



School Annual Education Report (AER) Cover Letter Lewton Global Studies/Spanish Immersion Academy

February 14, 2022

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 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 Richard Gutierrez for assistance.

The AER is available for you to review electronically by visiting the following website [Lewton Combined Report](#) 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given a label of support from the State of Michigan.

Over the last year, Lewton Global Studies/Spanish Immersion Academy has continued student support systems with an emphasis on academic outcomes and social and emotional learning. These support programs include instructional learning cycles, Spanish and English literacy interventions, and systematic use of CR-PBIS practices.

State law requires that we also report additional information.

Lewton Global Studies/Spanish Immersion Magnet School 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 Magnet School 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-1 to monitor the progress of students in early literacy and reading. AIMSweb+ is also used to assess all students in grades K-1 in early numeracy and math. Lewton utilizes NWEA assessments at grades 2-6 to monitor the progress of students in reading, language usage, and mathematics. Aggregate DRA scores for grade 3 show 33% of students met or exceeded winter benchmark. SRI scores for grades 3-6 show above average yearly Lexile growth. NWEA Mean RIT scores were above district average in reading, language usage, and mathematics for students in grades 4-6.

Lewton Global Studies/Spanish Immersion Magnet School 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 2020, 94% of families attended virtual conferences. In the fall of 2021, 96% of families attended virtual conferences. Fall conferences are teacher led, while spring conferences are student led. Families that did not attend conferences were contacted by phone.

Lewton Global Studies/Spanish Immersion Magnet School is dedicated to developing the 21st 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,

Richard Gutierrez, Principal
Lewton Global Studies/Spanish Immersion