



School Annual Education Report (AER) Cover Letter

February 1, 2022

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 Masonic Heights Elementary 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 the principal, Mr. Barranca, at 586.285.8500 for assistance.

The AER is available for you to review electronically by visiting the following web site http://lakeshoreschools.org/our_district/annual_report 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was identified as a "has not been given one of these labels".

The Masonic Heights Elementary staff is committed to improving student achievement in all areas, and for all students. A newly revamped Multi-Tiered Support System (MTSS) is in place to provide targeted assistance with the goal of closing as many learning gaps as possible while also empowering students in all grade levels to meet their academic goals. We use data from the NWEA assessment (which is administered three times per year) along with local assessment scores and progress monitoring to track individual student growth, assign appropriate interventions, and target skills necessary to improve instruction in all three tiers.



Our school engages in Professional Learning Communities (PLCs) to assess student growth and monitor the progress of our students in math, reading and writing. However, this year, our focus for PLC has been to weigh not only the academic success of our students but also their social-emotional development.

Academic goals for our School Improvement Plan (SIP) are written based on data from M-STEP and NWEA assessments as well as perception data collected from staff, student and parent surveys. We continue to show a gap between our economically disadvantaged students, and those who are not economically disadvantaged. The gap is getting smaller but continues to be a focus due to the high number of students still not proficient.

We have identified students who need an Individual Reading Improvement Plan (IRIP) based on Michigan's Read by Grade 3 legislation. All students reading below grade level receive extra support during planned intervention time. Students with an individual plan also have an "At Home Reading Plan" which is overseen by our Literacy Coach, which is a new addition for our staffing this year.

We are extremely proud of the relationship we have formed with the families at Masonic Heights. Our families demonstrate every day that they are active partners in the educational process. Parents proudly demonstrate their desire to support student learning by signing a compact pledging to work side-by-side with staff to achieve the highest learning experience for their child. Through the innovative use of technology and communication tools, students and parents are dynamically involved in the process of learning.

All staff at Masonic Heights is committed to provide a safe and academically challenging environment for students.

State law requires that we also report additional information.

Process for Assigning Pupils to the School

All resident Lake Shore students are assigned to a school based on the student's age, ability level, and residence location within the district. Resident students wishing to attend a school not within their residence boundaries have the option of requesting a transfer through the school office.

Status of the 3-5 Year School Improvement Plan

Masonic Heights Elementary School is actively working on their continuous school improvement cycle with the 2021-22 school year. You may review the School Improvement Plan at:

http://lakeshoreschools.org/our_district/school_improvement.



Core Curriculum Information

A copy of Lake Shore’s core curriculum can be found on the district website: http://lakeshoreschools.org/departments/curriculum_and_instruction. Lake Shore teachers and administrators work closely with members of the Macomb Intermediate School District and follow the State of Michigan Core Curriculum.

Aggregate Student Achievement Results

NWEA Reading	Fall 2019	Winter 2020	Spring 2020	Fall 2020	Winter 2021	Spring 2021
Kindergarten	140.6	151.5	canceled	n/a	156.2	159.0
First	162.0	171.5	canceled	161.0	168.7	173.4
Second	181.3	189.9	canceled	181.1	184.8	184.5
Third	186.4	194.7	canceled	191.7	196.0	198.3
Fourth	198.4	205.1	canceled	199.3	203.3	203.1
Fifth	200.9	206.2	canceled	204.3	206.1	206.4

NWEA Mathematics	Fall 2019	Winter 2020	Spring 2020	Fall 2020	Winter 2021	Spring 2021
Kindergarten	139.1	151.2	canceled	n/a	159.8	161.8
First	162.7	176.2	canceled	166.6	172.5	176.7
Second	182.9	193.5	canceled	181.4	189.6	192.1
Third	190.2	198.7	canceled	186.7	192.7	198.4
Fourth	202.2	209.4	canceled	198.3	204.0	209.5
Fifth	206.6	212.4	canceled	207.8	209.6	212.1

*Results based on average RIT scores

Students Represented at Parent-Teacher Conferences

	Winter 2019-20	Winter 2020-21	Spring 2019-20	Spring 2020-21
# of Parents Attending	556	365	433	353
% of Students Represented by a Parent	98%	92%	99%	90%

We are very proud of the students and staff at Masonic Heights Elementary School as they continue to strive towards excellence.

Sincerely,
Matthew Barranca, Principal