

Holmes Middle School

<http://livoniapublicschools.org/holmes>



2020-2021 Annual Education Report

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DeAnn Urso, Principal
Debra Dykstra, Assistant Principal



January 29, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information about the continuous improvement goals and educational progress of Holmes Middle School students based on 2019-2020 assessment results. The AER addresses the complex reporting information required by federal law and some requirements of 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 DeAnn Urso, Principal of Holmes Middle School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://holmes.livoniapublicschools.org> or you may review a copy in the main office of our school.

For the 2019-2020 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Target Support and Improvement (TSI) school is one that has at least one underperforming student group. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

The AER has two major sections to it that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education and is required to be presented in MDE format.

A key challenge for Holmes Middle School is the low performance scores of the Bottom 30% and our students with disabilities in regards to science, math, and social studies. A few key initiatives include but are not limited to: supplying co-taught classes to provide extra support for struggling learners, after-school help sessions weekly, implementation of the common core curriculum, continue implementation of our math program with fidelity, providing resource room hours daily for those students who qualify, and provided support class for struggling general education students. These initiatives are intended to accelerate the student achievement of our two subgroups that are not meeting our school's proficiency targets.

State law requires that we also report additional information as found on the following pages. Our collaborative efforts positively impact our school's success and student achievement.

Sincerely, DeAnn Urso, Principal

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:7347442501) . The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

VISION:

Shaping tomorrow today.

MISSION:

Holmes Middle School offers exceptional educational opportunities within a school community which promote a passion for learning and a philosophy that puts the needs of children first.

BELIEF STATEMENTS

- We believe in educational practices that help our children define and develop future roles in a diverse, cooperative, and purpose-driven society.
- We believe teachers should have time for collaboration to design strategies that support and improve student learning through best practices and current research.
- We believe in implementing instructional strategies that incorporate best practices and innovative technology to meet the unique needs of each learner, in order to promote higher order thinking and effective decision making skills.
- We believe in fostering creativity, imagination, and uniqueness of individuals by providing a variety of extra-curricular programs.
- We believe in a well-rounded program where teachers work cooperatively and collaboratively to provide learning experiences that connect to the real world.
- We believe in providing our students with the skills to be successful as members of society and life-long learners.
- We believe in preparing students to integrate information and technology into their lives in order to maintain continuous growth,
- We believe in a climate of acceptance and understanding where we consistently offer a full continuum of support services to meet the unique learning and social needs of our entire student community.

SCHOOL PROFILE

Holmes Middle School serves 741 students in grades 7 and 8 with two administrators. The principal of Holmes Middle School is Ms. DeAnn Urso, and the assistant principal is Mrs. Deb Dykstra. There are 46 professional teaching staff members, a media specialist, and 2.2 counselors.

In addition, there are the following professional support staff: school psychologist, school social worker/student assistance support person, speech and language therapist, resource classroom teacher, teacher consultant outreach, occupational therapist, and visiting teacher for homebound or hospitalized students.

Assisting all of us in keeping the building operating in an organized manner, keeping the building clean, serving nutritious food, and helping teachers and students are: custodians, secretaries, paraprofessionals, and lunchroom personnel.

State law requires that we report the following additional information.

ASSIGNING PUPILS TO THE SCHOOL

All students are assigned to Holmes based upon attendance within the geographic boundaries of the school as well as students who transfer in based upon seats available.

SCHOOL IMPROVEMENT

School improvement is a continual process in which stakeholders in a school work cooperatively to improve student achievement. The process relies on staff, parents, and students participating in collaborative decision making in formulating and implementing achievement goals. The goals are determined through analysis of student achievement data and survey information. Action plans using proven interventions are developed for each improvement goal and progress toward achievement of the goals is documented annually.

Our school improvement goals for 2019-20:

1. Students will use models to develop and defend scientific claims.
2. Students will improve their understanding and application of specialized vocabulary associated with informational text(s).
3. Students will be able to effectively develop and write claims across the content area(s).
4. Student will be able to write and solve algebraic equations.

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3. Students will be able to effectively develop and write claims across the content area(s).
4. Student will be able to write and solve algebraic equations.

As an AdvancED accredited school, we continue to support our school improvement goals using the AdvancED Performance Accreditation Framework. This year, as part of the process, we continued to

implement the strategies and interventions outlined in our action plan. This comprehensive plan includes learning strategies and interventions, monitoring assessments, and planned staff development activities, all designed to help our students become better readers and writers. While this plan embraces many of the skills and strategies already being taught in our classrooms, we continue to adjust our teaching strategies based on the results of formative student data collected by core curriculum departments throughout the year.

The staff is continuing utilizing and refining the strategies and interventions outlined in our plan. As a result of this ongoing process, Holmes students are being afforded the opportunity to practice and improve their reading and writing skills across the curriculum.

In addition to the school-wide action plan, each core curriculum department continued to implement their department action plans and began collecting formative assessment data to monitor the effectiveness of our strategies.

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Holmes Middle School also received AdvancED accreditation. The AdvancED accreditation process supports and validates district and school level improvement efforts.

