

District Approved:

ICA Board Approved:

**Institute for the  
Creative Arts  
School  
Improvement  
Plan 2025-2026**

**Vision:** ICA will prepare students to be college and career ready with the skills to meet the real-world challenges that they will face in an ever-changing global system.

**Mission:** Empowering students through an intensive arts and academic curriculum that prepares them for higher education, creative careers, and to become future leaders in the performing and visual arts industries

**Needs Assessment:** We used the Atlas Intern assessments, student grades, and student attendance data to determine how to meet the needs of our students. More data types will be used in the future but as a new school we have limited data.

Need/Issue	Action
Students not turning in work	<ul style="list-style-type: none"><li>• Calls home and visits from Dean</li><li>• Offer small group and one on one intervention in math and literacy</li><li>• Purchased Go-guardian to help monitor what students are on while using their chromebooks</li><li>• Discuss student progress with Dean, Counselor, and teacher</li></ul>
Students needing support to move to grade-level in math	<ul style="list-style-type: none"><li>• Review Aspire, CFA and CSA data to organize RTI and offer small group and one on one support to students not mastering skills</li><li>• Provide high quality math resources for the math teacher</li></ul>

<p>Reading comprehension and stamina in writing</p>	<ul style="list-style-type: none"> <li>● Review Aspire, CFA and CSA data to organize RTI and offer small group and one on one support to students not mastering skills</li> <li>● Implement HQIM that are suggested by the state</li> <li>● Provide writing experiences at designated times to help students learn how to write for longer periods of time.</li> <li>● Provide Atlas data and other feedback to the students to show changes in quality of writing and show good examples of that writing.</li> </ul>

**Our School Wide Goals**

<b>Improvement Priority</b>	<b>Actions</b>	<b>AdvancED Standard</b>
<p style="text-align: center;"><b>Literacy Plan</b></p> <p>Increase reading fluency, comprehension and vocabulary development</p>	<ul style="list-style-type: none"> <li>● Implement HQIM approved by the state of Arkansas</li> <li>● Ensure all teachers receive awareness training in the Science of Reading</li> <li>● Implement Science of Reading strategies in classrooms</li> <li>● Provide Connections to struggling readers during RTI</li> <li>● Provide Tier 2 and 3 for students identified and showing Dyslexic tendencies or failure to grow</li> </ul>	<p style="text-align: center;"><b>Standard 1.3</b></p> <p>The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.</p>

	<ul style="list-style-type: none"> <li>• Provide intervention (Tier 2) or dyslexia therapy (Tier 3) for students exhibiting dyslexic tendencies using a state approved dyslexia method.</li> <li>• Provide systematic RTI as a result of student performance on literacy CFA's and lexile scores, and classroom assignments</li> </ul>	
Increase math and science skills	<ul style="list-style-type: none"> <li>• Utilize math and science CFA's to monitor student progress and organize RTI</li> </ul>	<p><b>Standard 1.3</b> The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.</p>
Develop a Response to Intervention process that embeds a continuous cycle of improvement	<ul style="list-style-type: none"> <li>• Small group instruction in classrooms will be designed to meet specific gaps found through study of common formative assessments</li> <li>• Grade level team meetings will take place once a month where teachers, counselors and administrators will discuss students and ways to intervene to ensure their success</li> </ul>	<p><b>Standard 2.9</b> The institution implements processes to identify and address the specialized needs of learners.</p> <p><b>Standard 2.11</b> Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.</p>
Increase parent involvement	<ul style="list-style-type: none"> <li>• The Parent Involvement Committee will hold meetings inviting parents to be involved in school decisions</li> <li>• Surveys and questionnaires will be sent out to parents requesting feedback in numerous areas</li> <li>• Parents will be utilized by several organizations and clubs to help with activities</li> <li>• PTA adding a student group to be involved in helping</li> </ul>	

<p>Increase student attendance</p>	<ul style="list-style-type: none"> <li>Principal and Academic Lead will be monitoring attendance closely and addressing issues diligently</li> </ul>	<p><b>Standard 1.4</b> The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness</p>
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### Success Cycle Indicators Help

#### parents to help their children meet standards:

Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success.

#### Student Focused Learning:

Blended learning: Mix traditional classroom instruction with online delivery of instruction and content, granting the student a degree of control over time, place, pace, and/or path.

All teachers use online, hybrid, or blended learning as a part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available in online instruction.

#### Social/Emotional Competency:

Provide instruction, modeling, classroom norms, and caring atters are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

## DESE Plan of Support 2025-2026

DESE Point Person:

Amber Murry Pirniqué

Cooperative Support:

Jessica Wright (APSRC), Leslie Battles (GFESC)

District Contacts:

Michael Johnson, Dr. Rosilee Russell

### Goal: Provide Tier I and Tier II Instructional Strategies and Support for Teachers with Dyslexia

Actions

- Provide teachers with resources on instructional strategies for students with COD.
- Provide training on instructional strategies for teachers with students with COD.
- Conduct observations and provide feedback to teachers on implementing strategies.
- Provide coaching/modeling of instructional strategies for teachers.
- Utilize student data to drive instruction and instructional strategies for students with COD.
- Receive proper SoR training.

### Goal: Implement Content Area Reading Strategies

Actions

- Provide training for teachers on Content Area Reading.
- Provide coaching/modeling on instructional strategies for Content Area Reading.
- Conduct observations and provide feedback to teachers on implementing strategies.
- Provide additional training, as needed, to fully implement Content Area Reading strategies.

### Goal: Purchase Approved Additional Dyslexia Intervention Program

Actions

- Review approved dyslexia curriculum list.
- Utilize district dyslexia team to review curriculum.
- Utilize student dyslexia data and progress to determine curriculum needs.
- Purchase additional dyslexia intervention program.
- Provide training for purchased dyslexia intervention program.