

APPENDIX 4

Annual School Performance Summary and Improvement Priorities School Improvement Plan Institute for the Creative Arts 2025-2026 Reflection and 2026-2027 Plan

School Goals:

ICA will meet individual school goals focused on student achievement, growth, and student engagement.

Areas of Strength:

- Adoption and use of Tier 2 and 3 one-on-one supports, tutoring
- Use of the classroom tools in the ATLAS for progress monitoring
- Structure of the school day

Areas of Improvement:

- Increase the percent of students meeting or exceeding their growth target in both Math and ELA
- Increased the percent of students achieving level 3 or level 4 in Math on the ATLAS assessment
- Increase the percent of students in the lowest quartile who are meeting or exceeding their growth target in both ELA and Math

School Context and Year-in-Review

During the 2025-2026 school year, the school focused on improving academic performance through stronger Tier 1 instruction, practical RTI routines, and implementation of consistent learning opportunities. The school entered the year with two primary concerns: Only 47% of our students met or exceeded their expected growth target in ELA in the 24/25 year, only 37% of our students met or exceeded their expected growth target in Math, and only 13% passed the Math assessment in the 24/25 year. Leadership determined that improvement efforts would best be implemented through Tier 3 intensive in-person tutoring, Tier 1 instructional improvements, and data tracking with ATLAS.

By the spring of 2026, the school saw evidence of progress with the year-end ATLAS results. 9th-grade ELA increased from 42% passing to 63% passing, and 10th-grade ELA increased from 42% passing to 68% passing. Algebra increased from 13% passing to 37.5% passing, and Geometry increased from 13% passing to 27%. 70% of the Algebra students showed an increase in their performance on the ATLAS compared to the previous year, and in Geometry, 35% of students showed an increase in performance from the previous year. The leadership team was pleased with these results and will continue to drive progress in our student growth scores.

APPENDIX 4

Retrospective Reflection of 2025-2026

The current plan reflects the need to do more assessment at the beginning of the year to focus on student needs identification. Though ICA did analyze previous years' data, ICA needs to take advantage of the ATLAS interims, Edmentum placement assessments, and identifying students earlier. ICA also waited until the second semester to implement additional Tier 3, one-on-one RTI protocols. Before this ICA had a limited Tier 3 RTI. This prevented a time when gaps could have been filled with more learning and intensive responses to intervention. The team identified the following areas for improvement: low student enrollment, occasional gaps in academic leadership resulting in limited professional development for lower-performing subjects, and inadequate Tier 3 response-to-intervention support. The next step is to review these items consistently during the year so that the ICA leadership and the board can determine which actions are producing the intended improvement.

During the school year, ICA implemented the Tier 3 response to intervention program and additional data reviews for our students who were not meeting their growth expectations.

Priority Goal 1: The percentage of students meeting or exceeding proficiency will increase from 27% to 37% in geometry and 37.2% to 47.5% in algebra.

During the 2026-2027 school year, the percentage of students meeting or exceeding proficiency will increase from 27% to 37% in geometry and 37.5% to 47.5% in algebra. The school's review of 2025-2026 data showed that math improvement was tied directly to the implementation of the Tier 2 and Tier 3 response to intervention, direct use of the ATLAS portal, and daily Tier 1 instruction centered around grade-level standards.

Measurement definition block

Driver 1: Collection and Review of Data

- **Why this driver matters:** Early identification of students who are struggling with math will allow us to put students in Tier 3 one-on-one supports, tutoring intensive interventions, RTI (Tier 2 small group interventions), and direct instruction that aligns with grade-level standards. This allows for differentiation of instruction for these students as well.
- **Metric:** ICA will use the previous year's ATLAS data and the initial ATLAS interim data. ICA will also use Edmentum for a placement test and Delta Math, with questions aligned to standards throughout the year to keep track of student progress.
- **Definition:** A student who scores 3 or higher on the previous year's ATLAS or on the interim will not be required to attend Tier 3 interventions; instead, they will be provided enrichment opportunities. All other students will attend Tier 3 interventions and/or Tier 2 focused interventions during our daily RTI time, and other instruction that will be determined based on Tier 1 instruction and scaffolding.

