



Calico Rock Public Schools
District School Improvement Plan
2025-2026

Needs Assessment

To define proficiency and establish an intervention program. We will collaborate with our leadership team and our staff. We will identify areas of weakness and focus on curriculum to strengthen areas in need of improvement. To identify those areas we will look at the following

- ACT Aspire Summative #'s
- IReady
- Star Reading
- IXL for Literacy
- During the 2024-2025 school year, 28 students who have been identified with characteristics of dyslexia or diagnosed with dyslexia received dyslexia intervention services from a trained dyslexia interventionist.
- During the 2024-2025 school year, 28 students received Special Education services.

Plan

Priorities

1. Set expectations for student learning by improving school culture.
2. Improve collaboration among teachers through advisory times and PLC meetings.
3. Monitor progress of students through quantitative data gathered through assessments.
4. Improving classroom instruction at all levels through Professional Development, PLC collaboration and Advisory times.

Goals

1. Students reported in the “In Need of Support” in reading category will move from 40.53% to 35% by the end of the 2025-2026 school year.
2. To increase the district’s overall growth and achievement in reading, science, and math through a rigorous and challenging curriculum using research-based instructional strategies.
3. To provide strategic professional development and instructional support for k-12 staff in the Reading Foundational Skills with 100% of staff completing the awareness (7-12) and proficiency (K-6) in the Science of Reading.
4. To establish a shared mission, values, and goals through district and campus-level collaboration focused on building Professional Learning Committees, advisory times, and intervention times ensuring a safe and supportive learning environment with focus on instructional resources, and collaborative teaming.

Theory of Action

Action 1:

When administrators schedule team meetings and monitor the work of the teams, then teachers will meet weekly to discuss instructional strategies and monitor the growth of students in reading.

Action 2:

When administrators conduct informal evaluations, walkthroughs, provide feedback and monitor progress; and teachers follow evidence based instructional practices for the Science of Reading; Then students will implement the skills learned in the evidence based instruction to achieve higher academic success. Students will be a part of the overall monitoring process by giving feedback to teachers through informal measures.

DO

Action

ACTION	PERSON RESPONSIBLE	FUNDING	MONITORING TIMELINE	EVIDENCE TO BE COLLECTED
Support and ensure the implementation of the district's literacy plan across grade levels and content areas at each building.	Building Level Administrators Building Leadership Team	Title I & ESA	Monthly	<ul style="list-style-type: none"> Administrator focus walk through Progress monitoring Informal and formal observations using EdReflect
Monitor the effectiveness of the district literacy plan in each building	Building Level Administrators Building Leadership Team	N/A.	Monthly	<ul style="list-style-type: none"> Common assessments Administrative focus walk through Student/teacher feedback
Provide literacy training and support for K-12 Literacy teachers utilizing the North Central Educational Cooperative Literacy Specialist, Math Specialists and Science Specialists.	Building Level Administrators	Title I & Professional Development funds	Monthly	<ul style="list-style-type: none"> Classroom observation forms and notes Professional Development forms
Implement a district-wide instructional	Building Level Administrators	Title I	Monthly	<ul style="list-style-type: none"> Diagnostic Progress monitoring data

approach to literacy, math, and science using evidence-based instructional models and intervention programs to support Response to Intervention (RTI).	Building Leadership Team Teachers			<ul style="list-style-type: none"> • Summative Data • IRI (growth monitoring) • Collaboration through weekly Professional Learning Community (PLC) meetings
Ensure proper implementation of all instructional materials that the district has chosen to provide content based instruction to students.	Building Level Administrators	N/A	Weekly	<ul style="list-style-type: none"> • Administrative walkthroughs • Prep team meeting notes • Diagnostic testing data
Provide district wide opportunities for after school academic support (both in-person and virtually) to support student interventions as well as Summer School	Building Level Administrators Building Leadership Team	ESSR & ESA Loss of Learning	Monthly	<ul style="list-style-type: none"> • Sign-in sheets
Monitor and develop opportunities in the master schedule for academic support and/or interventions	Building Level Administrators Building Leadership Team	Title I & ESSR	Monthly	<ul style="list-style-type: none"> • Diagnostic Data • Classroom Assessments
Provide opportunities for vertical and horizontal planning and curriculum alignment for building staff	Building Level Administrators Building Leadership Team	N/A	Weekly/Monthly	<ul style="list-style-type: none"> • Diagnostic Data • Sign in Sheets • PLC meeting minutes
Establish collaborative teams that will continuously reflect and revise strategies and practices identified to improve teaching practices and skills that will lead to improved student performance.	District Leadership Team	N/A	Weekly/Monthly	<ul style="list-style-type: none"> • Assessment data • Classroom walkthroughs and feedback documents • Data collection tools • Sign in sheets • PLC meeting minutes

Check		
EVALUATION		
Method used to Evaluate Effectiveness of School Improvement Plans	Person(s) Responsible	Target Date

A School Improvement Assessment Plan Rubric will be formulated and utilized to measure effectiveness of the following: <ul style="list-style-type: none"> • Literacy Plan • Content Instruction • Collaboration of teams 	District Leadership Team	January 2026 March 2026 May 2026
Review school-level plan and evaluate level of implementation by reviewing the evidence and artifacts.	District Leadership Team	January 2026 March 2026 May 2026
New Referral Numbers from Special Education Identification and Dyslexia Referrals for 2025-2026	Brenda Pittman	Monthly 2025-2026
iReady Diagnostic Data for K-2	Elementary Leadership Team	May 2026
ACT Aspire Summative Data	District Leadership Team	July 2026

The District will partner with the Division of Elementary and Secondary Education and the partners at North Central Cooperative to provide additional R.I.S.E. and dyslexia support to K-2 teachers. The school leadership team has enrolled in the Writing Revolution professional development program and plan to implement strategies learned to improve student academic success.

Evidence based literacy intervention will be provided to all students identified as needing additional support in literacy.

Calico Rock High School will prioritize ESA funds for the purpose of implementing the above plan.

[Website location of plan](#)

[Literacy Questions](#)

[Dyslexia Evaluation List](#)

[Teacher Prescribed Pathway \(High School\)](#)

[Teacher Prescribed Pathway \(Elementary\)](#)