

Takoma Park Elementary School

School Improvement Plan SY26-27

Annual Targets

School Improvement Goal: Takoma Park Elementary School will increase Math and Literacy achievement for SWDs, EMLs, and Hispanic students by strengthening targeted support structures during core Tier 1 instruction.

Instructional Focus: All students will be prompted to think effortfully in order to meet or exceed grade-level standards.

Academic Achievement: ELA

2026 DIBELS Results

		ALL	AS	BL	HI	WH	2+	SWD	EML
Prof	Fall	67%	88%	70%	46%	76%	67%	44%	41%
	Spring	85%	100%	84%	68%	95%	88%	59%	58%
Imp.		+18%	+12%	+14%	+22%	+19%	+21%	+15%	+18%

Literacy Goal: In SY26-27, the percentage of students proficient on the DIBELS will increase from 85% to 90% with a focus on

- SWD (59% to 62%)
- EMLs (58% to 63%)
- HI (68% to 73%)

Academic Achievement: Math

2026 Spring MAP-P & BOY mClass Math Results

		ALL	AS	BL	HI	WH	2+	SWD	EML
MAP K-2 Overall RIT proficiency	Fall	61%	88%	48%	32%	84%	65%	38%	21%
	Spring	78%	88%	70%	52%	99%	74%	55%	41%
Imp		+18%	0%	+22%	+20%	+15%	+9%	+17%	+20%
Fall mClass Overall proficiency		57%	87%	43%	39%	72%	74%	41%	21%

Mathematics Goal: In SY26-27, the percentage of students proficient on the MAP-P will increase from 78% to 83% with a focus on

- SWD (55% to 58%)
- EMLs (41% to 46%)
- HI (52% to 57%)

Progress Achieving English Language Proficiency

2026 WIDA Access Results

Tested Count	Proficiency Level Established	NOT MET*	MET **	ACCESS 2026 Results	ACCESS 2027 Target
100	40	23 (38%)	37 (62%)	6.2	6.5

In SY26-27, the percentage of EML students making progress toward English Language Proficiency will increase from 62% to 65% yielding a 0.3 point increase on the MD School Report Card.

*NOT MET only includes NOT MET

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

School Quality & Success

Climate /Well-Being Data

Students NOT Chronically Absent

MCPS Staff Climate Survey (area of growth)

86.6% (+2.1)

When looking at our Fall to Spring Staff Climate survey data, the first thing that stands out is the drop in response rate (we went from 35 - 47% responses in fall to 10 - 13% responses in spring. We will first work to increase the response rate this fall to have a valid data point. That data will be used to identify an area of growth for our school.

One area that showed consistent need for growth was around Q2 - At my school, we use structured conversations as a way to bring instructional challenges to the forefront to collaboratively problem solve.

	School Quality & Climate Goal: In SY26-27, the percentage of students identified as NOT chronically absent will increase from 86.6% to 90% In SY26-27, the percentage of staff responding strongly agree/agree to Q2 on the staff climate survey will increase from 22.2% to 50%. School Quality Strategy: - Leverage SWBT resources and supports to reduce barriers identified by parents of students who are chronically absent. - Establish opportunities for collaborative conversations around instructional barriers, and implement identified actions to target areas of focus elevated in those conversations.
--	--

Leader Learning Focus	Cross-Functional Team Focus	Family Engagement Focus
Members of the ILT will strengthen their capacity to support, coach, and monitor high quality tier 1 instruction by conducting collaborative data conversations and establishing consistent observation/feedback loops around language objectives and student engagement that makes thinking visible.	TPES will collaborate with the CFT to enhance instructional frameworks and support structures for ELD and HSM students during tier 1 instruction.	What ways can we engage our Hispanic families in school events in the age of immigration challenges.