

**Dwight Rich School of the Arts
School Annual Education Report (AER) Cover Letter**

February 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Dwight Rich School of the Arts. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Susan Basso for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3Yj4hjW> , or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as an Additional Targeted Schools Support (ATS).

Dwight Rich School of the Arts offers unique learning experiences for K-8 students utilizing technology, art labs, along with dance and music studio spaces that began in the 2018-19 school year. Curriculum is delivered in the framework of Bernstein Artful Learning thematic units with an emphasis on the workshop model and Gradual Release of Responsibility instructional practices. Arts integration is a teaching approach where students construct and demonstrate their learning through an art form. Students engage in a creative process which connects an art form to their subject(s) of study to enhance their understanding. This involves visual, performing, music, media, and communication arts. Since the 2021-22 school year, parents can register their student(s) through our online registration link on the district website and indicate that Dwight Rich School of the Arts is their school of choice within Lansing School District. Parents can also fill out an in-district request form to transfer to Dwight Rich.

Key challenges for Dwight Rich School of the Arts in 2021-22 were attendance, suspension rates/behavioral concerns, and academic achievement in the classroom.

Dwight Rich has streamlined the attendance reporting process to include teachers, parents, and office staff to make sure we can improve attendance for all students and reduce barriers that prevent consistent attendance. We are building relationships with families so we have better communication regarding absences, therefore having students report back to school sooner. We recognize and award good attendance through our CRPBIS program.

The Dwight Rich staff have implemented new programs that will support students exhibiting behavioral difficulties, including a building-wide MTSS discipline program aligned to our BEAR expectations and CRPBIS program. We have implemented a building SEL program called True Success to encourage team bonding and open dialogue about school. We have used our Title 1 and 31a funds to hire new members of our behavioral response team to reduce behavioral issues as we continue to work with Restorative Justice staff to mitigate student conflict. We have implemented an in-school suspension program with our behavioral specialist team to reduce out of school suspensions for our 5-8 grade students. Our behavioral team has created a peer mentoring program called Friends for Success. We are also piloting a new after school program called Respect U for middle school students who need an extra push to think through behaviors and make better choices.

To accelerate student achievement and close the achievement gap, we have new programs to support teachers in instructional best practices utilizing the workshop model and Gradual Release of Responsibility framework to make sure students are learning. As a school and district, we are focused on our Common Core State Standards to increase academic rigor. A copy of the core curriculum, in addition to the Common Core State Standards (CCSS), can be accessed through the Lansing School District web page at www.lansingschools.net. The core curriculum and content standards are implemented by the teaching staff through best practices for teaching and learning. We implemented a data-based reading intervention program building wide to improve student reading scores. We are hiring an instructional coach to work with teachers to improve our math and science instruction so they will be better equipped to help students close the learning gap. Our teachers are using district approved UFLI for early literacy skills, Journey's/Collections and GoMath, which directly connect to IXL for reading and math intervention to help students learn skills that are necessary to be able to do on grade work. Our middle school teachers have implemented a new assessment practice program in the second semester to better prepare our students for high stakes testing.

The status of the school improvement plan for this year and the 2023-24 school year is to continue with our three big goals- improve attendance and increase enrollment, improve instruction through the workshop model and GRR identifying and improving teacher best

practices, and improve student achievement scores. We will continue to scaffold the support given to students in reading and math instruction. Our resource room teachers are working with special populations on developing missed skills through programs like Rocket Math, Math Buzz, and soon IXL progress monitoring.

Our efforts from fall to winter testing indicate that average early literacy and reading composite scores showed gains in each grade level. Our aggregate Test Scores for this year are:

- a. Winter AIMSweb 21-22 Early Literacy Proficiency: 22.69%
- b. Winter AIMSweb 22-23 Early Literacy Proficiency: 22.47%
- c. Winter AIMSweb 21-22 Early Numeracy Proficiency: 29.25%
- d. Winter AIMSweb 22-23 Early Numeracy Proficiency: 29.89%
- e. Winter NWEA Reading 21-22: 8.73%
- f. Winter NWEA Reading 22-23: 10.69%
- g. Winter NWEA Math 21-22: 3.14%
- h. Winter NWEA Math 22-23: 4.82%

Dwight Rich School of the arts has not yet reached our optimal goal of all students reading and able to do math on grade level, but we are proud of the fact that we are making great strides in student achievement consistently this year. From fall to winter, 68% of our students reached their growth score in reading.

Due to our school improvement plan to increase parent involvement, attendance at parent teacher conferences from last year increased from 34%, to this year's 61% attendance.

Since Dwight Rich School of the Arts opened in the fall of 2018, we have continuously used data to drive instruction to improve student outcomes, and this year is no exception. Identifying key elements and trends in the data has allowed us to target instruction and student learning more effectively than in the past, and our student achievement improvements suggest our efforts are working for our community. We will continue to work diligently to overcome any barriers to student learning, and continue working hard with families to close the achievement gap.

Sincerely,

Susan Basso
Principal, Dwight Rich School of the Arts