

**Rock Creek Forest Elementary  
School Improvement Plan  
2008-2009**

**LEADERSHIP**

The Rock Creek Forest School Leadership Team meets monthly to report progress on the math and reading grade level action plan goals in order to communicate school-wide progress among all grade levels. Parents participate in quarterly SIP meetings and are welcomed at all Leadership Team Meetings. Student data is analyzed by grade level teams during bi-weekly planning sessions in order to effectively plan for student learning.

**STUDENT AND  
STAKEHOLDER FOCUS**

Students improve reading & math skills and develop reading & math knowledge by actively participating in differentiated lessons which are planned based on student assessment data.

**PERFORMANCE  
RESULTS**

**MSA 2008 Proficient/Advanced**

	<b><u>Reading</u></b>	<b><u>Math</u></b>
<b>Gr. 3</b>	<b>95.2%</b>	<b>91.7%</b>
<b>Gr. 4</b>	<b>89.4%</b>	<b>85.3%</b>
<b>Gr. 5</b>	<b>85.7%</b>	<b>78.5%</b>

(Data charts attached)

**STRATEGIC PLANNING**

By June 2009, Rock Creek Forest students will improve their overall reading and math achievement as measured by the 2008 AMO targets of 76.5% for reading and 74.2% for math in grades 3-5. K-2 students have higher targets in reading and math (see attached Grade Level Action Plans). There will be continued work to analyze, understand, strategize and eliminate the disparity in student achievement between and among all student sub-groups. Grade level teams use reading and math grade level action plan to monitor progress towards the strategic planning goals (see attached Grade Level Action Plans).

**FACULTY AND STAFF  
FOCUS**

- Teachers maintain a high level of expectations for all students.
- Teachers use flexible grouping and differentiated instructional strategies to provide rigor for all students.
- Teachers assess, plan, and instruct with fidelity to provide students access to a rigorous instructional program.
- Teachers maintain data notebooks to monitor individual student academic progress.

**MEASUREMENT, ANALYSIS,  
AND KNOWLEDGE  
MANAGEMENT**

Teachers use the following formal and informal data to effectively assess, plan, and instruct:

- Formative classroom assessments
- Running records
- mClass
- BCRs
- Writing samples
- Math unit assessments
- Report card grades
- MAP-R
- MSA

**PROCESS MANAGEMENT**

Teachers maintain data notebooks as a tool to monitor student progress. Teachers and administrators review and monitor student performance at all levels (above grade, on grade, below grade) so that academic plans may be created to meet student learning goals. Grade level teams plan collaboratively for reading and math instruction during extended grade level planning sessions. Teams consult with specialists to plan differentiated instructions for ESOL, RELL and special education students. Students maintain an individual data notebook to self-monitor progress towards academic and behavioral goals.