
**Lewton Spanish Immersion Magnet School
School Annual Education Report (AER) Cover Letter**

February 14, 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 Lewton School. 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 Susie Hernandez for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/2Mfy6le> , 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 a Universal Schools Support (USS).

Over the last several years, Lewton Global Studies/Spanish Immersion Academy has continued student support systems with an emphasis on academic outcomes and social emotional learning. These support programs include a Social and Emotional program, 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 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's Spanish immersion program after first grade must have prior Spanish Immersion experience or an intermediate level of Spanish communication skills. 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 illustrates our continuous work toward the development of academic skills across all core subjects while providing instruction in Spanish and/or English. We believe in preparing global citizens by providing opportunities to look through the lens of others, problem solve and take action. Finally, we support the development of the whole child by having high expectations, and providing a positive climate and culture that supports the physical, social and mental health of each student.

Lewton Global Studies/Spanish Immersion Academy follows 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 both Spanish and English specific skills. Our inquiry-based model for mathematics includes manipulatives, digital resources and the workshop model. Lewton uses a school-wide culturally responsive positive behavior intervention system (CR-PBIS) along with a behavior expectations protocol. A copy of Lewton's School Improvement Plan can be found on our school web page.

We utilize AIMSweb+ assessments at grades K-1 to monitor the progress of literacy. AIMSweb+ is also used to assess all students in grades K-1 in early numeracy and math. Lewton utilizes NWEA assessments at grades 2-7 to monitor the progress of students in reading, language usage and mathematics. Lewton administers both Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI) in grades 3-7 to assess reading and math proficiency.

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.

Aggregate Test Scores:

- a. Winter AIMSweb 21-22 Early Literacy Proficiency: 4.76%
- b. Winter AIMSweb 22-23 Early Literacy Proficiency: 4.23%
- c. Winter AIMSweb 21-22 Early Numeracy Proficiency: 11.67%
- d. Winter AIMSweb 22-23 Early Numeracy Proficiency: 25.71%
- e. Winter NWEA Reading 21-22: 15.84%

- f. Winter NWEA Reading 22-23: 16.91%
- g. Winter NWEA Math 21-22: 9.09%
- h. Winter NWEA Math 22-23: 12.50%

We make it a priority to communicate with parents during parent/teacher conferences. In the fall, approximately 95% of families attended virtual conferences. Families that did not attend conferences were contacted by phone.

Lewton Global Studies/Spanish Immersion Academy should be recognized for their continuous efforts to educate bilingual and biliterate global citizens. I am very proud of the students, teachers and families as they continuously work hard to cultivate a loving and nurturing learning community.

Sincerely,

Susie Hernandez
Teacher-In-Charge