



Rock Creek Forest Elementary School (RCF)

School Improvement Plan SY25

Maryland School Report Card 2024 | Annual Targets



School Improvement Goal: Rock Creek Forest Elementary School will earn a five-star rating on the Maryland School Report Card in 2025, increasing earned points from 71.9 to a minimum of 75 points.

Academic Achievement: ELA

Grades K-2 2025 DIBELS Results

	ALL	AS	BL	HI	WH	2+	SWD	EML
Prof.	83.6%	69%	82.5%	73.7%	97.9%	100%	68.4%	49.2%
Imp.	-1%	2.3%	-8%	-2.2%	1.4%	10%	10.1%	9.8%

Literacy Goal: In SY26, the percentage of K-2 students reaching proficiency on DIBELS will increase from **83.6% to 87.8%** with a focus on Hispanic, SWD, and EML students.

Instructional Focus: Increase active participation and literacy skills through explicit, systematic language-based skills and code-based skills with a focus on phonics and phonological awareness instruction.

2024 MCAP ELA Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	65.2%	50.0	57.7%	52.2%	88.0%	68.4	32.1%	20.8%	34.1%
Imp.	-6.2%	-15.2	-4.3%	-11.6%	-8%	-2.2	+8.4%	+1.9	-11.1%

Literacy Goal: In SY26, the percentage of students proficient on the MCAP ELA/Alt MCAP ELA will increase from **65.2% to 75%** with a focus on Black/African American and EML students

- Hispanic/Latino students (52.2% to 60%)
- Black/African American students (57.7% to 65%)
- Students with disabilities (32.1% to 40%)
- EM learners (20.8% to 28.5%)

Instructional Focus: Increase active participation with grade-level curriculum and develop language and comprehension skills through explicit vocabulary instruction, structured academic discourse, and interactions with complex texts (read-alouds, structured reading, responding).

Progress Achieving English Language Proficiency

2025 WIDA Access Results

Total EMLs	Proficiency Level Established	NOT MET*	MET **	2024 Results	2025 Goal
124	34	34	36	71.3	52.8

In SY26, the percentage of EML students making progress toward English Language Proficiency will increase from **71.3% to 80%** yielding a 1-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

Academic Achievement: Math

2024 MCAP Math Results

	ALL	AS	BL	HI	WH	2+	SWD	EML	ED
Prof.	56.0%	33.3	46.5%	45.2%	76.0%	72.2	35.8%	20.3%	27.2%
Imp.	-7.3	-10.2	-8.4	-12.9%	-2.8%	+7.5	-8.4%	-11.2%	-18%

Mathematics Goal:

In SY26, the percentage of students proficient on the MCAP Math/Alt MCAP Math will increase from **56.0% to 68%** with a focus on Black/African American and EML students.

Math:

- Hispanic/Latino students (45.2% to 52.6%)
- Black/African American students (46.5% to 54.6%)
- Students with disabilities (35.8% to 40.0%)
- EM learners (20.3% to 27.3%)

Instructional Focus:

Strengthen students' ability to know and show their mastery of standards by elevating discourse and written responses around modeling and reasoning. This will be accomplished through the intentional release of control by teachers to foster rich student-to-student dialogue, the use of Eureka Instructional Routines to guide structured discourse, and differentiated instruction that leverages Equip resources for both support and enrichment, with a targeted emphasis on Operations and Algebraic Instruction.

School Quality & Success

MD Report Card Data

Students NOT Chronically Absent	MD School Survey Student	MD School Survey Staff	Access to Well-Rounded Curriculum
91.3%	6.1	7.6	100%

School Quality & Climate Goal: In SY26, the percentage of students not chronically absent will increase from **91.3% to 95.9%** with a focus on Hispanic students.

School Quality Strategy: Fostering positive peer connections through structured peer interaction activities & restorative approaches.

Leader Learning Focus	Cross-Functional Team Focus	Community Engagement Focus
Members of the Instructional Leadership Team will engage in leader learning on facilitating data chat discussions, feedback on visible thinking strategies instruction and coaching and accountability structures/process.	The central office Cross-Functional Team will focus their support at RCF on chronic absenteeism, curriculum planning and gathering and analyzing SIP impact data.	Establish culturally responsive and antiracist two-way communication so that all families are provided with opportunities to learn about critical academic benchmarks, a thorough awareness of their child's learning and well-being, and resources to support their child's learning and well-being.