GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Mason 2022-23 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: 92%

Percentage of Parents Participating in Parent-Teacher Conferences:
2022-23
97% (289 Students)

2021-22
100% (309 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.

The Mason team is committed to servicing our students' needs, providing a well balanced rigorous curriculum, with differentiation, enrichment, hands-on learning, and real life experiences! Students and families at Mason become part of our community, as One Mason, One Family, and One Team! Our priority is to provide a safe, conducive and nurturing environment for all, focused on working as a team, to promote the ongoing growth, sense of belonging and accomplishment amongst our students!

Students kick off the school year with their Move into Mason day, where they have the opportunity to meet our highly qualified and experienced educators, and also set up their space for the school year! We believe while students are at school, Mason is their home away from home, and the Mason team is their family away from family! Daily, students participate in engaging lessons, which promote higher order thinking skills, collaborative learning opportunities, empowering students to amplify their voice! They reflect upon the 7 Habits of Highly Effective Leaders, and are given various opportunities to display their leadership! With the focus on what is best for students, they take part in monthly Mason Best assemblies, which recognize them for their academic achievements, growth, leadership, and positive behaviors, along with an abundance of events throughout the school year! These include family fun days, field trips, assemblies, celebrations, music concerts, field day, fun run, One Mason celebration, living museum, and more! A variety of clubs are available to students such as our Student Council, Job Service, Choir, After Pointes Club, and Green Team, which we take pride in being recognized as a certified Michigan Green School!

As part of our continuous improvement process, students set goals for themselves, track their progress, understand the significance of working hard to meet their goals and make their dreams come true! The Mason family is devoted to guiding students, modeling research based best practices, and showing them the sincere care and compassion to believe in themselves! Students at Mason know that together we learn, together we lift and support ourselves and one another, and together we lead! Teamwork it is!

- *Principal Anita Hassan*

Principal Anita Hassan · 1640 Vernier Rd. Grosse Pointe Woods, MI 48236 · Phone: 313-432-4400 · HassanA@gpschools.org

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.

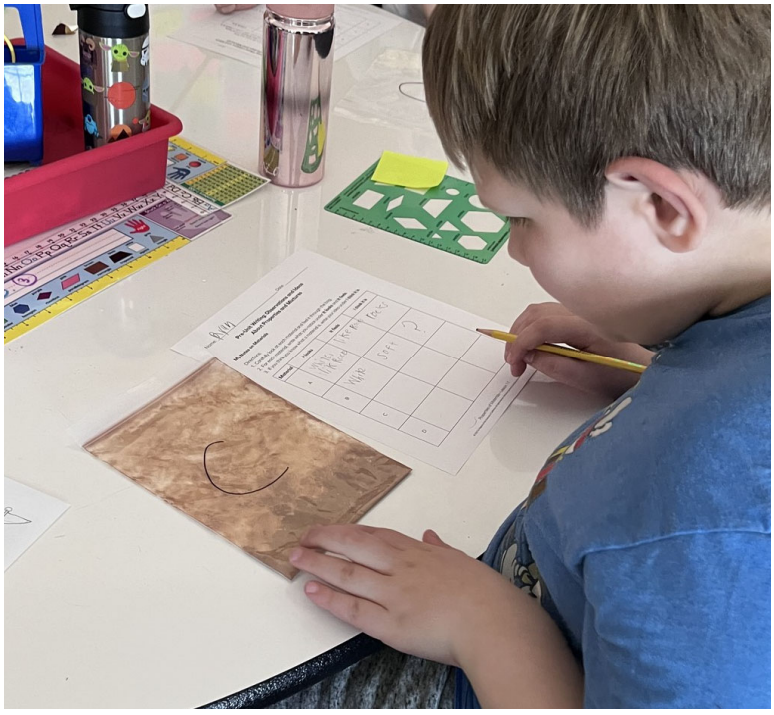
MICHIGAN STUDENT TEST OF EDUCATIONAL PROGRESS (M-STEP)

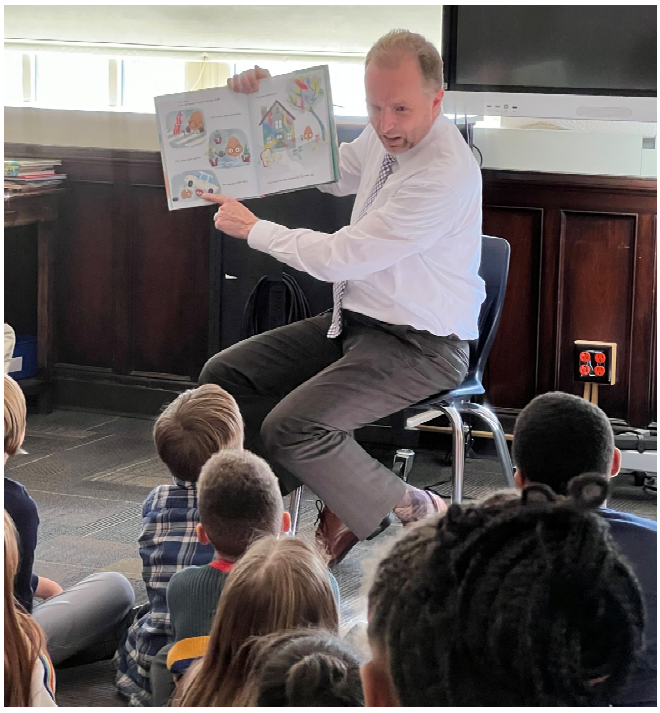
Third Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
22-23	39% (41%)	32%	46%	100%	22-23	35% (43%)	25%	46%	100%
21-22	24% (42%)	23%	24%	100%	21-22	18% (42%)	5%	28%	100%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
22-23	31% (44%)	42%	23%	100%	22-23	24% (39%)	21%	26%	100%
21-22	40% (43%)	53%	26%	100%	21-22	25% (37%)	31%	19%	100%

M-STEP Percentage Achieving PROFICIENT TO ADVANCED — (2022-23) of State Mandated Groups			
Grade	**Group**	**ENGLISH**	**MATH**
3	Economically Disadvantaged	N/A	N/A
4	Economically Disadvantaged	19%	10%

NOTE: M-STEP Data is only reported by gender, 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
22-23	51	59	45	74	70	76	72	82	60	33	39	29
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

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	22-23	56	62	51	55	57	53
	21-22	39	43	36	45	47	44
	20-21	67	62	73	64	54	73
1	22-23	49	55	44	44	51	39
	21-22	45	50	42	44	40	47
	20-21	53	53	53	50	45	55
2	22-23	57	63	53	68	60	72
	21-22	47	44	48	58	55	60
	20-21	51	58	45	46	47	45
3	22-23	47	51	42	44	44	43
	21-22	35	41	31	22	20	24
	20-21	51	60	42	40	47	34
4	22-23	40	42	38	28	25	30
	21-22	38	47	28	38	41	35
	20-21	47	58	35	42	42	41

NOTE: A percentile is the percentage of students in a national norms group who scored at or below a particular score.