

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Promote Innovation → Maximize Potential → Embrace Community

Mason 2019-20 Annual Report

Mission Statement:

Create an environment that cultivates knowledgeable, responsible, caring citizens who embrace life's possibilities with a passion for continuous learning.

Attendance Rate: 95%

Percentage of Parents Participating in Parent-Teacher Conferences:

2019-20

98% (297 Students)

2018-19

98% (305 Students)

Assignment of Studies

The Board has determined attendance areas and students shall be expected to attend school within that area. A parent may request a transfer or appeal a placement decision on behalf of their student.

The principal shall be responsible for assigning students to classes. In elementary schools, the principal, in determining the grade level for any new student, may take into consideration the previous schooling of the student but may assign the student to a lower grade level or higher grade level, if in the principal's judgment such an assignment would be in the best interest of the student. In middle school and high school students will be assigned to counselors, classes and instructors by the building principal.

The district also has policies and guidelines which guide promotion and retention.

Stevens T. Mason, located in Grosse Pointe Woods, is an amazing elementary school! We firmly that before our students can learn from the stellar staff at Mason that a relationship must first be built and a safe and nurturing environment must be established. Our positive school culture supports our

students, celebrates learning, and fosters a real sense of community. Part of what makes Mason so special is the unparalleled dedication of the staff and families of our students. Our strong family partnerships stem from a shared love for our children. Our historic building has a rich heritage and is a source of pride for Mason families, who span generations in attendance at our school. Our active PTO, wonderful parent volunteers, and talented, dedicated staff collaboratively encourage our students to always be their "Mason's Best."



At Mason, we firmly believe in supporting "Each and Every Child; Each and Every Day." We believe ALL of our students can learn, and learning is a life-long process with shared responsibility among staff, students, parents, and the community. Every student is respected, nurtured, and valued. Parents willingly partner with Mason staff to create a common language around quality teaching and learning. This strong relationship enables staff to personalize and differentiate instruction to optimize student learning and achievement. Throughout the day, our focus on helping students understand their job at Mason is to Be Leader, Be Learner and Be Kind, reinforces positive behaviors that extend well beyond the classroom. Additionally, Mason continues to be a nationally recognized "Evergreen School" for all their global and local efforts to make the world a better place to live. Our staff, students and community work diligently and consistently to protect and conserve our environment.

Reader's Workshop, Writer's Workshop, Everyday Math, Science, Social Studies, Art, Library, Vocal Music and Physical Education are part of every child's curriculum at Mason. Spanish instruction begins at third grade. Teachers follow the district adopted curricula, and tailor extensions and interventions to their students. Technology supports and enriches student learning at all levels through iPads and Chromebooks. Thanks to our PTO, every grade level has a set of dedicated iPads and Chromebooks to expand learning options.

Mason is a Title 1 school that is committed to creating equitable outcomes for ALL learners! Through the Grosse Pointe Foundation for Public Education, and our PTO, our students have the opportunity to partner with local companies like the Robot Garage to provide a real world application to learning, along with Freckle and Imagine Math and Lexia reading program to support their learning. Students join the Safety, Service, Recycling Team, and Student Council as ways to serve our school community. As a Leader In Me School, every student at Mason has a leadership role and strives to make a difference in their school and community. Last year alone, our community raised a tremendous amount of funds for the following inequities: Brain Cancer research, Adopt An Animal at the Detroit Zoo, the Leukemia and Lymphoma Society, and Gleaners Food Bank. Students enjoy participating in Special Choir, Honors Band & Orchestra, Morning Video Announcements, Jump Rope for Heart, March is Reading Month, Box Tops, Field Day, Mix It Up Day, One Book-One School and a Talent Show. As a 2016 National Blue Ribbon School, we understand that we must continue to seek out the best instructional practices and supports for our students to continue to give them the advantage they need to excel in every aspect of their lives.

Nondiscrimination Statement

The District shall not discriminate on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected category in its programs and activities, including employment opportunities.

