



School Annual Education Report (AER) Cover Letter

April, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-2019 educational progress for Gardner International Magnet 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 Ariel Rodriguez Pena, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [Gardner Combined AER](#) or you may review a copy in the main office at your child's school.

For the 2018-2019 school year, schools were identified using new 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. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a TARGETED SUPPORT AND IMPROVEMENT. One of the challenges that we are addressing is improving the school culture and climate through implementation of the district's CRPBIS Program. Our Tiered Fidelity Inventory showed more than 92% of goals success. Another challenge for Gardner is increasing student achievement in reading, as well as increasing student achievement in mathematics. Gardner has implemented several instructional strategies and interventions, for example Read 180, System 44, Imagine Learning (Language & Literacy and Math), and Rocket Math, to increase reading skills and math content knowledge at each grade level. Our records indicate more than 5% of student achievement increased in AIMSWeb Reading and almost 2% increased in AIMSWeb Math. While Gardner has not yet reached our ultimate goal, we are proud of the fact that we are making great strides and student achievement is consistently increasing.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Lansing School District has over 10,000 students and 28 schools, including several Magnets, STEAM, STEM, Foreign Language Specialties, Montessori, Visual and Performing Arts, and International Baccalaureate programs. All students are allowed to apply to the school of their choice within the district which focuses in an area of their interests. Additionally, eligible students from outside the district boundary lines are able to apply for Schools of Choice. Gardner International Magnet School has both Schools of Choice students and students who live within the school district's boundaries. Upon registration, Gardner International encourages parents, students, and teachers to sign a Promise of Commitment. This contract is an agreement that all parties share the responsibility, in a safe and secure environment, for students to learn and practice the academic, creative, emotional, physical, and social skills necessary for ALL students to become contributing members of a global society.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Our School Improvement Plan is up to date and in progress of meeting the school's goals. We are consistently implementing interventions and teaching strategies in order to provide for the needs of all students. Presently, Gardner has incorporated curriculum support through the Read 180 and System 44 intervention programs. Direct vocabulary instruction is being presented to improve student reading comprehension and fluency across all subject areas and grade levels. The Instructional staff has also emphasized interventions from the GoMath and Collections/Journeys Curriculum. We have also incorporated supplemental interventions for literacy and math through Imagine Learning. Additionally, we have two Literacy Specialists to provide Tier II and Tier III supports to students. We are confident that the goals within the School Improvement Plan will be met and the achieved objectives will be measurable. This assurance is due to the fact that there is an expectation that all teachers at Gardner International will effectively provide instruction that engages students, and the teachers will employ interventions that promote success for all students.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Gardner International Magnet School is a school with a focus on International Studies and the seventeen Global Goals for Sustainable Development. Our mission is to provide students with excellent instruction in a caring and collaborative environment that empowers them to be global citizens. Students will be innovative, independent, confident, compassionate, and collaborative learners.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

Access to the Core Curriculum is available in the school's Main Office. Additionally, the link is located on the district website.

To access digitally, go to: www.lansingschools.net, click on the Quicklinks tab at the top of the screen, then scroll down to Pacing Guides.

Instructional staff is responsible for delivering instruction of the Core Curriculum using best practices for teaching and learning, provided through the district's comprehensive learning materials, with a focus on our school theme.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

At Gardner International Magnet School, we continually assess the growth and progress of our students in core academic areas in an effort to improve achievement in critical content. Using this data throughout our instructional learning cycle process, our teachers and instructional support staff establish individual goals and plans for each student. In an effort to target academic needs, we have included a multi-tiered approach to instruction that utilizes ongoing progress monitoring and data analysis to guide decision making. Each student uses a data notebook with documentation of all research based intervention strategies, along with attendance and behavior reporting.

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Gardner International Magnet School had a 65 % and 82% rates of Parent-Teacher Conferences held for Fall 2018 and Spring 2019 accordingly.

We appreciate the support of all of our teachers, students, parents, and community members as we strive to make Gardner International Magnet School a positive environment, where every student is successful.

Sincerely,

Ariel Rodriguez Pena