



School Annual Education Report (AER) Cover Letter

April 22, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for Lewton Global Studies/Spanish Immersion 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 Dr. Tom Buffett for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/89g3zt>, or you may review a copy in the main office at your child's school.

Our state assessment results indicate a need to focus on mathematics and reading. Although an overall higher proportion of Lewton students were proficient compared with district averages in both reading and mathematics on the 2014-15 MSTEP, they remain below state averages. Specific areas of relative strength were the 5th and 6th grade classes, where the proportion of proficient students exceeded district averages in both reading and math. Specific areas of concern were the 4th grade results, the achievement gap between African American students and other Lewton students in both reading and mathematics, and some stereotypical results based on gender (more 5th and 6th grade girls were proficient in reading than boys and more boys were proficient in math than girls).

Our focus on using results from the Scholastic Reading Inventory to establish level-based intervention blocks is one key strategy we use to close achievement gaps and help each student improve in his or her ability to read. Students with low skills also receive additional help either through our Special Education staff or through Read 180, a program run by our Literacy Teacher. Lewton's On Demand writing initiative, where each student writes in response to grade-level prompts five times a year, is also designed to improve students' English language arts skills. Lewton invested heavily in mathematics in 2015-16, supporting both a Math Teacher to work with low performing students and providing high quality professional development in mathematics to all staff. Along with the district's adoption of *Go Math*, we are confident that these initiatives will improve students' ability to understand and solve complex math problems, including those presented on state assessments.

State law requires that we also report additional information.

Lewton's enrollment is through the district office schools of choice options (offered once a year). Students can also enroll at the school.

Lewton's School Improvement Plan (SIP) documents our strategy for improving teaching and learning in every classroom, for every student. Our plan reflects a tiered approach to intervention, which means we provide additional supports for students in need. As a Global Studies/Spanish Immersion Magnet School, our SIP also reflects our efforts to promote global connections and understanding and help our students learn Spanish. This emphasis on preparing global citizens permeates our work in numerable ways, including developing students' Habits of Mind (Perspective, Pattern Recognition, Evidence, and Relevance) and Habits of Work (Grit, Social Intelligence, Independent Responsibility, Curiosity, Optimism, and Gratitude), as well as forming high-quality and meaningful community partnerships. Along the way we learn about how to deepen the quality of our work and we update our SIP annually to reflect our strategy for becoming a world-class elementary school.

Lewton teachers follow the Lansing School District's pacing guides, curriculum documents available at the district website. Each summer our staff develops curriculum maps to plan projects, sequence curriculum, and identify opportunities to teach the curriculum through interdisciplinary units and lessons.

Lansing schools administer the AimsWeb assessments in reading and mathematics three times a year. The benchmarks in each subject increase over time, meaning a student needs to score higher each time to meet the benchmark. Between the Fall and Winter administrations of the concepts portion of math assessment, the proportion of students meeting the benchmark increased by four percent (to a little more than a third). The proportion of students meeting the benchmark in reading decreased to a little less than a third of Lewton students. The final administration of the AIMSWeb assessment(s) for 2015-16 school year will be on April 25.

During the last week of March, 2016, Lewton held student-led parent-teacher conferences. While every family was scheduled for a conference, 141 of Lewton's 230 students had conferences, a rate of 62 percent. The strength of Lewton rests in the wonderful students and families we serve, a highly talented and dedicated staff, and a generous and creative corps of community partners. Working together, wonderful things are happening at Lewton. Please visit us,

Sincerely,



Dr. Tom Buffett, Principal