



## School Annual Education Report (AER) Cover Letter

February 1, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 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 Principal Ariel Rodriguez Pena for assistance.

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

For the 2019-2020 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 a student subgroups performing at the same level as the lowest 5% of all schools in the state. 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 these cases, no label is given.

Our school was identified as a TARGETED SUPPORT AND IMPROVEMENT. One of the challenges 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 that the average early literacy and reading composite scores, showing gains from fall to winter in grades K-3 in AIMSWeb Plus, was higher than the ones observed in the national norms. For math-skill growth rates, a significant number of our students exceeded the national average growth rate. Our Student Growth Summary Reports for NWEA (Reading, Language Usage and Mathematics) in grades 4-8 indicate that the observed growth in most grade levels was higher than the projected growth from fall to winter. Due to the challenges that the current COVID-19 Pandemic has posed for Michigan Public Schools, the Michigan Department of Education suspended all state-mandated assessments for grades 3-12 in the spring of 2020.

Gardner continues to address improving the school culture and climate through implementation of the district's CRPBIS Program. Our Tiered Fidelity Inventory showed more than 90% of goal implementation. Additionally, Gardner has formed community partnerships with over 40 local organizations and has a high percentage of parent involvement in school events. While Gardner has not yet reached our optimal 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 25 schools, including several Magnets, STEAM, STEM, Foreign Language Immersion, Biotechnical, Montessori, Visual and Performing Arts, and International Baccalaureate programs. All students are allowed to apply to the school of their choice within the district depending on their individual area of interest. 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 and acceptance to our magnet program through a lottery process, 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 Kindergarten through 8<sup>th</sup>-grade school that focuses on the seventeen Global Goals for Sustainable Development while concentrating our efforts on supporting our high number of English Language Learners with specialized training for our teaching staff and administration. 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. Gardner International Magnet School prides itself on its school-wide project-based-learning activities demonstrating our understanding of other countries, their culture, geography, background, and values. Our partnership with One World creates further opportunities for students to connect globally and build character. During the 2019-2020 school year, Gardner International Magnet School started the process of evaluation within the Magnet Schools of America Association. We were proud and excited to be awarded the highest rating level as *A School of Excellence*. This truly is a remarkable achievement that was only possible due to the hard work and support of our leaders, staff, students, families, and community members.

#### **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](http://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. Note: student assessment and accountability data are not included in this AER due to federal waivers.

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

Gardner International Magnet School had a participation rate of 82% for Parent-Teacher Conferences held in the Fall of 2019. Spring conferences were not held due

to the pandemic. At Gardner, we strongly encourage all families to participate in Parent-Teacher Conferences in order to create and maintain a strong partnership with your student's teacher to ensure academic progress and success.

Beginning March 16, 2020, in an attempt to keep students and staff safe during the pandemic, Gardner International Magnet School offered remote learning opportunities through various modes of instruction. 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, Principal