

2024-25



Rio School Improvement Plan

School improvement plans are a catalyst for both alignment and focus. While all schools need goals and plans, those do not need to be exclusively "test output" goals as there are many considerations (head and heart goals) when seeking to positively impact achievement. That said, whether you are focused on academic or "other" goals via your site plan, you should include "measurable" components; this allows for a baseline, or growth, to be measured. Did the action plan lead to growth? To address that inquiry, it takes some form of measurement.

As the school year progresses, a natural "evolution" occurs; thus, it is perfectly understandable that your school improvement plan will also evolve throughout the year. Each year on June 30th, there should be a "snapshot" of your school improvement plans along with progress placed in the yearly folder for archival purposes. Your new school improvement plan should then begin on July 1st on a new document, but can simply be a continuation of your work.

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Section 1: District Mission, Vision, and Strategic Goals

Vision

To cultivate a dynamic learning environment that fosters academic excellence and equips students with the real-world skills needed to thrive and contribute as responsible global citizens.

Mission Statement

The purpose of Rio Community Schools is to educate, empower, and enable all students to become caring, contributing citizens who will succeed in an ever-changing world. Stakeholders of the Rio Community School District are committed to focusing on high expectations and individual academic success and to creating a community of respect and responsibility.

Board Goals

TBD

Strategic Plan

TBD

2024-25 Goals, Objectives and Intervention Strategies

SMARTIE Goal 1:	Goal Statement: In the Spring of 2025 at least 80% of students in grades K-5th will be at or above the 25th %ile on a district literacy screener in the spring (AimsWeb+ for grades K-3rd grade and iReady for grades 4 and 5).
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What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful? (Review of strategy)
All teachers will be trained in LETRS (Language Essentials for Teachers of Reading and Spelling).	Building principal, reading specialist and classroom teachers.	-LETRS training licenses for volumes 1 and 2 for each teacher in grades K-3, building principal and reading specialist.	On-going	10/10 individuals needing training have begun training. 7/10 have completed training.
CKLA Amplify will be implemented as the core ELA curriculum in grades K-5.	Building principal, reading specialist and classroom teachers.	-CKLA materials for grades K-4; pilot materials for grade 5 (January) -Ongoing professional development	Exploratory 2023-24 Installation Summer 2024/Fall 2024 Initial Installation 2024-25 Full Installation 2025-26	Year 1 is completed. Loose and Tights conversations to happen over the summer of 2025.
The early literacy screener, AimsWeb+, will be used for grades K4-3 in the fall, winter and spring.	Building principal, reading specialist and classroom teachers.	-Assessment protocols and student materials -Ongoing professional development	2024-2025 school year	We implemented this screener, and we will be implementing the math screener K-3 next year.

Notes: This is the first time using the AIMSweb assessment that was mandated by the state. The fall was a “practice” administration. Winter was the first time that it was required. Students were marked as below the 25th percentile if oral reading fluency is lower than

25th %ile in grades 1-3 and if the composite score is lower than the 25th %ile for kindergarten

Percent of students above 25th Percentile (not at-risk)

	Assessment	Fall	Winter	Spring
K	aimswebPlus	60%	72%	84%
1	aimswebPlus	58.8%	70.6%	58.8%
2	aimswebPlus	46.2%	46.2%	46.2%
3	aimswebPlus	68.4%	73.6%	78.9%
4	i-Ready Composite	80.7%	82.1%	85.1%
5	i-Ready Composite	82.1%	79.1%	80%

SMARTIE Goal 2:	Goal Statement: In the Spring of 2025, at least 95% of students in grades K-5 will not be identified at-risk on the SEL (socio-emotional learning) screener.
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What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful? (Review of strategy)
Select and purchase/obtain SEL screener	Counselors and building principal	Funds to purchase screener	By mid-year	DESSA screener was selected as the Rio Elementary School Screener and was purchased in November, 2024.
K-5 implementation of RULER School Core Routines	All staff	RULER subscription	By Jan, 2025	A RULER playbook has been created and is being presented to staff during the 1/17/25 inservice. RULER classroom lessons have been provided to all K-5 students since September, 2024 and will continue through May, 2025. In order to be in full compliance with RULER Core Routines, all classrooms should have charters. An

				area of improvement is for specials teachers and all classroom teachers to have charters completed and displayed in their classrooms.
SEL screeners completed for all K-5 students	Classroom and special education teachers	SEL screener	By April, 2025	The initial DESSA screener has been completed for 100% of students as of January, 2025.

Notes: Winter marked the first time that we used the DESSA universal screener. The fall was spent evaluating different screeners. Normally, we will do the DESSA screener in the fall and then compare it to the Spring. The goal was created without knowing our baseline, so for the first year the goal might not be reasonable.

