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## **da Vinci Schools**

1. What was the total amount of the district's Section 31a allocation for the 2025-26 school year?

\$728,060.34

2. Describe the district's methodology and decision-making for distributing Section 31a At-risk grant funds to target the buildings with the highest needs.

Our district utilizes a data-driven, equitable allocation methodology to ensure Section 31a At-Risk funds are directed to the schools and instructional tiers with the highest demonstrated needs. Because we operate as a unified charter school with two distinct buildings on a single campus, one serving preschool through fifth grade and the other serving sixth through twelfth grades, our decision-making process focuses on identifying systemic gaps across these developmental bands while serving an average population of four hundred students. The allocation framework rests on identifying state-defined at-risk criteria, implementing a tiered multi-tiered system of supports and conducting rigorous resource mapping. Students are systematically flagged using eligibility factors such as economic disadvantage, chronic absenteeism, or low proficiency on assessments. Funds are then disproportionately directed to fund personnel and resources, such as interventionists, social workers, and teachers, specifically where the concentration of at-risk students is highest between our elementary and middle and high school buildings. The district improvement team reviews current staffing and resource layouts annually to ensure that Section 31a funds supplement, rather than supplant, general education resources, placing intensive intervention support directly where the widest achievement gaps exist.

Information gathering and fund alignment are governed by a collaborative, multi-disciplinary district improvement team that includes administrators, data coordinators, instructional coaches, and intervention specialists. This team utilizes a continuous data analysis process to inform all funding decisions. First, the team aggregates multi-tiered data points across the school, including academic benchmarks, attendance patterns, and behavioral metrics. During scheduled improvement meetings, the team disaggregates this data by building, grade level, and demographic subgroups to conduct a root cause analysis. This allows us to look beyond surface-level scores and identify the specific reasons a cohort might be struggling, whether that is foundational reading in the lower elementary building or a transition issue in the middle school grades. By comparing current student performance against state growth targets, the team identifies the widest equity gaps, which are then used to formulate specific goals within our continuous improvement process. Finally, the team aligns our Section 31a funding directly to evidence-based interventions that address these prioritized needs, meeting regularly throughout the year to review progress monitoring data and ensure the resources are yielding the expected student growth within our small school environment.

3. What evidence-based interventions and services were implemented with the Section 31a At-risk grant funds during the 2025-26 grant cycle?

During the 2025-26 grant cycle, our district aligned Section 31a At-Risk funds directly with the evidence-based strategies, goals, and action steps established within our Michigan Integrated Continuous Improvement Process (MICIP) platform. Operating under a comprehensive Multi-Tiered System of Supports (MTSS)



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framework, we prioritized whole-child programming to reduce academic and non-academic barriers across our campus. To build a robust Tier 1 and Tier 2 behavioral system, we fully implemented Responsibility Centered Discipline as our primary evidence-based behavior system in our middle and high school, focusing on emotional regulation, personal accountability, and alternative-to-suspension interventions. This systemic approach was reinforced by dedicated behavior specialists funded through Section 31a, who provided direct, non-instructional student support, crisis intervention, and localized data monitoring for students exhibiting chronic absenteeism or elevated behavioral risk factors. These specialists worked in close coordination with our instructional staff to ensure that behavior does not disrupt the learning environment across all grades.

On the academic front, the district utilized Section 31a resources to fund highly specialized interventionists. These interventionists deployed targeted, Tier 2 and Tier 3 evidence-based instructional interventions tailored to specific student deficiencies identified during our continuous data-based decision-making cycles. Our primary instructional focus was strictly aligned with state legislative priorities: driving early literacy and numeracy to achieve third-grade reading proficiency, and strengthening foundational mathematical practices to secure eighth-grade math proficiency. By deploying these data-driven strategies and dedicated personnel, our MICIP plan successfully integrated academic interventions and non-instructional behavioral services to maximize growth and foster career- and college-readiness for our highest-needs students within our small school environment.

4. In what ways has the district collected feedback from parents or legal guardians on these interventions and services provided this year?

To capture the community perspective required by our continuous improvement goals, our district utilizes a multi-layered approach to gather authentic feedback from parents and legal guardians regarding our Section 31a interventions and services. We distribute a formal stakeholder perception survey twice a year, which is designed to gauge parent satisfaction and gather specific input on the academic and behavioral supports implemented across our campus. Beyond these bi-annual touchpoints, we embed feedback loops into our school culture by offering immediate evaluation opportunities after every school event where parents and guardians are invited. These localized event surveys allow families to share real-time insights on how our whole-child strategies and community engagement efforts are impacting their children. Finally, we maintain a strict open-door policy that encourages parents and legal guardians to proactively visit our administrative offices or schedule direct consultations with our behavior specialists and leadership team to provide qualitative feedback at any point during the school year, ensuring their voices consistently shape our ongoing continuous improvement process.

5. Describe the method parents or legal guardians may use to provide feedback on the use of these funds.

Parents and legal guardians have multiple accessible pathways to provide direct feedback on the utilization of Section 31a funds and the resulting student interventions throughout the school year. First, families can complete the formal stakeholder perception surveys that are distributed electronically twice per year, which include dedicated sections for input on academic and behavioral support services. Second, parents can utilize the immediate feedback forms provided at the conclusion of every school event, offering real-time insights into how these programs are



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impacting their children. Finally, under our school-wide open-door policy, parents and legal guardians can exercise the option to visit the school administration building or schedule a direct consultation with our instructional leaders or behavior specialists to share qualitative feedback, concerns, or recommendations regarding our at-risk programming at any time.

For more information about Section 31a interventions and services available for your child(ren) contact: Susanne Masters, da Vinci Schools' Superintendent

To provide feedback or for more information on the use of Section 31a funding for the 2025-26 school year contact: Susanne Masters, da Vinci Schools' Superintendent.

For additional questions regarding the Section 31a At-risk grant contact: Susanne Masters, da Vinci Schools' Superintendent