



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

February 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 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 Shannon Harris 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 2023-2024 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 2022-23. 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 2022-23. 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 2022-23. 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 Support school. Data analysis has identified several challenges impacting Dwight Rich's academic achievement in both English Language Arts (ELA) and Mathematics. During the 2023-2024 school year, students in grades 3 through 7 achieved an overall proficiency rate of 4.0% in Mathematics and 8.67% in ELA, as measured by the M-STEP assessments.

The 8th grade cohort showed a proficiency rate of 1.39% in Mathematics and 34.27% in ELA on the PSAT.

To address these challenges and improve proficiency for the 2024-2025 school year, Dwight Rich has implemented weekly tutoring for students. Grades 3-5 receive targeted support through Littera, an intervention tutoring service, while Dwight Rich also collaborates with the United Mentoring Program to provide additional support for both students and staff.

The school's Multi-Tiered Systems of Support (MTSS) team meets monthly to review data and determine actionable next steps for classroom instruction. Grade-level teams also convene monthly to analyze data and plan for Tier 1 instruction, as well as Tier 2 and 3 interventions.

Dwight Rich remains dedicated to upholding instructional expectations, including strict adherence to Bell-to-Bell instruction, the district curriculum, and the workshop model. Additionally, regular meetings with data-driven agendas ensure that the focus remains on data-informed instructional practices.

State law requires that we also report additional information:

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 indistrict 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.

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](http://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 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 22-23 Early Literacy Proficiency: 22.47%
- B. Winter AIMSweb 22-23 Early Numeracy Proficiency: 29.89%
- C. Winter NWEA Reading 22-23: 10.69%
- D. Winter NWEA Reading 23-24: 10%
- E. Winter NWEA Math 22-23: 4.82%
- F. Winter NWEA Math 23-24: 6%

Last school year, Dwight Rich had a participation of approximately 63% for Parent-Teacher Conferences in the Fall. In the Spring, there was a participation of approximately 49%. At Dwight Rich, we strongly encourage all families to participate in Parent-Teacher Conferences. This ensures a strong partnership with your student's teacher and their academic progress.



The entire staff at Dwight Rich is grateful for the support as we strive to make Dwight Rich a positive learning environment. We look forward to continuing to collaborate with the community to offer a supportive learning environment for all of our students.

Sincerely,  
*Shannon Harris*  
Shannon Harris