APPENDIX 4

- **Baseline:** 27% proficient or exceeding Spring 2026 (Geometry) and 37.5% proficient or exceeding Spring 2026 (Algebra)
- **Target:** 37% proficient or exceeding in Spring 2027 (Geometry) and 47.5% proficient or exceeding in Spring 2027 (Algebra)
- **Evidence source:** ATLAS assessments
- **Review cadence:** Review of interim data as well as monthly RTI reports
- **Leadership response if off track:** Leadership assigns a coaching cycle, planning support, and follow-up observations

Driver 2: Student Response to Intervention (Tier 3, one-on-one supports, tutoring)

- **Why this driver matters:** Students who are not achieving grade-level proficiency need timely identification and support for growth.
- **Metric:** Students will be added to a team agenda to connect with an in-person tutor who will conduct Tier 3 response-to-intervention work with them.
- **Definition:** A student is considered supported when they are identified, added to the response-to-intervention system, and the response-to-intervention begins.
- **Baseline:** A baseline is to be established using beginning-of-year assessment data.
- **Target:** Ongoing identification and support for students not achieving grade-level performance and/or lacking foundational skills needed for achievement of grade-level performance.
- **Evidence source:** ATLAS assessments, teacher input, and Tier 2/Tier 3 results.
- **Review cadence:** Review of interim data as well as monthly Tier 3 reports
- **Leadership response if off track:** Leadership reviews student lists, monitors follow-ups, and ensures Tier 3 or RTI is documented.

Driver 3: Targeted Professional Development and Coaching

- **Why this driver matters:** Staff support should be tied to identified instructional needs and evidence of implementation.
- **Metric:** Completion of targeted professional development and coaching with documentation of instructional fidelity
- **Definition:** A coaching or PD cycle counts when it addresses an identified need, includes teacher participation, and documents implementation evidence or next steps.
- **Baseline:** Beginning-of-year professional development, coaching plan with CCFAL (Cultivating Communities for Formative Assessments that Advance Learning), and with a mentor.
- **Target:** Ongoing professional development and coaching throughout the year, including attending APSRC math training and illustrative math curriculum coaching cycles. Also, our work with CCFAL.
- **Evidence source:** Meeting documentation, teacher coaching meetings, and TESS observations.
- **Review cadence:** Ongoing by school leadership and with CCFAL

APPENDIX 4

- **Leadership response if off track:** Leadership adjusts coaching assignments based on evidence

Driver 4: Classroom Walkthroughs and Reflective Coaching

- **Why this driver matters:** Instruction improves when leaders observe classrooms regularly and provide timely feedback tied to instructional expectations.
- **Metric:** Completion of weekly classroom walkthroughs and documentation of coaching.
- **Definition:** A walkthrough cycle counts when an administrator observes instruction, documents feedback, and identifies a coaching follow-up or next steps.
- **Baseline:** Beginning-of-year walkthrough baseline to be established from observation records.
- **Target:** Weekly classroom walkthroughs with documented reflective coaching and TESS-aligned feedback.
- **Evidence source:** Walkthrough documentation, coaching notes, TESS documentation, and a reflection on our work with CCFAL.
- **Review cadence:** Weekly, to be led by leadership
- **Leadership response if off track:** Leadership provides targeted coaching, schedules follow-up observations, and uses patterns from walkthroughs to plan faculty support.
- **Extension of growth:** Dean Johnson and Academic Coordinator Lucero will attend APSRC Instructional Leader Empowerment to learn more and improve these skills

Outcome measure

- **Primary outcome metric:** To increase overall math proficiency of the school by at least 10 percent in each subject area.
- **Baseline:** 27% proficient or exceeding Spring 2026 (Geometry) and 37.5% proficient or exceeding Spring 2026 (Algebra)
- **Target:** 37% proficient or exceeding in Spring 2027 (Geometry) and 47.5% proficient or exceeding in Spring 2027 (Algebra)
- **Midyear progress check:** Winter interim math results show an increase in the percentage of students demonstrating expected growth by 5%
- **Success judgment:** The goal is considered met if math 37% proficient or exceeding in Spring 2027 (Geometry) and 47.5% proficient or exceeding in Spring 2027 (Algebra)

Priority Goal 2: 75% of students will meet or exceed their growth goal in ELA

During the 2026-2027 school year, 75% of students will meet or exceed their growth goal in ELA. The review of the data showed that increasing the growth scores of ICA will have the greatest impact on continued improvement. This is due to the fact that our 24/25 growth scores were only at 47%. By improving a larger percentage of students' growth scores, ICA will be able to have a greater impact on the school performance letter grade.

Measurement definition block

APPENDIX 4

Driver 1: Student Response to Intervention (Tier 3)

- **Why this driver matters:** Students who are not achieving grade-level proficiency need timely identification and support for growth.
- **Metric:** Students will be added to a team agenda to connect with an in-person tutor who will conduct Tier 3 response-to-intervention work with them.
- **Definition:** A student is considered supported when they are identified, added to the response-to-intervention system, and the response-to-intervention begins.
- **Baseline:** A baseline is to be established using beginning-of-year assessment data.
- **Target:** Ongoing identification and support for students not achieving grade-level performance and/or lacking foundational skills needed for achievement of grade-level performance.
- **Evidence source:** ATLAS assessments, teacher input, and Tier 2/Tier 3 results.
- **Review cadence:** Review of interim data as well as monthly Tier 3 reports
- **Leadership response if off track:** Leadership reviews student lists, monitors follow-ups, and ensures Tier 3 or RTI is documented.

