

GMS SIP



Gaithersburg Middle School (GMS)

School Improvement Plan SY25

[Maryland School Report Card 2024](#) | [Annual Targets](#) | [Q1 Monitoring Plan](#)

Improvement Goal: Gaithersburg Middle School will earn a 3-star rating on the Maryland School Report Card in 2025, increasing earned points from 43.8 to at least +1

Academic Achievement: ELA

2024 MCAP ELA Results

	AS	BL	HI	WH	2+	SWD	EML	ED
L	53.2	38.2	22.7	64.6	60.9	8.9	11	24.2
6	-9.1	+5.5	+2.8	+4.6	+15	+5.2	+4	+6

In SY25, the percentage of students proficient on the MCAP ELA/Alt MCAP ELA will increase **49.6% (+128 students) with a focus on:**
Hispanic from 22.7% to 27.7% (+41 students) EML from 11% to 16% (+42 students)
Black from 38.2 to 43.2% (+38 students) SWD from 8.9% to 13.9% (+44 students)
Instructional Focus: Plan for and assess academic discourse to build vocabulary and deepen understanding using the Magical Language Routines to create opportunities for students to narrate, explain, inform, and argue.

Progress Achieving English Language Proficiency

2024 WIDA Access Results

Proficiency Level Established	NOT MET*	MET **	2024 Results	2025 Annual Target
30 11%	177/229 77%	50/220 21.8%	2.2	5.8

Percentage of EML students making progress toward English Language Proficiency will increase from **1.8% to 40% (+88 students), yielding a 2-point increase on the MD School Report Card**

* includes NOT MET

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

Instructional Focus: Plan for academic discourse by creating intentional opportunities for students to narrate, explain, inform, and argue across content, specifically in the domains of Speaking and Reading.

Academic Achievement: Math

2024 MCAP Math Results

	ALL	AS	BL	HI	WH	2+	SWD	EML
Prof.	9.5	19.6	9.6	3.9	28	21.7	0	1
Imp.	+1.3	-4.9	+0.1	+0.3	+8.2	+10.6	0	-1.1

Mathematics Goal: In SY25, the percentage of students proficient on the MCAP Math/Alt MCAP Math will increase from **9.5% to 20% (+91 students) with a focus on:**

- Hispanic from 3.9% to 8.9% (+43 students) EML from 1% to 6% (+44 students)
- Black from 9.6% to 14.6% (+43 students) SWD from 0% to 5% (+43 students)

Instructional Focus: Plan for and assess academic discourse to model and reason using the Magical Language Routines to create opportunities for students to narrate, explain, inform, and argue.

School Quality & Success

MD Report Card Data

Students NOT Chronically Absent	MD School Survey Student	MD School Survey Staff	Access to Curriculum
77.1%	2.8	4.2	8

School Quality & Climate Goal:

By 2025, GMS students' ratings of Relationships on the MD state survey will:

- Increase agree/strongly agree for **"The energy of my school is positive from 64.2% to 75%**
- Increase agree/strongly agree **"This school teaches students about ways to work with others" from 64.2% to 75%**
- Increase agree/strongly agree **"Overall, I feel safe at school" from 54.3% to 75%**

By 2025, the number of students NOT Chronically Absent will increase from **77.1% to 82.1% (+50 students), with a focus on Hispanic from 73% to 92.1% (+94 students)**

School Quality Strategy: Teachers will receive targeted professional learning on restorative practices and de-escalation strategies focused on using affective statements and restorative questioning to resolve conflict and build relationships.

Leader Learning Focus

Plan of Learning (Plan for academic discourse as a cognitive strategy to build, retrieval, and long term memory storage, by creating intentional opportunities for students to narrate, explain, inform, and argue across content)
Dysfunctions of a Team (Build and sustain trust with students, staff, and community)

Cross-Functional Team Focus

The central office Cross-Functional Team will focus on providing their support at GMS on Speaking/Discourse ML support, Curriculum planning aligned to standards, and gathering and analyzing SIP impact data.

Community Engagement Focus

Establish culturally responsive and antiracist two-way communication so that all families are provided with opportunities to learn about critical academic benchmarks, a thorough understanding of their child's learning and well-being, and resources to support their child's learning and well-being.