



25-26 School Level Improvement Plan

School Name: Rogers Academy of Leadership & Innovation	LEA #: 0405703	Building Principal: Dr. Jeff Hernandez
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District Goals:

By May 2026, all schools will achieve their individual building goals related to achievement, student growth, 3rd-grade reading proficiency, post secondary readiness, and graduation rates as measured by local and state assessments.

Comprehensive Needs Assessment

Areas of Strength:

- 9 ELA performed about the state and district on the Atlas Summative for 2024 (45 % at level 3 or 4)
- 10 ELA performed about the state and district on the Atlas Summative for 2024 (41 % at level 3 or 4)
- Algebra 1 performed about the state and district on the Atlas Summative for 2024 (35 % at level 3 or 4)
- Geometry performed about the state and district on the Atlas Summative for 2024 (31 % at level 3 or 4)
- Biology performed above the state and district on the Atlas Summative for 2024. (59% at level 3 or 4)

Areas of Improvement:

- Writing performance (9 - all modalities / 10 - argument & narrative) was a weak area according to Atlas Summative 2024
- Reading standard 9/10.RC.3.RF (selecting strongest evidence) was a weak area according to Atlas 2024 Summative
- Geometry performance on Atlas Summative (33% at level 1)

Building Goal: *(SMART Goal Format)*

By June 1, 2026, 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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<p>Meet with 9/10th grade ELA & Social Studies teams to analyze 2025 Atlas data and identify areas of focus and growth.</p> <p>One area of need determined by 2024 summative results was having student evaluate and determine the best evidence to support a claim.</p>	<p>- Data Meeting notes document</p>	<p>Aug 2025</p>
<p>This became a shared emphasis for both ELA and Social Studies this year.</p>		
<p>9/10 ELA & Social Studies teams will conduct a project audit to identify and align district essential standards to their projects and emphasize any standards in need of support as demonstrated by the ATLAS 2025 Summative.</p>	<ul style="list-style-type: none"> - Year-long project/standard curriculum map - Project Planning Document Templates 	<p>Sep 2025</p>
<p>Develop a building-wide writing plan that promotes daily writing across contents and uses writing to develop thinking as well as demonstrate it.</p> <p>This will include school wide expectations by grade of what writing should look like across the contents.</p> <p>Common scaffolds will be developed to assist struggling students with their written expression.</p> <p>Writing templates and tools will be developed and shared across contents that promote routine writing to develop and demonstrate thinking.</p>	<ul style="list-style-type: none"> - Writing rubrics - Writing scaffolds - Writing templates and tools that can be used in all contents 	<p>Aug 2025 - Preliminary plan with limited roll out to pilot Oct 2025 - Revisit and revise plan with input from participating facilitators Dec 2025 - Provide PD for all staff on scaffolds and tools</p>
<p>Monitor students who were not proficient as indicated by scoring in the bottom 25% of the Atlas Reading & Language Summative. Provide extra opportunity to intervene during Thursday "Late-Start" as well as progress monitoring in ELA classes.</p>	<ul style="list-style-type: none"> - Bell Schedule (Late-Start) - Spreadsheet with student-level reading and language data. - Notes on the spreadsheet showing interventions planned and taken. - Quarterly meeting to discuss progress and plan for next steps 	<p>Aug 2025 - Provide spreadsheet with at risk students</p> <p>On going - Quarterly meeting for progress monitoring</p>

Building Goal: (SMART Goal Format)

By June 1, 2026, 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
Geometry classes will be combined to provide a team teaching opportunity for all students. This provides the teachers with the ability to meet the needs of all students by having two teachers in the room who can better differentiate and provide the structure to have instruction for the whole class while being able to pull small groups to reinforce prerequisite skills.	<ul style="list-style-type: none">- Master schedule- Spreadsheet with student-level math data.	Aug 2025

Fully align projects with essential standards identified by the district, including grade-level benchmarks to track growth.	<ul style="list-style-type: none">- Curriculum Map- Unit PBL Templates- Atlas Interim Data	Aug 2025 - Revise curriculum map Quarterly - Update Unit plans Oct 2025 - Atlas Interim Data analyzed to track progress
Monitor students who were not proficient as indicated by scoring in the bottom 25% of the Atlas Math Summative. Provide extra opportunity to intervene during Thursday "Late-Start" as well as progress monitoring in math classes.	<ul style="list-style-type: none">- Bell Schedule (Late-Start)- Spreadsheet with student-level math data.- Notes on the spreadsheet showing interventions planned and taken.- Quarterly meeting to discuss progress and plan for next steps	Aug 2025 - Provide spreadsheet with at risk students On going - Quarterly meeting for progress monitoring

Building Goal: (SMART Goal Format)

By July 17, 2026, the percent of total AP Students with scores 3+ will increase by 10% as measured by College Board.

Action Steps	Evidence	Timeline
Establish a culture of high expectations and support by conducting Mock AP exam experiences throughout the year. By using released items to provide partial exam experiences throughout the year as well as a full Mock exam in the spring, we can demonstrate the rigor of the AP test and discuss the knowledge and skills needed to be successful.	- Mock AP Exam and quizzes using released items	Quarterly
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	Monthly
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.