The Superintendent shall designate not less than two compliance officers who are responsible for coordinating the District's compliance with applicable federal and state laws and regulations, and for investigating reports of discrimination. The Superintendent shall ensure that all required notices under the civil rights or other laws are provided to staff members.

The Superintendent shall develop and implement administrative guidelines to enforce this policy.

For further information on nondiscrimination, visit: www.gpschools.org under School Board - Policy or <http://wdcrobc01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

FERPA Notice

The Grosse Pointe Public School System may, upon request, release the following directory information: student name, grade level, graduation date, height and weight if an athlete, participation in school activities, honors and awards, photographs and videos of students in school activities, and student name, addresses and telephone numbers when requested by military recruiters. GPPS also publishes student information via school sponsored or school-related media, including activities of the Grosse Pointe Foundation for Public Education.

Parents or students, 18 years or older, who do not wish this information made public should click the FERPA directory information button during K-12 online registration.

Core Curriculum

To meet our community's expectation for educational excellence, GPPSS engages in a system of continuous improvement that focuses on collaboration and continuity across the district. Thoughtful and carefully aligned district practices insure that the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning. An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world; broad-based to meet the needs of students at all levels; and designed to challenge every student to realize their true potential, is essential. Differentiated instructional approaches based on established best practices and research; high expectations for student and staff performance; and flexibility, innovation and individual teaching styles are the basis for quality learning experiences in every class, every day. Modifications to the curriculum and/or instructional approaches are driven by data obtained from a system of assessments implemented by the district.



The GPPSS core curriculum is developed under the auspices of the Educational Programs Leadership Council (EPLC), a group of teachers, parents, students, and administrators who meet monthly. The core curriculum is based upon state standards in all subjects and extends beyond those by incorporating exemplary local and national standards. Reports of the curriculum committees, which are submitted first to the EPLC then to the Board of Education, include recommendations regarding assessment, professional development, integration of technology, and differentiated instruction to accommodate academic diversity as well as the curriculum itself. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program.

Based on our district curriculum studies timeline, curriculum reviews occur in the following phases:

- Phase I: Curriculum Review
- Phase II: Construction and/or Pilot (World Languages, Performing Arts, K-5 and 9-12 ELA, HS Science)
- Phase III: EPLC/BOE approval and/or Implementation (6-12 math, 6-8 English, Drama, Family Consumer Science, PE/Health, Inter-Departmental/Technology Education)
- Phase IV: Maintenance (Adolescent Health, Art, Business, Counseling, Library Media, K-5 Math, Social Studies, TV Production)

District wide professional development is part of a comprehensive plan that uses teacher choice as well as mandatory training in areas identified by our district professional development team.

School Improvement Plan

Goal #1: All students will be proficient in reading and writing conventions. Objective: 80 percent of students will demonstrate proficiency/mastery in reading and writing conventions as measured by teacher created assessments, NWEA and State of Michigan Assessment by 06/30/2023.

Goal #2: All students will be proficient in grade level specific math objectives. Objective: 80 percent of students will demonstrate proficiency/master in grade level math objectives as measured by Everyday Math assessments, NWEA and State of Michigan Assessment by 06/30/2023.

Goal #3: Our school will look to decrease achievement gaps in every category. Objective: Our achievement gaps will decrease by 10 percent between our majority and minority populations, gender populations and special education populations by 06/30/2023.

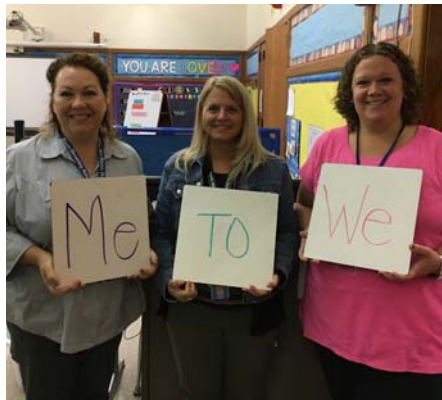
Goal #4: Our school will increase the amount of social and emotional learning opportunities for students. Objective: Negative interactions between students related to the emotional and social wellness of our students will be decreased by 20 percent as measured by office referrals, positive/negative playground interactions and PBIS data by 06/30/2023.