Driver 2: Data collection and review of specific school-wide deficiencies

- **Why this driver matters:** Tier 1 instruction is the starting point for all student success. By identifying school-wide deficiencies, ICA can implement Tier 1 instructional goals that will help all students increase their performance.
- **Metric:** ICA will use ATLAS data from the 25/26 school year to identify the areas of lowest performance for all students.
- **Definition:** A data cycle will be counted when all data is collected, reviewed, and a target area of weakness is identified for the student population.
- **Baseline:** A baseline is to be established using beginning-of-year assessment data and previous end-of-year ATLAS data.
- **Target:** A 75% increase in half of the identified areas, with a 75% increase in all of the areas by the end of the year
- **Evidence source:** ATLAS end-of-year assessment, mid-year ATLAS portal assessment, ATLAS interim, and our work with CCFAL.
- **Review cadence:** Reviews will be done after each assessment period
- **Leadership response if off track:** Leadership will review lesson plans and do teacher observations to see if the lessons are targeting the goals set by the team

Driver 3: Classroom Walkthroughs and Reflective Coaching

- **Why this driver matters:** Instruction improves when leaders observe classrooms regularly and provide timely feedback tied to instructional expectations.
- **Metric:** Completion of weekly classroom walkthroughs and documentation of coaching.

APPENDIX 4

- **Definition:** A walkthrough cycle counts when an administrator observes instruction, documents feedback, and identifies a coaching follow-up or next steps.
- **Baseline:** Beginning-of-year walkthrough baseline to be established from observation records.
- **Target:** Weekly classroom walkthroughs with documented reflective coaching and TESS-aligned feedback.
- **Evidence source:** Walkthrough documentation, coaching notes, TESS documentation, and a reflection on our work with CCFAL.
- **Review cadence:** Weekly, to be led by leadership
- **Leadership response if off track:** Leadership provides targeted coaching, schedules follow-up observations, and uses patterns from walkthroughs to plan faculty support.
- **Extension of growth:** Dean Johnson and Academic Coordinator Lucero will attend APSRC Instructional Leader Empowerment to learn more and improve these skills

Outcome measure

- **Primary outcome metric:** To see an increase in the growth of 75% of ICA students.
- **Baseline:** To be established at the beginning of the year.
- **Target:** Increases in ELA performance throughout the school year based on interim assessment data and classroom observations.
- **Midyear progress check:** To have half of all identified areas of low growth show an increase in student achievement for 75% of students.
- **Success judgment:** The goal will be considered achieved if 75% of students meet or exceed their growth goal in ELA.

Priority Goal 3: Increase the growth rate of students already receiving 3 or 4 on the ATLAS.

During the 2026-2027 school year, ICA staff will increase the growth rate of students already receiving 3 or 4 on the ATLAS. ICA had students who maintained a passing score, but did not meet their growth score, or even possibly decreased in their score in certain subjects. Though ICA knows that increasing scores of lower performing students is important, ICA wants to continue to push our students who are already achieving at or above grade level.

Measurement definition block

Driver 1: Enrichment through Tier 2 RTI

- **Why this driver matters:** Students who are academically achieving can be on assessments, which tend not to be a focus of growth. ICA recognizes that all of our students need the opportunity to improve their skills in all subjects. By having enrichment, ICA can challenge students to continue to improve while also meeting their education needs.

APPENDIX 4

- **Metric:** Students will be added to a team agenda to be placed in Tier 2 response-to-intervention based on ATLAS assessments.
- **Definition:** A student is considered supported when they have been identified as in need of enrichment, placed in an appropriate RTI, and attended the RTI sessions.
- **Baseline:** Based on the first week's ATLAS interim and previous years' ATLAS results.
- **Target:** Increase the growth rate of 100% of all students who are meeting or exceeding.
- **Evidence source:** Documentation of students' attendance at targeted RTI sessions.
- **Review cadence:** Monthly by team and leadership
- **Leadership response if off track:** Leadership will track RTI sessions, discuss viability as the year progresses, and determine if changes need to be made based on student success and academic progress.