SPECIALIZED SCHOOLS OR PROGRAMS

Our middle school students may be enrolled in the Middle School Alternative Classrooms for the Academically Talented (MACAT) program at Frost and special education centers at Frost and Emerson as alternatives to the regular 7-8 program. Other special education programs are available in western Wayne County for our students with disabilities based upon their individual needs. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

CORE CURRICULUM

The core curriculum at Holmes Middle School provides learning experiences in all areas of language arts (reading, writing, speaking, listening), mathematics, social studies, science, health, physical education, art, vocal and instrumental music, computer instruction, industrial education, family life education, business, world language, and technology instruction. The core curriculum is based on the grade level content expectations (GLCEs) from the Michigan Department of Education and the Common Core State Standards for Mathematics and English Language Arts.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education based on well defined educational outcomes, a Livonia Public School graduate will:

- Respect self, others, and the environment.
- Communicate effectively.
- Know how to learn and work productively.
- Acquire and process information.
- Use critical and creative thinking to make decisions and solve problems.
- Work and participate independently and cooperatively.
- Acquire a core of understanding and competencies within the content areas.

A copy of the core curriculum may be obtained from the district's Academic Services Department.

STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED AND NATIONAL ASSESSMENTS

DISTRICT LITERACY ASSESSMENTS

The middle school ELA teachers administered a seventh and eighth grade reading objective assessment reflecting student learning that occurred with the implementation of the MAISA reading units of study.

ELA Common Assessment – ELA Reading Objective Grades 7 and 8 Percent Met						
	Grade 7			Grade 8		
Spring 2019	Multiple Choice	Short Response	Essay	Multiple Choice	Short Response	Essay
Holmes	81.3%	80.6%	72.0%	90.8%	80.5%	68.4%
District	81.6%	77.9%	64.6%	86.5%	76.5%	64.9%

ELA Common Assessment – ELA Reading Objective Percent Met		
Spring 2020	Grade 7	Grade 8
Holmes	No assessment due to CoVID-19	
District		

Beginning in 2018-19 all students in grades 7 and 8 were assessed on their attainment of grade-level reading skills three times during the school year using the i-Ready Reading Diagnostic Assessment.

i-READY READING Percent of Students At or Above Grade Level		
2018-2019	Grade 7	Grade 8
Holmes	37.0%	30.0%
District	37.0%	30.0%

DISTRICT MATHEMATICS ASSESSMENT

Students in grades 7 and 8 were assessed on their attainment of grade level mathematics skills three times during the 2018-2019 school year using the i-Ready Math Diagnostic Assessment.

The following chart shows the percentage of students who were at or above grade level on the spring i-Ready Diagnostic Assessment.

i-READY MATHEMATICS Percent of Students At or Above Grade Level		
2018-2019	Grade 7	Grade 8
Holmes	31.0%	27.0%
District	28.0%	25.0%

DISTRICT SOCIAL STUDIES ASSESSMENT

A seventh and eighth assessment was administered this school year. Seventh grade students demonstrated achievement on a multiple-choice assessment that included a written response. Eighth grade students were administered a performance-based assessment that measures a student's ability to make a claim and gather relevant information from multiple print sources, including primary source documents, as evidence to support their claim.

The following table shows the percentage of students considered proficient at each grade level.

Middle School Social Studies Document Based Question Assessment Percent of Students Proficient		
2020-2021	Grade 7 % Mastery/Proficient	Grade 8 DBQ % Mastery
Holmes	No assessment due to CoVID-19	
District		
2019-2020	Grade 7	Grade 8
Holmes	83.5%	85.9%
District	84.0%	90.7%

NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT) from Riverside Publishing is administered to eighth grade students.

CogAT GRADE 8 Age Percentiles				
2019-2020	Verbal	Quantitative	Nonverbal	Composite
Holmes	63	65	72	69
District	62	62	71	67
2017-2018	Verbal	Quantitative	Nonverbal	Composite
Holmes	62	63	66	66
District	60	61	66	64

PARENT TEACHER CONFERENCES AND CURRICULUM NIGHT

One of the most important factors of a student's success in school is the involvement of parents or guardians in the educational process. Holmes Middle School is proud of its high degree of parental involvement.

During the 2019-2020 school year, 45% of our parents (342 students represented) attended fall conferences and 65% (769 students represented) of parents attended the fall Curriculum Night.

During the 2020-2021 school year, 42% of our parents (309 students represented) attended fall conferences. These conferences were held virtually for the first time due to the CoVID-19 pandemic. A fall curriculum night was not scheduled in 2020. We offered a building walk through which was well attended by families. In addition, staff communicated curriculum expectations during their instructional time.

All families receive school information and updates via email, "e-blast mailout" from the office to ensure families are kept abreast of school happenings. In addition, parents may also access their student's grades and attendance through a secure website.

PARENT INVOLVEMENT

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

BOARD POLICY

IDD

**INSTRUCTIONAL PROGRAM
PARENT INVOLVEMENT**

**JUNE 20, 2011
Reviewed 5/2014**

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

DATA FROM THE MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This section of the report presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7 and 11, compared to state averages for all students as well as subgroups of students.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- The number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety.

The link <http://bit.ly/2Hf5p3B> will take you to the reports provided by the Michigan Department of Education for Holmes Middle School. The reports are also printed on the following pages.