



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

February 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Lewton. 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 Dan Gowell for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3Yj4hjW> or you may review a copy in the main office at your child's school. For the 2023-2024 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 2022-23. 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 2022-23. 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 2022-23. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels. As a member of the Lansing School District, Lewton Global Studies/Spanish Immersion School boasts a program that focuses on instructing students not just academically, but also socially, emotionally, and physically. Our instruction is evidence-based and developmentally appropriate as we seek to deliver services that promote engagement, academic success, high expectations, and rigor. Furthermore, our staff nurtures students' natural abilities and curiosity to help them become well-rounded individuals. All our efforts seek to accelerate students achievement while also closing persistent gaps that are often present in education. This means that, as a staff, we seek to improve and adapt our curriculum to afford our students

the opportunity to grow from their entire educational experience. As we continue to adapt Michigan state standards to fit our population, we also incorporate in-house Spanish Language Development Standards for Literacy to meet the needs of our Immersion Program. This combination ensures that all students are provided with the support and enrichment needed for them to learn and grow. In an effort to increase academics and close the previously mentioned gaps, we monitor student progress through the use of the NWEA test administered three times a year. We utilize data from this test to better meet the needs of small-group instruction in the classroom, identifying the exact academic gaps that are present within each group. These efforts, combined with our continual implementation of MTSS and CRPBIS, have allowed the students to show considerable improvement in the areas of Math and Reading while also allowing instruction to meet the needs of an inclusive instructional environment. As the 2024 - 25 school year continues, we will ensure the curriculum and instructional materials meet the unique needs of our students, make use of the personal relationships built between staff and students, and monitor data to identify areas of growth and needs among the population of students in the building. 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



schoolwide 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 22-23 Early Literacy Proficiency: 4.23%
- b. Winter AIMSweb 22-23 Early Numeracy Proficiency: 25.71%
- c. WinterNWEAReading22-23:16.91%
- d. Winter NWEA Reading 23-24:16%
- e. Winter NWEA Math 22-23: 12.50%
- f. WinterNWEAMath23-24:16%

Here at Lewton, we pride ourselves on the commitment to community and collaboration with all stakeholders. Staff continues to meet with over 95% of parents, twice annually, via phone, text message, video conference, or in-person conference.

This report demonstrates what our students in this community need to be successful. Staff members and other stakeholders work tirelessly to enhance the educational programs provided to our students. It is a collaborative effort among all of us that allows our students to grow and succeed. Thank you for all of your efforts and support.

Sincerely,

Dan Gowell

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