



## School Annual Education Report (AER) Cover Letter

April 12, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Lewton Global Studies/Spanish Immersion Academy. 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 principal, Richard Gutierrez for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2luYMuD> or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In Lewton's case, no label is given.

Our students in grades 3-6 performed consistently above the district proficiency levels on state M-Step assessments. In ELA, Lewton students demonstrated an 11% increase in proficiency from 2017 to 2018. Lewton students outperformed the district average in Math in 2018.

We analyze school data to develop strategies that increase achievement of our students performing in the bottom 30%, special education population, and students from low socioeconomic backgrounds. We work to support African American and Multi-Racial students in the area of reading, African American and female students in mathematics. Through the continued use of project-based lessons, the development of global citizenship units, and the ongoing analysis of student data, we believe all students will continue to demonstrate gains in achievement.

State law requires that we also report the following additional information.

Lewton Global Studies/Spanish Immersion Academy requires all students to submit an application for enrollment. There are no unique admission criteria or student requirements for kindergarten and first grade students. Students entering Lewton after first grade must have prior Spanish immersion experience. All applications are reviewed by the school principal and approved by the pupil accounting central enrollment office until all seats at each grade level are filled.

Our School Improvement Plan demonstrates continuous work toward the development of academic skills across all core subjects while providing instruction in Spanish. In addition, we believe teaching scholars the importance of global citizenship and taking action. Finally, we support the development of a child's physical, social, and mental health to create a positive climate and culture.

Lewton Global Studies/Spanish Immersion Academy utilizes a school-wide, culturally responsive positive behavior intervention support system (CR-PBIS), as well as a school-wide behavior expectations and discipline referral protocol. We follow the Common Core State Standards for English language arts and mathematics, the Next Generation Science Standards for science, and the Michigan Grade Level Content Expectations for social studies. Lewton utilizes a reading program that provides interventions to strategically target English language arts skills. Mathematics uses an inquiry based model that includes manipulatives, digital resources, and direct instruction. A copy of Lewton's School Improvement Plan can be found on our school web page.

We utilize the Developmental Reading Assessment (DRA) in grades K-3, and the Scholastic Reading Inventory (SRI) in grades 3-6 to assess reading proficiency. Lewton utilizes AIMSweb assessments at grades K-6 to monitor the progress of students in early and basic literacy skills. AIMSweb is also used to assess all students in grades K-6 in math computation and concepts and applications. Aggregate DRA scores for grades K-3 show 67% of students are at or above grade level. SRI scores for grades 3-6 show above average yearly Lexile growth. AIMSweb ELA and Math data shows strong improvement over the course of the school year.

Lewton Global Studies/Spanish Immersion Academy staff participates in regular professional development sessions to improve instruction. Data collection and study is utilized by teachers and students. Longitudinal data trends show that Lewton students improve ELA and Math proficiency over time.

Parent involvement at Lewton is a priority. For fall 2018, 76% of families attended conferences. In the spring of 2019, 79% of families attended conferences. Families that did not attend conferences were contacted by phone.

Lewton Global Studies/Spanish Immersion is dedicated to developing the 21<sup>st</sup> century skills needed to lead as global citizens. We foster a positive, inclusive

learning environment where all students are actively engaged. We should recognize the great work of our staff and students as they work to build capacity in core content areas while acquiring a second language. Parents and community partner engagement is vital to our students' success. I am so proud of the students, staff, and community partners for their hard work and support. We could not accomplish all that we do without their support for our school and the Lansing School District.

Respectfully,

Mr. Gutierrez, Principal