



Mason Elementary

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Sonya James, Principal

February 14, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress Lillian G. Mason 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 Mrs. Sonya James for assistance.

The AER is available for you to review electronically by visiting the following website <http://bit.ly/2NVoxpM>, or you may review a copy in the main office at your child's school.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in 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 2021-22. 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 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. The State has not given one of these labels to Lillian G. Mason Elementary School.

Mason Staff continues to provide the best education possible to all students. At Lillian G. Mason, key challenges are closing the achievement gap for our diverse groups and our at-risk population. To meet the needs of our diverse groups and at-risk population we utilized the MTSS process. Students receive reading and math intervention from a certified interventionist every day for thirty minutes in a small group setting. In addition to our intervention program, all students participate in our accelerated reading and Freckle math program. With this program all students are receiving an additional 20 minutes of math support at their academic level and all students are expected to meet a predetermined independent reading goal.

Student and teachers monitor the student's achievement through learning targets, and data day meetings. As part of our mission, the Mason Staff is dedicated to meeting the needs of all students both academically and behaviorally. We will build Character Education, model behaviors of Cultural acceptance, and provide students with diverse opportunities to promote their unique genius.

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1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Resident students attend the school in the attendance area of the Grand Blanc Community School District in which they reside. The Grand Blanc Community School District does have a policy and a process for School of Choice requests. Copies of this policy and procedures are available through the Central Administration Office.

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

Our district is very proud of our robust Strategic Plan updated by our steering committee of community stakeholders in 2018.

Lillian G. Mason has continuously reviewed and revised our School Improvement Plan based on our review of data and student need. Our PLC's use our teacher/district assessments, M-STEP (when available), and other data to determine student's needs. Teachers utilize best practices and targeted instruction to ensure all students are making progress toward their achievement goals. We have written specific goals to close the achievement gap in math, reading, and writing.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Grand Blanc Community Schools offers students the opportunity to apply for admission to the Perry Innovation Center, a 2nd-8th Grade Lower and Upper School. The school format affords opportunities in extending the regular elementary and middle school curriculum in a purpose-based and blended learning environment. However, in the strides, our district has made with technology saturation and best practices, all of our buildings are utilizing these innovative strategies to meet the needs of our learners.

In response to increased demand for exclusively online teaching and learning, Grand Blanc Community Schools established Bobcat Virtual. This is an online educational program established for families with students in grades K-12 looking for a robust, fully virtual option for their child(ren). Bobcat Virtual classes are facilitated by our Grand Blanc Community Schools' own certified teachers. The classes are fully endorsed, accredited, and

supported by the Grand Blanc Community School district. If they choose to do so, students who attend Bobcat Virtual may participate in extracurricular activities including athletics.

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

The district has worked diligently to incorporate the state core curriculum, including the Common Core Standards for ELA and Math along with the Michigan standards and benchmarks, in other areas of the district's curriculum offerings. Core curriculum areas necessitating such attention include Social Studies, Science, Health, Physical Education, Foreign Language and Technology. The district's core curriculum is available for review at the district's administration building or on our district web site under "Departments" and then "Curriculum". <https://www.gbcs.org/domain/23>

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

See: <http://bit.ly/2NVoxpM>

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

2021 Fall Conferences – 97% Attendance Rate

2022 Spring Conferences – 98% Attendance Rate

2023 Fall Conferences – 98% Attendance Rate

Congratulations to the students, staff, and families of Lillian G. Mason for working hard to achieve academic progress in all areas. Over the next year, we will continue to support our student's efforts to achieve behavioral and academic success. We will build character education, model behaviors of cultural acceptance, and provide students with diverse opportunities to promote their unique genius.

Sincerely,

Mrs. Sonya R. James