

GROSSE POINTE PUBLIC SCHOOL SYSTEM

Empowering Students · Valuing Diversity · Inspiring Curiosity · Pushing Possibilities

Mason 2023-24 Annual Report

Introduction

At Mason Elementary School, we pride ourselves on delivering a rich and diverse educational experience to all of our students. Our Mason team works diligently to nurture and educate our students, ensuring that every child receives consistent opportunities to attain a rigorous and differentiated curriculum, aligned to promote higher-order thinking skills and depth of knowledge. Mason students work hard to prepare not only to meet their set goals and aspirations for the current school year, but future academic growth and success as well.



The Mason family's commitment to student success goes beyond academics. At Mason, we foster a strong sense of belonging and community for all students. We emphasize the importance of leadership and positive character development, encouraging our students to be respectful, responsible, and safe at all times. The well-being and safety of our students are paramount, and our team works tirelessly to create a secure and nurturing environment.

From the first day of school, we focus on building strong relationships, reinforcing our motto: One Mason, One Family, & One Team! Teamwork it is! This sense of unity is integral to our educational approach, ensuring that every student feels supported and sincerely valued as part of a team. Our dedicated teachers and staff work diligently to provide student-led instruction, hands-on and real life learning experiences as well. These opportunities allow students to reflect on their work and pursue continuous growth, while understanding how what they are learning has an impact on their day to day lives.

Mason Elementary also offers a variety of remediation and enrichment opportunities tailored to meet the unique needs of each student. By catering to these various areas, we strive to guide all of our students to reach their highest level of achievement with supports, interventions, modeling, after school learning opportunities, clubs, leadership opportunities, differentiated lessons and resources, and more! Students participate in monthly awards assemblies, Student Council, Job Service, Choir, and our Green Team. Family Fun days are planned throughout the school year to promote ongoing parental involvement, along with our annual One Mason, One Family, and One Team celebration! At Mason the team is dedicated to providing a comprehensive educational experience that not only challenges students academically, but also supports their personal development and well-being. We are committed to nurturing the leaders of tomorrow by fostering a collaborative, inclusive, and supportive school environment having students learn together, lift one another up, and be the leaders we know they can be!

-Principal Anita Hassan

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:

2023-24

99% (273 Students)

2022-23

97% (289 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.

ESSA Support Label

The school has not been given a label for additional support under ESSA.

Principal Anita Hassan ·

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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

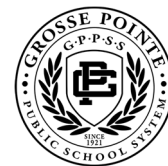
Goal #1: All students will be provided with Multi Tiered Systems of Supports and have access to an effective literacy curriculum in order to positively impact their achievement and growth. Based on Mason's K-4th grade Fall NWEA Reading Class Average RIT scores per class in Fall 2023, the goal is that by Spring 2024, 80% of classes will meet their Spring Reading Mean Student Growth Norms accounting for the noted standard deviation.

Goal #2: All students will be provided with Multi Tiered Systems of Supports and have access to an effective math curriculum in order to positively impact their achievement and growth. Based on Mason's K-4th grade Fall NWEA Math Class Average RIT scores per class in Fall 2023, the goal is that by Spring 2024, 80% of classes will meet their Spring Math Mean Student Growth Norms accounting for the noted standard deviation.

Goal #3: Our school aims to reduce our achievement gaps by 10 percent between our majority and minority populations, gender populations and special education populations.

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 10 percent as measured by office referrals, positive/negative playground interactions and PBIS data.

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
23-24	44% (40%)	45%	43%	100%	23-24	52% (43%)	50%	53%	100%
22-23	39% (41%)	32%	46%	100%	22-23	35% (43%)	25%	46%	100%

Fourth Grade M-STEP									
English Percentage SATISFACTORY					Math Percentage SATISFACTORY				
Year	All	Female	Male	% Tested	Year	All	Female	Male	% Tested
23-24	43% (43%)	38%	46%	100%	23-24	35% (39%)	38%	32%	100%
22-23	31% (44%)	42%	23%	100%	22-23	24% (39%)	21%	26%	100%

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
23-24	55	68	45	78	81	76	61	61	61	40	57	25
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

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	23-24	53	55	52	62	57	65
	22-23	56	62	51	55	57	53
	21-22	39	43	36	45	47	44
1	23-24	49	60	41	57	58	57
	22-23	49	55	44	44	51	39
	21-22	45	50	42	44	40	47
2	23-24	50	54	47	66	66	66
	22-23	57	63	53	68	60	72
	21-22	47	44	48	58	55	60
3	23-24	53	57	50	49	47	51
	22-23	47	51	42	44	44	43
	21-22	35	41	31	22	20	24
4	23-24	53	56	50	57	57	57
	22-23	40	42	38	28	25	30
	21-22	38	47	28	38	41	35

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

