

Livonia Public Schools

Holmes Middle School



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2022-2023 Annual Education Report



Holmes Middle School
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Livonia, MI 48154
734 744-2675
Roger Opsommer, Principal



LIVONIA PUBLIC SCHOOLS

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February 1, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-2023 education process for Holmes Middle School. The AER addresses the complex reporting information required by federal law and 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 Roger Opsommer, Principal of Holmes Middle School, for assistance.

The AER is available for you to review electronically by visiting the following web site [Holmes Website](#) or you may review a copy by contacting Holmes Middle School office.

For the 2021-2022 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-2022. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-2022. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-2022. Some schools are not identified with any of those 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, implementation of our new math program, providing resource room hours daily for those students who qualify, and provide a 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,

Roger Opsommer
Holmes 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:(734)744-2501). 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:(734)744-2524).

MISSION STATEMENT

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.

VISION

Shaping tomorrow today.

BELIEFS

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 659 students in grades 7 and 8 with two administrators. The principal of Holmes Middle School is Mr. Roger Opsommer, and the assistant principal is Mrs. Deb Dykstra. There are 46 professional teaching staff members, a media specialist, and 2 counselors.

In addition, there are the following professional support staff: school psychologist, school social worker/student assistance support person, speech and language therapist, 2 resource classroom teachers, 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.

ASSIGNING PUPILS TO THE SCHOOL

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

SCHOOL IMPROVEMENT

School improvement is a process by which stakeholders in a school work cooperatively to improve student achievement. An analysis of student achievement data led Holmes Middle School Staff to focus our improvement efforts on the fundamental areas of reading, writing, mathematics, and science. We have developed action plans using proven interventions and are annually documenting our progress toward the achievement of these goals.

Our school improvement goals for 2022-2023:

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).
 - Students will demonstrate a proficiency in the ability to read and comprehend literary and informational text independently in English Language Arts by 05/29/2025 as measured by State Assessments.
3. Students will be able to effectively develop and write claims across the content area(s).
4. Students will be able to write and solve algebraic equations.

Our school improvement goals for 2021-2022:

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. Students will be able to write and solve algebraic equations

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

SPECIALIZED SCHOOLS OR PROGRAMS

At the elementary level, students may be enrolled in Alternative Classrooms for the Academically Talented (ACAT) at Webster Elementary School, Niji-Iro Japanese Immersion Elementary School and special education centers at Coolidge, Grant, Johnson, Randolph and Webster. A preschool is operated at the Jackson Center, a Great Start Readiness Program (GSRP) is located at Garfield Community School, and preschool special education programs are located at Roosevelt Elementary and Jackson Center. 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 reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, health, physical education, art, instrumental music, vocal music, library/research skills and enrichment activities. The core curriculum is based on 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

The following tables, show the results of local testing for the district. Students are assessed using district created benchmark assessments, I Ready Diagnostic Assessment, PSAT 8 and the Cognitive Ability Test (CogAT®).

* There were no district developed assessments given in the spring of 2020 due to CoVID-19. During the spring of 2021 District Assessments were given with various participation rates and some assessments taken by students virtually or in person.

DISTRICT LITERACY ASSESSMENTS

The following charts shows the percentage of students at each grade level that performed at or above grade level on the i-Ready Diagnostic Assessment at the end of the school year. This diagnostic is administered three times a year in reading and math.

i-READY READING		
Percent of Students Mid or Above Grade Level		
2021	Grade 7	Grade 8
Holmes	52%	52%
District	47%	48%
2022	Grade 7	Grade 8
Holmes	30%	28%
District	30%	30%

DISTRICT MATHEMATICS ASSESSMENTS

i-READY Mathematics		
Percent of Students Mid or Above Grade Level		
2021	Grade 7	Grade 8
Holmes	48%	41%
District	42%	37%
2022	Grade 7	Grade 8
Holmes	21%	19%
District	23%	19%

STATE ASSESSMENTS

The PSAT 8 is the first exam in the College Board's "SAT Suite of Assessments" and is offered to eighth and ninth graders. The purpose of the PSAT 8 is to establish a starting point in terms of college and career readiness as students transition to high school. All eighth graders take the PSAT 8 as a part of the State of Michigan's assessment system (M-STEP).

PSAT		
8th Grade		
2021	Evidence Based Reading & Writing	Mathematics
Holmes	72%	38%
District	65%	35%
2022	Evidence Based Reading & Writing	Mathematics
Holmes	15%	9%
District	23%	19%

NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT®) from Riverside Publishing is administered to sixth grade

students. CogAT® is a nationally normed test and is generally considered an aptitude test.

CogAT - GRADE 8				
Average Age Percentiles				
2020-2021	Verbal	Quantitative	Nonverbal	Composite
Holmes	56%	58%	61%	60%
District	54%	52%	56%	55%
2022-2023	Verbal	Quantitative	Nonverbal	Composite
Holmes	47%	41%	51%	46%
District	58%	55%	64%	61%

PARENT TEACHER CONFERENCES

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 2022-2023 school year, 51% of our parents (334 students represented) attended fall conferences and 49% (305 students represented) of parents attended the fall Curriculum Night. We offered a building walk-through which was well attended by families. In addition, staff communicated curriculum expectations during their instructional time.

During the 2021-2022 school year, 42% of our parents (309 students represented) attended fall conferences. These conferences were held virtually.

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 child 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) 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

- Identifies 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.

This link: [MiSchool Data - Holmes](#) will take you to the reports provided by the Michigan Department of Education for Holmes Middle School.