



John T. Baker Middle School (BMS)

School Improvement Plan SY 25-26

Maryland School Report Card 2025 | Annual Targets



School Improvement Goal: John T. Baker Middle School will earn a 4 star rating on the Maryland School Report Card in 2026, increasing earned points from 54.6 to at least 60 points.

Academic Achievement: ELA										Academic Achievement: Math											
2025 MCAP ELA Results										2025 MCAP Math Results											
	ALL	AS	BL	HI	WH	2+	SWD	EML	ED	DC		ALL	AS	BL	HI	WH	2+	SWD	EML	ED	DC
Prof.	50.7%	70.9%	41.2%	35.2%	62.1%	51.7%	14.9%	15.3%	26.6%	TBA	Prof.	24.1%	43.6%	15%	13.1%	33.3%	21.1%	3%	5.4%	8.9%	TBA
Imp.	-2.2	-7.9	2	-1.2	-2.6	-3.7	-3.2	3.6	-3.6	TBA	Imp.	0	1	1.1	1.5	-0.7	-2.1	-7.3	2.6	-1.9	TBA

Literacy Goal: In SY 25-26, the percentage of students proficient on the MCAP ELA/Alt MCAP ELA will increase from 50.7% to 55.7% with a focus on

- Dually coded (students receiving special education services and English language development services; increase by 5%)

Instructional Focus: Implement integrated literacy strategies that engage students in purposeful reading and writing tasks to build academic language and deepen comprehension across content areas as measured by CKLA unit assessments and other determined assessments.

Mathematics Goal: In SY25-26, the percentage of students proficient on the MCAP Math/Alt MCAP Math will increase from 24.1% to 29.1% with a focus on

- Dually coded (students receiving special education services and English language development services; increase by 5%)

Instructional Focus: Implement Mathematical Language Routines (MLRs) to support students' development of academic language and mathematical reasoning through structured opportunities for reading and writing in math as measured by MCAP sample questions and other determined assessments.

Progress Achieving English Language Proficiency						School Quality & Success			
2025 WIDA Access Results						MD Report Card Data			
Tested Count	Proficiency Level Established	NOT MET*	MET **	2024 Results	2025 Annual Target	Students NOT Chronically Absent	MD School Survey Student	MD School Survey Staff	Access to Well-Rounded Curriculum
87	5	63/82 76.8%	19/82 23.2%	25%	30.1%	78.3%	736 (4.0)	54 (5.6)	86.2%

In SY25, the percentage of EML students making progress toward English Language Proficiency will increase from 23.3% to 30.3%.

*NOT MET only includes NOT MET
** MET includes scored 4.5, met by AGT, met by MGE, met both

School Quality & Climate Goal: In SY 25-26, the percentage of students not chronically absent will increase from 78.3% to 83.3%.

School Quality Strategy: Intentional focus on community building between staff and students. Use of focus groups and student surveys for students who are chronically absent to identify potential barriers to attendance. Intentional planning of community building opportunities and experiences for staff, students, and members of the community. In SY26, 100% of students will have at least one identified trusted adult.

Leader Learning Focus		Cross-Functional Team Focus				Community Engagement Focus			
Planning and instruction alignment to standards, establishing data-based coaching structures from leaders, to departments, to PLCs.		Data monitoring tools and processes and professional learning cycle implementation				Culturally responsive family and community engagement practices that use community voice to inform decisions, increasing opportunities for family and community engagement (mobile ILT meetings etc.)			

