



Takoma Park Middle School (TPMS)

School Improvement Plan SY26

[TPMS Maryland School Report Card 2024](#) | [TPMS Annual Targets](#)



School Improvement Goal: Takoma Park Middle School will earn a **five** star rating on the Maryland School Report Card in 2026, increasing earned points from 63.3 to at least 75 points.

Academic Achievement: ELA

2024 MCAP ELA Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	71%	92.9%	57.3%	38.5%	91.2%	85.1%	33%	22.9%	46.7%
Imp.	-1.5%	-1.2%	3%	-5.4%	-1.6%	-3.4%	9%	5%	1%

Literacy Goal: In SY26, the percentage of students proficient on the MCAP ELA/Alt MCAP ELA will increase from 71% to 72.9% with a focus on

- EML students (22.9% to 35.9%)

Instructional Focus: Implement high yield instructional approaches (ie: PACT, co-teaching models) to increase comprehension and demonstration of mastery.

Academic Achievement: Math

2024 MCAP Math Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	52.8%	87.3%	30.8%	21%	75.4%	71.6%	19.5%	8.1%	24.4%
Imp.	2.6%	-1.8%	4.2%	-7%	4.5%	-10.4%	-4.9%	7%	4.6%

Mathematics Goal: In SY26, the percentage of students proficient on the MCAP Math/Alt MCAP Math will increase from 52.8% to 73% with a focus on

- EML students (8.1% to 38.6%)
- SWD students (19.9% to 45.7%)

Instructional Focus: Deliver high-impact instruction that nurtures discovery and meaningful student discussion.

Progress Achieving English Language Proficiency

2025 WIDA Access Results

Tested Count	Proficiency Level Established	NOT MET*	MET **	2025 Results	2025 Annual Target
158	26	128	32	24.2%	50.8%

In SY26, the percentage of EML students making progress toward English Language Proficiency will increase from 24.2% to 55.5% yielding a 31.3 point increase on the MD School Report Card.

*NOT MET includes NOT MET and No Calc

** MET includes scored 4.5, met by AGT, met by MGE, met both

School Quality & Success

MD Report Card Data Overall Performance: TPMS scored **25/35 (71%)** on the MD State Report Card.

- Strengths:** All areas except Student-Student Relationships, Physical Safety, Bullying, Physical Environment
- Areas for Growth:** Student-Student Relationships, Bullying, *Physical Safety*, and *Physical Environment*

Goal (SY26): Increase favorable responses in *Student-Student Relationships*, *Physical Safety*, *Bullying* and *Physical Environment*.

Strategy: Foster peer connections through community building structures, structured learning and restorative practices; display student work in hallways and install positive messages/displays that speak to TPMS core values and highlights the achievements of our diverse community.

All Staff Instructional Focus

As a staff, we are committed to delivering language-based (i.e. PACT framework, Math Language Routines), differentiated instruction, and co-teaching models. Lessons are intentionally structured with a clear

Leader Learning Focus

Members of the Instructional Leadership Team will engage in leader learning on:

- Facilitating data informed discussions
- Collaborative Curriculum Planning

Cross Functional Team Focus

Members of the Cross Functional Team will support TPMS on:

- Differentiating instruction to support EML learning
- Walkthrough support/Observation of Collab

opening, core learning segment, and closing to capitalize on the primacy effect and enhance student comprehension and retention.

3. Coaching for Impact Cycle

- Planning
 - Co-teaching/classroom support model implementation