P. Skelly, Y. White, J. Mueller SDT: M. Briand Administrator: K. Lertora; Instructional Specialist Department of Special Education Services (DSES): M. Byrom	<ul style="list-style-type: none"> • Alt-MSA website • 2011 Alt-MSA handbook • 2011 Alt-MSA data • Professional development • Alt-MSA Artifact Rubric • Alt-MSA data monitoring tool • Alt-MSA teacher buddy system/in-house monitoring system • myMCPS Resources 	<ul style="list-style-type: none"> • Alt-MSA data monitoring tool • List of intervention strategies • Alt-MSA artifact data • Peer visits with reflection 	Bi-weekly throughout the Alt-MSA testing window September 1, 2011 through March 2, 2012 S. Riffle, P. Skelly, G. Garrett, V. Mey and M. Briand
<p>Results:</p> <ul style="list-style-type: none"> • 				

Academic Action Plan

School: Stephen Knolls School

Department: School-Wide

Date: 7/14/2011

SIP Goals

Goal #1: To maintain the percentage of students scoring ‘proficient’/ ‘advanced’ at 100% on the 2012 math, reading, and science Alt-MSA.

Goal #2: To increase the percentage of preschool students scoring ‘not yet’ to ‘in progress’/ ‘proficient’ on the 2012 county assessments (ECOR and MCPS-Assessment Program)

Action steps/objectives/ processes	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom
<p>3. Provide job-embedded professional development and support for all teachers, para-educators, and related services staff members on the administration of the Alt-MSA, preschool assessments and SC (math, reading and science).</p>	<p>SDT: M. Briand Administrator: K. Lertora; Instructional Specialist Department of Special Education Services (DSES): M. Byrom</p>	<ul style="list-style-type: none"> • Alt-MSA website • 2012 Alt-MSA handbook • 2011 Alt-MSA data • Professional development • Alt-MSA Artifact Rubric • Alt-MSA data monitoring tool • Consultation with DSES • MCPS consulting teacher program • ECOR, MCPSAP testing addendums 	<ul style="list-style-type: none"> • Meeting feedback sheets • Portfolio analysis data • Walk throughs/peer visits with reflection • Alt-MSA monitoring tool • Alt-MSA artifact element checklist • MCPS professional growth system supports for new staff 	<p>Monthly throughout the Alt-MSA testing window September 1, 2011 through March 2, 2012</p> <p>Fall, Winter and Spring preschool testing windows</p> <p>S. Riffle, P. Skelly, M. Briand, G. Garrett and V. Mey</p>
<p>Results:</p> <ul style="list-style-type: none"> • 				

Academic Action Plan

School: Stephen Knolls School

Department: School-Wide

Date: 7/14/2011

SIP Goals

Goal #1: To maintain the percentage of students scoring ‘proficient’/ ‘advanced’ at 100% on the 2012 math, reading, and science Alt-MSA.

Goal #2: To increase the percentage of preschool students scoring ‘not yet’ to ‘in progress’/ ‘proficient’ on the 2012 county assessments (ECOR and MCPS-Assessment Program)

Action steps/objectives/ processes	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom
4. Identify students for participation in ESY and the summer program with United Cerebral Palsy on the Potomac	TST: A. Friedman Administrator: K. Lertora Case Managers: S. Riffle, C. Kleiler, R. Tarloff, R. Robinson, A. Donnally, E. Reed, D. Moore, G. Garrett, R. Matthews, J. Schilling, H. Davin, P. Skelly, Y. White, J. Mueller	<ul style="list-style-type: none"> • Quarterly progress on IEP goals • Student academic performance data 	<ul style="list-style-type: none"> • Alt-MSA portfolio artifact data • Quarterly progress on IEP goals • Student academic performance data 	Quarterly K. Lertora, S. Riffle, T. Strodel, H. Davin, J. Mueller

Results:

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Goal 3 - Climate Action Plan

School: Stephen Knolls School

Department: School-wide

Date: 7/14/2011

**SIP Goal 3
(Climate)**

Goal #3: To increase parent involvement in and attendance at school functions by 10% from 20% to 30%.