Percent of students not at risk

	Assessment	Fall	Winter	Spring
K	DESSA	x	96%	100%
1	DESSA	x	94%	88%
2	DESSA	x	88%	81%
3	DESSA	x	89%	89%
4	DESSA	x	93%	92%
5	DESSA	x	82%	93%

Middle School/High School Plan

2024-25 Goals, Objectives and Intervention Strategies

SMARTIE Goal 1:	By the end of the 2025-2026 school year, at least 80% of students will increase their ACT/Pre-ACT score by at least 1.5 points each year between grades 9-11.
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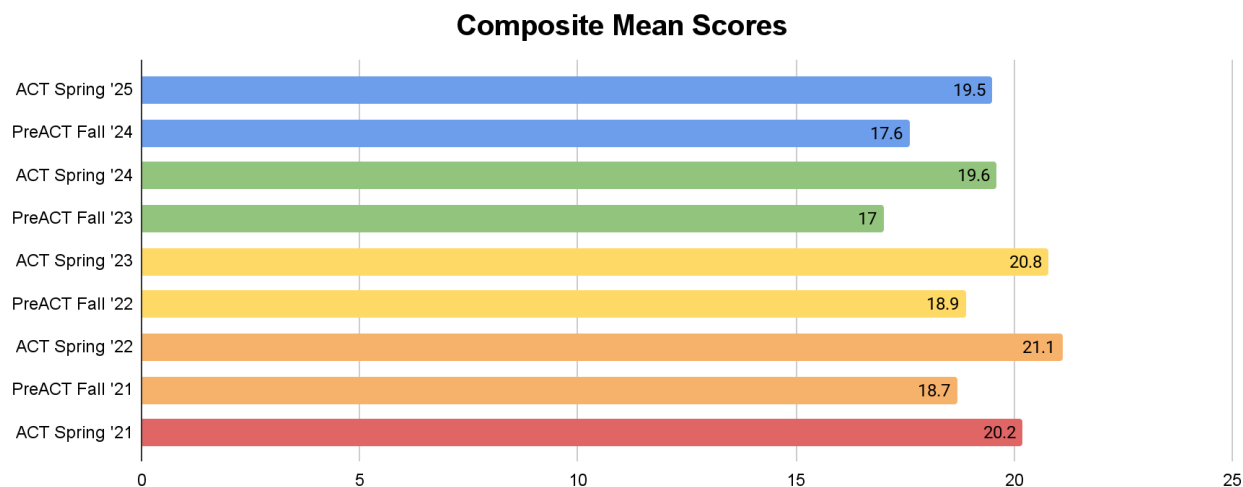
What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful? (Review of strategy)
By the start of the 2025 - 2026 school year, at least one course in each department will utilize Grading for Learning	All staff	None	Full year	No - with staff turnover this was not able to happen. However, we are still expanding.
By the end of the 2024 - 2025 school year, all teachers will utilize Professional Learning Communities (PLC's) as a method to improve student outcomes.	All staff	None	Full year	PLC's are established across the building are are meeting regularly. Working with teams on how to use data as a team to make instructional decisions.
By the end of the 2024 - 2025 school year, all staff will have received professional development centered around	All staff	None	Full year	Yes. This will continue into the following year(s) as well.

Universal Design for Learning (UDL).				
By the end of the 2024 - 2025 school year, Rio MS/HS will Implement an Equitable Multi-Level System of Support (EMLSS) that supports both academic and SEL intervention.	All staff	None	Full year	Yes - MS academic intervention has begun. MS/HS SEL intervention has also begun. HS is beginning to use Tier 2-type interventions for academics. Improvements being made for next year.

Juniors (now seniors) grew an average of 2.625 points composite from the spring of 2024 to the spring of 2025.

Sophomores (now juniors) grew an average of .8 points from the spring of 2024 to the spring of 2025.

Note: This follows the trend of ACT scores being higher than PreACT scores (Junior test more meaningful?)



SMARTIE Goal 2:	100% of students will graduate with a college and career plan
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What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful? (Review of strategy)
Update our current ACP plan to improve upon our goal of students graduating with a college or career plan, and the skills they'll need for whatever they decide to pursue.	Counselor Admin Staff	Xello	All year	ACP Plan (PI 26) is updated - Will be presented to board in near future. Finalizing the "drill down" of the plan this summer.
Identify each student's college and career pathway.	All staff Students	Xello	All year Viking time Counseling Appointments	Part of ACP Plan. Counseling department beginning to hold regular meetings with students and/or for pathway and plan. Focus is grade 11 and 9.
Offer colleague and career planning, and relevant experiences, to help each student achieve their pathway goal.	Counselor Admin Staff	Xello	All year Viking time Counseling Appointments	Continually being updated and improved.

Offer and enroll students in courses that fit their career pathway or career cluster.	Counselor Admin	None	All year	In Place

SMARTIE Goal 3:	By the spring of 2025, at least 90% of students in grades 6-12 will not be identified as at-risk on the SEL (social-emotional learning) screener.
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What is the action plan-Improvement strategy?	Who is responsible for implementation?	What resources will be needed?	When will it happen?	Was it successful? (Review of strategy)
Develop a tier 1 SEL plan that meets the needs of our students.	All staff	B.E.S.T Survey	All year	Ongoing.
Using our MLSS (Multi-Leveled Systems of Support) team, develop and refine our Tier 2	All staff EMLSS Committee	Student data	All year	In place - Tier 2 SEL groups in place.

approaches for students who need additional SEL support.				
Continue to expand our options for Tier 3 SEL learning and support.	EMLSS Committee	Student data	All year	Working to find an outside partner for Tier 3 SEL.

Not met

Section 4: Communication of the Plan

Stakeholder	Who is Responsible?	How?	How often?
Students	Staff	Viking Hour/Morning Meeting	Fall/Spring
Staff	Admin/Leadership Team	Staff meeting	Fall/Winter/Spring
Families	Admin/Staff	Family Nights Social Media School Messenger	Fall/Spring

Community	Admin	District Newsletter Website School Board Meeting	Fall/Spring
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