The Mason School improvement plan includes objectives and strategies that align with the district and school mission, as well as the approved curriculum. Staff development is an integral component of the ongoing school improvement process.

MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

M-STEP ENGLISH TEST											
Grade 3 Percentage SATISFACTORY				Grade 4 Percentage SATISFACTORY				Grade 5 Percentage SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
18-19	53% (45%)	62%	41%	18-19	49% (46%)	47%	50%	18-19	56% (46%)	60%	52%
17-18	43% (44%)	36%	48%	17-18	51% (45%)	62%	42%	17-18	77% (47%)	79%	72%

M-STEP MATHEMATICS TEST											
Grade 3 Percentage SATISFACTORY				Grade 4 Percentage SATISFACTORY				Grade 5 Percentage SATISFACTORY			
Year	All	Female	Male	Year	All	Female	Male	Year	All	Female	Male
18-19	53% (47%)	65%	35%	18-19	46% (42%)	47%	46%	18-19	48% (35%)	44%	52%
17-18	63% (46%)	50%	71%	17-18	35% (42%)	36%	35%	17-18	62% (34%)	55%	72%



M-STEP SOCIAL STUDIES – Grade 5 Percentage Achieving SATISFACTORY				
Year	All	Female	Male	
18-19	15% (17%)	16%	15%	
17-18	34% (18%)	31%	39%	

2018-19 M-STEP Percentage of Students Tested							
Grade	English	Math	Science	Social Studies	Total English with Other Tests	Total Math with Other Tests	Total Social Studies with Other Tests
3	98%	98%	Not Tested	Not Tested	100%	100%	Not Tested
4	95%	95%	Not Tested	Not Tested	100%	100%	Not Tested
5	95%	95%	N/A	95%	96%	96%	95%

NOTE: Due to COVID-19, M-STEP tests were not administered in the spring of 2020, so to meet Public Act 25 reporting requirements previous years' data is shared here. M-STEP Data is not reported by Racial/Ethnic minority group, Special Education, or Economically Disadvantaged because no group is significantly large enough to report results without revealing the identity of individual students. 2017-18 was the first year GPPSS took the M-STEP online; our district experienced a similar drop in scores seen in other districts when they moved from paper and pencil testing. M-STEP Science was moved to grade 5 in spring 2018. It remained a pilot test in spring 2019 and is not reported. [State of Michigan M-STEP results have been shown above in parenthesis for comparison to school results.](#)

STUDENT ACHIEVEMENT (cont.)

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY															
Year	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5		
	All	F	M	All	F	M	All	F	M	All	F	M	All	F	M
18-19	85	89	80	82	85	78	74	92	47	64	87	50	67	84	52
17-18	27	36	17	91	100	78	78	71	83	39	52	29	77	83	68
16-17	93	93	94	100	100	100	80	82	79	33	37	27	72	75	70

NORTHWEST EVALUATION ASSOCIATION (NWEA)

Average Percentile Achieved by Mason Students (on National Norms)

Percentile READING Spring					Percentile MATH Spring		
Grade	Year	All	Female	Male	All	Female	Male
0	19-20	55	63	49	62	65	58
	18-19	51	52	50	44	44	44
	17-18	67	69	65	68	69	67
1	19-20	56	55	56	35	32	37
	18-19	74	74	74	57	54	60
	17-18	66	68	63	58	64	52
2	19-20	65	72	58	63	65	60
	18-19	63	68	56	63	59	69
	17-18	65	68	60	75	70	82
3	19-20	62	69	54	49	51	47
	18-19	59	60	58	50	55	44
	17-18	61	55	65	67	61	70
4	19-20	55	54	56	53	50	58
	18-19	51	54	50	55	57	53
	17-18	66	70	64	50	44	55
5	19-20	56	57	56	48	39	55
	18-19	58	59	56	48	45	51
	17-18	64	69	56	65	58	73

NOTE: Due to COVID-19, 2019-20 data is from the winter test as the spring test was not administered during the statewide school closure. A percentile is the percentage of students in a national norms group who scored at or below a particular score.

