

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Mason 2021-22 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: 91.2%

Percentage of Parents Participating in Parent-Teacher Conferences:

2021-22

100% (309 Students)

2020-21

98% (292 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.

Welcome to Mason Elementary School! The Mason team of educators are highly qualified and ready to serve your students in Young 5 through 4th grades. We take pride in being One Mason, One Family, and One Team working with a high level of commitment and compassion to address our students in alignment with our motto, Teamwork it is! Together we learn, together we lift, and together we lead. The Mason team

believes in working collaboratively with families to identify the needs of students, providing all students with a rigorous, aligned and quality education. Students have a wealth of opportunity to learn the Michigan Core Curriculum, with varied formative and summative assessments, hands-on and collaborative learning opportunities, higher level order thinking skills, reading and math workshops, and much more. We take pride in maximizing a wealth of research based instructional strategies to provide for differentiated instruction across disciplines, promoting interdisciplinary connections, planning for enrichment, along with needed accommodations. Furthermore, students have ongoing experiences with clubs they can opt to join, participation in assemblies, field trips, and real life experiences.

Safety is a top priority at Mason where all visitors are screened with our main entrance secure vestibule, along with having our newly installed security cameras and surveillance system to support safety measures. The majority of the school building was renovated this summer, providing updates to all classrooms, new paint, flooring, lockers, smartboards, speaker systems, and much more. Students feel a strong sense of belonging, building relationships with the Mason team, each other, and recognizing Mason as their home away from home. Additionally, students are taught as learners how to be responsible, as leaders how to be respectful, and as valuable members of the Mason family who care to lift themselves and each other up on how to be safe. At Mason, we believe in our students and their success, and we make every effort to have them believe in themselves.

All students, as Mason Moose, have a leader in them! Students are taught the 7 Habits of Effective Leadership as part of our Leader in Me program. This includes guiding and modeling for students how to be proactive and take charge, how to begin with the end in mind and have a plan, along with knowing how to put first things first, recognizing the importance of priorities, and getting work done first and then play. Additionally, students are taught how to be a team, and think win win, along with the importance of taking the time to seek first to understand others and then to be understood. Last, but certainly not least, students recognize how to synergize with the Mason family knowing the more we work together, the stronger we are, and how essential it is to balance things to support the success of all.

Principal Anita Hassan



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://wdcrobcolp01.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

Grosse Pointe Public School System (GPPSS) engages in a system of continuous improvement utilizing collaboration and continuity while focusing on our Vision: *One Inclusive Community Learning Together*, and our Mission: *Cultivate Educational Excellence By: Empowering Students, Valuing Diversity, Inspiring Curiosity, and Pushing Possibilities*. GPPSS builds a robust and equitable educational community where all learners are empowered to reach their unique potential. We strive to provide students opportunities to acquire the attitudes, values, knowledge and skills that prepare them to be contributing members of society.

Thoughtful, carefully aligned practices ensure the district's curriculum, instructional approaches and system of assessments are designed to maximize student learning and provide all students a rigorous and relevant curriculum aligned from preschool through graduation. An innovative, evolving and articulated curriculum that is responsive to the rapidly changing world, broad-based to meet the needs of all students at all levels, and designed to challenge every student to realize their true potential, is essential. Differentiated and culturally responsive instructional approaches based on 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 or instructional approaches are driven by data obtained from assessments implemented by the district.

The GPPSS core curriculum is developed under the guidance 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 are submitted first to the EPLC, then the Board of Education, and include recommendations regarding assessment, professional development, integration of technology, and differentiated and culturally responsive instruction to cultivate academic diversity within curriculum development. The district also offers a wide array of advanced placement and challenging enrichment courses and a comprehensive special education program.

The curriculum review process uses the District's Strategic Plan as a lens to review, construct, and implement curriculum and instructional practices. Based on our district curriculum studies timeline (5 -7 years), curriculum reviews occur in the following phases:

- Phase 1 - curriculum review/study (entering this phase are Social Studies, Counseling, Library/Media, and TV Production)
- Phase 2 - construction of goals/objectives and programs
- Phase 3 - implementation
- Phase 4 - maintenance

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

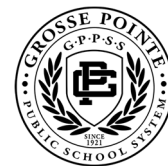
Goal #1: All students will be proficient in reading and writing conventions. Objective: 80 percent of students will demonstrate proficiency/mastery in reading and writing conventions as measured by teacher created assessments, NWEA and State of Michigan Assessment by 06/30/2023.

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.



