



24-25 School Level Improvement Plan

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| School Name: New Technology High School | LEA #: 0405703 | Building Principal: Dr. Jeff Hernandez |
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District Goals:

All schools will meet their individual building goals focused on weighted achievement, growth, 3rd grade reading, post-secondary readiness, and graduation rate as measured by summative assessments.

Comprehensive Needs Assessment

Areas of Strength: (school adds data statements based on most relevant data)

- Science scores are improving over time.
- In the most recent OEP value-added growth report there were increases in Math (39% as of 22-23)
- Writing scores are consistently higher as a result of written communication being a SWLO

Areas of Improvement: (school adds data statements based on most relevant data)

- Reading data is plummeting over time - Students ready or exceeding in Reading 55.52% as of 22-23.
- Math data is still lowest performing - Students ready or exceeding in Mathematics 32% as of 23-23
- Decreases in value-added growth in ELA across all populations (21% as of 22-23)
- 29% of AP students passed with a score of 3 or higher as of 2023.

Building Goal: *(SMART Goal Format)*

By June 1, 2025, the number of 9th & 10th grade learners scoring at or above proficiency will increase by 10% as measured by the ATLAS Reading & Language Summative.

| Action Steps <i>(What action steps do we think will generate improvement?)</i> | Evidence <i>(What evidence will we use to measure progress?)</i> | Timeline <i>(What is an appropriate timeline for each of the action steps?)</i> |
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| Compile student-level data and identify students who have growth and are close to proficiency and students who are at proficiency but showing low growth. | - Spreadsheet with student-level Reading & English Data | Before Aug 14, 2024 (learners identified using 2023 data) |

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| | | By December 19, 2024 (learners identified using 2024 data) |
| Fully align projects with essential standards identified by the district including grade-level benchmarks to track growth. | - Project Planning Document Template | Project Planning Documents beginning of each learning cycle 2 Grade level benchmarks per unit ATLAS Quarterly Benchmarks |
| Provide students with the opportunity to assess instructional actions relevant to helping them meet the goal. | - Deep Engagement Rubric | End of each project |
| Meet regularly to discuss and plan for the continued progress of identified “cusp” learners. | - Meeting Agendas - Student Data collected from teachers | Every Friday |
| Building Goal: (SMART Goal Format) By June 1, 2025, the number of 9th & 10th grade learners scoring at or above proficiency will increase by 10% as measured by the ATLAS Algebra 1 or Geometry Summative. | | |
| Action Steps | Evidence | Timeline |
| Compile student-level data and identify students who have growth and are close to proficiency and students who are at proficiency but showing low growth | - Spreadsheet with student-level Math Data | Before Aug 14, 2024 (learners identified using 2023 data) By December 19, 2024 (learners identified using 2024 data) |
| Fully align projects with essential standards identified by the district including grade-level benchmarks to track growth | - Template | Project Planning Documents by beginning of each learning cycle 2 Grade level benchmarks per unit |

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| | | ATLAS Quarterly Benchmarks |
| Provide students with the opportunity to assess instructional actions relevant to helping them meet the goal. | - Deep Engagement Rubric | End of each project (Deep Engagement Rubric) |
| Meet regularly to discuss and plan for the continued progress of identified “cusp” learners. | - Meeting Agendas - Student Data from Teachers | Every Friday |

Building Goal: (SMART Goal Format)

By July 17, 2025, the percent of total AP Students with scores 3+ will increase by 10% as measured by College Board.

| Action Steps | Evidence | Timeline |
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| Establish a culture of high expectations and support by celebrating students who have had previous AP Success | - Photos | By August 21, 2024 |
| Identify first-time AP Students/students who have not been successful in the past and provide targeted support through pull-out/push-in workshops | - Spreadsheet of AP students & past AP scores - Workshop agendas & Slide Decks | Quarterly |
| Facilitate AP Study groups for each class offered | - AP Study Group schedule & attendance logs | Weekly |
| Fully embed AP curricular resources ensuring course-appropriate formative assessment across all classrooms. | - Progress Check Data from teachers. | Once per project |

Parent & Family Engagement Plan (Link)

[Literacy Plan \(Link\)](#)

Health & Wellness Priority: RPS supports providing physical activities, nutrition education, and a healthy school environment that promotes student wellness. The schools will follow all state and federal laws regarding student health, nutrition, and wellness and the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. RPS has a district health and wellness committee that meets quarterly. Each school has a wellness committee that annually creates goals and actions centered on nutrition, physical activity, and professional development for staff. Schools measure progress made in attaining the goals in the local wellness policy using BMI data, SHI, and SLIPs.

Evaluation Process: Each school will conduct quarterly evaluations of its School Level Improvement Plan to monitor progress and adjust actions as needed. Additionally, each school will host an annual spring stakeholder meeting to assess its plan's overall effectiveness and inform necessary revisions for the upcoming school year. This review, involving various stakeholders, will include a thorough examination of goals, action steps, and comprehensive data analysis.