Driver 2: High-quality Tier 1 instruction with scaffolding

- **Why this driver matters:** Tier 1 instruction is the foundation of advanced learning and making sure students are prepared. By scaffolding students' learning based on skill level, students will have the opportunity to work with state standards at a level that is appropriate for their skill level. This will allow students to grow by experiencing content that challenges them academically.
- **Metric:** Completion of lesson plans with an enrichment activity or portion of the unit that is assigned to students who are meeting or exceeding, based on ATLAS scores.
- **Definition:** Completion of this will be defined as having submitted lesson plans with enrichment activities, identifying students who will receive these assignments, and documenting the assignments being given in the gradebook.
- **Baseline:** Beginning-of-year data collection on students who achieved a 3 or 4 on the ATLAS exam.
- **Target:** Increase the growth rate of 90% of all students who are meeting or exceeding.
- **Evidence source:** Teacher lesson plans with assignments, TESS observations, CCFAL work, and ATLAS data with students identified.
- **Review cadence:** Monthly with leadership and academic staff.
- **Leadership response if off track:** Leadership will meet with teachers if they are not turning in lesson plans, assigning enrichment, or haven't identified students to determine the best course of action. The team will determine a course of action that will help the teacher monitor the process of implementation.

Driver 3: Enrolling students in appropriate level classes based on need

- **Why this driver matters:** Providing students with courses that will challenge them academically will allow them to continue to learn and progress with the curriculum in a way that allows them to grow while still meeting the standards required.
- **Metric:** Leadership, in correlation with the counselor, will determine the needs of the students based on their academic achievement from previous years.
- **Definition:** A student will be served by meeting with the counselor to determine their best course of action. When the counselor feels as if a student is not challenging

APPENDIX 4

themselves academically, the student will meet with the leadership team to determine the root cause.

- **Baseline:** This will be determined students by student based on previous years' grades, ATLAS scores, and counselor/student input.
- **Target:** Have 100% of students in academically appropriate classes.
- **Evidence source:** Grades, student request sheets, counselor meetings, and ATLAS assessments
- **Review cadence:** This will be reviewed each semester with students and the leadership team, including the counselor, to determine if ICA is offering appropriate classes and students are enrolled in appropriate classes.
- **Leadership response if off track:** Leadership will track data and enrollment in each course. Leadership and the counselor will discuss why students are not appropriate courses and create a plan of action. They will also discuss with teachers what courses they feel should be offered and what students should be in those courses based on academic results.

Driver 4: Classroom Walkthroughs and Reflective Coaching

- **Why this driver matters:** Instruction improves when leaders observe classrooms regularly and provide timely feedback tied to instructional expectations.
- **Metric:** Completion of weekly classroom walkthroughs and documentation of coaching.
- **Definition:** A walkthrough cycle counts when an administrator observes instruction, documents feedback, and identifies a coaching follow-up or next steps.
- **Baseline:** Beginning-of-year walkthrough baseline to be established from observation records.
- **Target:** Weekly classroom walkthroughs with documented reflective coaching and TESS-aligned feedback.
- **Evidence source:** Walkthrough documentation, coaching notes, TESS documentation, and a reflection on our work with CCFAL.
- **Review cadence:** Weekly, to be led by leadership
- **Leadership response if off track:** Leadership provides targeted coaching, schedules follow-up observations, and uses patterns from walkthroughs to plan faculty support.
- **Extension of growth:** Dean Johnson and Academic Coordinator Lucero will attend APSRC Instructional Leader Empowerment to learn more and improve these skills

Outcome measure

- **Primary outcome metric:** Ensuring all students are meeting grade level standards while challenging themselves academically to increase their proficiency.
- **Baseline:** Based on the previous year's academic performance and ATLAS results
- **Target:** Have 100% of students reach their growth target.
- **Midyear progress check:** Checking midyear ATLAS results to see if ICA needs to put students on a new RTI program to get them on track with expected growth.

APPENDIX 4

- **Success judgment:** The goal is considered met if all students show growth on their ATLAS exam at the end of the year.

Capacity-Building and Support Priorities

To support these goals, ICA will prioritize instructional coaching, regular PLC data reviews, leadership observations and coaching, targeted professional development with CCFAL, attendance interventions, and parent communication. Support should be concentrated where evidence shows the greatest need, including Tier 1 instructional consistency, student achievement and growth, and student attendance.

Governance and Monitoring Commitment

The ICA school leadership team will monitor progress during the 2026-2027 school year using the goals, drivers, evidence sources, and review cadences identified in this plan. Leadership should provide regular updates that include implementation evidence and available student outcome data. If the school is off track, leadership will identify the cause, assign action steps, adjust supports, and report progress during the next review cycle. These updates will be given to the president, dean, and board for discussion and review.