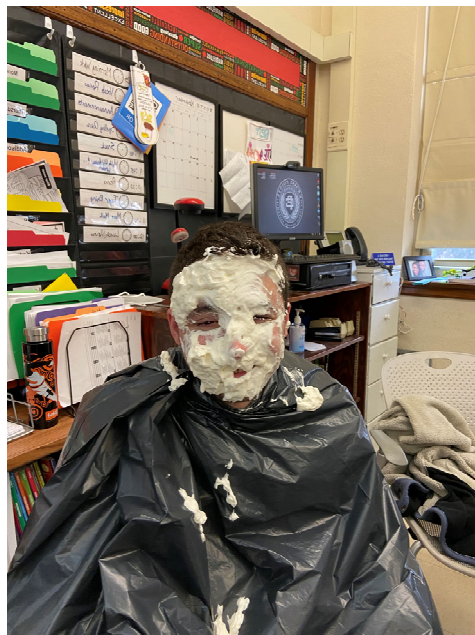
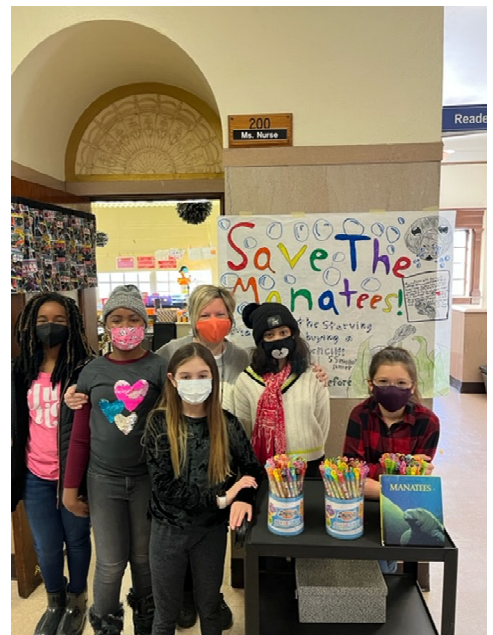
MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

Third Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
21-22	24% (42%)	23%	24%	100%	21-22	18% (42%)	5%	28%	100%
20-21	41% (43%)	47%	36%	66%	20-21	33% (42%)	39%	27%	68%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
21-22	40% (43%)	53%	26%	100%	21-22	25% (37%)	31%	19%	100%
20-21	33% (44%)	35%	32%	68%	20-21	47% (37%)	53%	41%	60%

M-STEP Percentage Achieving PROFICIENT TO ADVANCED — (2021-22) of State Mandated Groups			
Grade	Group	ENGLISH	MATH
3	Black, Not of Hispanic Origin	N/A	N/A
	Economically Disadvantaged	10%	10%
4	Black, Not of Hispanic Origin	13%	13%
	Economically Disadvantaged	29%	12%

NOTE: Due to COVID-19, M-STEP tests were not administered in spring of 2020, so to meet Public Act 25 reporting requirements the most recent previous year's data is shared here. M-STEP Data is only reported by gender, racial/ethnic minority group and economically disadvantaged because no other group is significantly large enough to report results without revealing the identity of individual students. [State of Michigan M-STEP results have been shown above in parentheses for comparison to school results.](#) The percentage tested is with either M-STEP or MI-ACCESS (alternative state test) in each area.



STUDENT ACHIEVEMENT (cont.)

GROSSE POINTE WRITING

Percentage of Students Achieving SATISFACTORY												
Year	Grade 1			Grade 2			Grade 3			Grade 4		
	All	F	M	All	F	M	All	F	M	All	F	M
21-22	38	55	26	63	73	53	42	41	43	55	71	35
20-21	42	38	46	65	71	59	55	75	33	49	56	41
18-19	85	89	80	82	85	78	74	92	47	64	87	50

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	21-22	39	43	36	45	47	44
	20-21	67	62	73	64	54	73
	19-20	55	63	49	62	65	58
1	21-22	45	50	42	44	40	47
	20-21	53	53	53	50	45	55
	19-20	56	55	56	35	32	37
2	21-22	47	44	48	58	55	60
	20-21	51	58	45	46	47	45
	19-20	65	72	58	63	65	60
3	21-22	35	41	31	22	20	24
	20-21	51	60	42	40	47	34
	19-20	62	69	54	49	51	47
4	21-22	38	47	28	38	41	35
	20-21	47	58	35	42	42	41
	19-20	55	54	56	53	50	58

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. The Grosse Pointe Writing Assessment was not administered during the spring 2020 closure.

