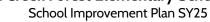
## Rock Creek Forest Elementary School (RCF)



Maryland School Report Card 2024 | Annual Targets



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

Acad	iemic /	Achieve	ement:	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	Ħ	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%)

County

**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

ZOZS 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

#### Academic Achievement: Math

	2024 MCAP Math Results									
		ALL	AS	BL	Ħ	WH	2+	SWD	EML	ED
	Prof.	56.0%	33.3	46.5%	45.2%	76.0%	72.2	35.8%	20.3%	27.2%
I	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.

<sup>\*\*</sup> MET includes scored 4.5, met by AGT, met by MGE, met both

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.