Action steps/objectives/ processes	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom
<p>1. Design, facilitate, monitor, and evaluate parent involvement activities that enrich our school community and climate.</p>	<p>Parent Educators: H. Davin, T. Strodel, J. Mueller TST: A. Friedman SDT: M. Briand Administrator: K. Lertora Case Managers Preschool team Therapists, Specialists Para-educators</p>	<ul style="list-style-type: none"> • Multi-lingual Connect Ed messages • Parent involvement activities calendar • Consultation from the Department of Family and Community Partnerships • School newsletters 	<ul style="list-style-type: none"> • Parent attendance data at school functions • Analyze parent conference attendance data • Parent evaluation data • Staff evaluation data • Connect Ed data analysis • Feedback from School newsletter • Parent Educator direct contacts with families 	<p>Quarterly By H. Davin, T. Strodel, J. Mueller</p>
<p>Results:</p> <ul style="list-style-type: none"> • 25 family members participated in Open House/ Coordinator Meet and Greet, August 26, 2011 • 39 family members participated in Back to School Night, September 27, 2011 • PSA Meeting/ Open House October 10, 2011 • Parent Workshop October 12, 2011 				

Goal 4 - Attendance Action Plan

School: Stephen Knolls School

Department: School-wide

Date: 7/14/2011

**SIP Goal 4
(Climate)**

Goal #4: To monitor the absences of students to adhere to the MSDE attendance AMO of 94%.

Action steps/objectives/ processes	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom
1. Develop, implement, and analyze student absence data (length of absence and reason).	Attendance Secretary: M. Stuart School Nurse: Case managers: S. Riffle, C. Kleiler, R. Tarloff, R. Robinson, A. Donnally, E. Reed, D. Moore	<ul style="list-style-type: none"> • School newsletter • Attendance monitoring tool • Attendance form 	<ul style="list-style-type: none"> • Attendance monitoring tool to document percent of days present. • Procedure to report student absence to the office and then teacher calls parent to find out why child is absent. 	Monthly K. Lertora, M. Stuart

Results:

Data collected from MCPS Enrollment Reports Monthly

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • September Attendance –% <ul style="list-style-type: none"> Elementary – % Middle School - % High School - % • December Attendance –% <ul style="list-style-type: none"> Elementary –% Middle School - % High School - % • March Attendance –% <ul style="list-style-type: none"> Elementary –% Middle School - % High School - % | <ul style="list-style-type: none"> October Attendance –% <ul style="list-style-type: none"> Elementary –% Middle School –% High School –% January Attendance –% <ul style="list-style-type: none"> Elementary –% Middle School –% High School –% April Attendance –% <ul style="list-style-type: none"> Elementary –% Middle School –% High School –% | <ul style="list-style-type: none"> November Attendance –% <ul style="list-style-type: none"> Elementary –% Middle School –% High School –% February Attendance –% <ul style="list-style-type: none"> Elementary –% Middle School –% High School –% May Attendance –% <ul style="list-style-type: none"> Elementary –% Middle School –% High School –% |
|--|--|--|

Stephen Knolls School Technical Assistance Summary

Stephen Knolls School receives technical assistance from Montgomery County Public Schools through the following departments and / offices:

- Department of Special Education Services
 - Monthly meetings with the Alt-MSA support team
 - Consultation with the Special Education Supervisor
- Division of Preschool Special Education and Related Services
 - Consultation and professional development from the InterACT Team
- Office of School Performance
 - Baldrige-guided school improvement training
 - Support from the academic achievement specialist, including assistance with school improvement planning
- Office of Curriculum and Instructional Programs
 - Support from the science instructional specialist
 - Support from the mathematics instructional specialist
- Office of Organization Development
 - Support with professional development
 - Administrative mentor
 - MCPS Consulting Teacher Program
- Center for Technology Innovation
 - Professional development on Promethean Boards, ActivStudio, Tech Mod 2009
- Community Agencies
 - United Cerebral Palsy on the Potomac
 - Department of Health and Human Services

The Maryland State Department of Education provides technical assistance through the State School Improvement Grant.

**Stephen Knolls School
School Improvement Plan 2011– 2012
Stakeholder Representatives**

Team/Department	Name	Position
Administration	Kathy Lertora	Coordinator/Building Administrator
Staff Development	Margaret Briand	Staff Development Teacher (SDT)
Parent Outreach		
Pre-School Team Leader	Gail Garrett	Special Education Teacher
Elected Faculty Rep	Patricia Skelly	Special Education Teacher
Pre-School	Robin Matthews	Special Education Teacher
Testing Coordinator	Patricia Skelly	Special Education Teacher
School-Aged Team Leader	Sarah Riffle	Special Education Teacher
Teacher-In-Charge	Sarah Riffle	Special Education Teacher
Elementary Science	Robert Tarloff	Special Education Teacher
Related Services	Mary Ann Crum	Occupational Therapist
Related Services	Lydia Baumann	Occupational Therapist
Enrichment Arts	Matt Klein	Physical Education Instructor
Transition Support	Adriana Friedman	Transition Support Teacher (TST)
Enrichment Arts	Mary Ann Carter	Media Specialist
Elected Faculty Rep	Carolina Narvaez	Special Education Para-educator
Support Staff		Special Education Para-educator
Support Staff	Irma Dibble	Special Education Para-educator
Parent	Sam Campbell	Parent, PSA President
Parent		Parent
Parent	Mikki Crawford	Parent, NAACP Representative