

Holmes Middle School

<http://holmes.livoniapublicschools.org>



2018-2019 Annual Education Report

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16200 Newburgh
Livonia, MI 48154
734-744-2675

Mr. Eric Stromberg, Principal
Debra Dykstra, Assistant Principal



April 11, 2019

Dear Parents and Community Members:

I am 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 2017-2018 assessment results. The AER addresses the complex reporting information required by federal 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 me, Eric Stromberg, 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.

Schools have been identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA) based on their 2017-2018 State Testing Results. 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 three or more underperforming student subgroups. 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.

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.

Our collaborative efforts positively impact our school's success and student achievement.

Sincerely,

Eric Stromberg
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 754 students in grades 7 and 8 with two administrators. The principal of Holmes Middle School is Mr. Eric Stromberg, and the assistant principal is Mrs. Deb Dykstra. There are 35.0 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 2018-2019:

1. Students will use models to develop and defend scientific claims.
2. Students will improve in 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.

Our school improvement goals for 2017-18:

1. All students at Holmes Middle School will be proficient in Science.
2. All students at Holmes Middle School will be proficient in Reading.
3. All students at Holmes Middle School will be proficient in Writing.
4. All students at Holmes Middle School will be proficient in Math.

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 using 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 Percent Met		
Spring 2018	Grade 7	Grade 8*
Holmes	67.4%	84.2%
District	66.8%	77.5%
Spring 2017	Grade 7	Grade 8
Holmes	64.4%	83.7%
District	61.7%	81.1%

*8th grade MACAT took the 7th grade ELA Assessment

DISTRICT SOCIAL STUDIES ASSESSMENT

A seventh and eighth social studies writing assessment was administered this school year. The assessment, known as a Document Based Question (DBQ), 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		
2017-2018	Grade 7	Grade 8*
Holmes	83.5%	85.9%
District	84.0%	90.7%
2016-2017	Grade 7	Grade 8
Holmes	85.5%	84.9%
District	82.9%	88.8%

*8th grade MACAT took the 7th grade DBQ

NORM REFERENCED ASSESSMENT

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

CogAT GRADE 8 Age Percentiles				
2017-2018	Verbal	Quantitative	Nonverbal	Composite
Holmes	62	63	66	66
District	60	61	66	64
2016-2017	Verbal	Quantitative	Nonverbal	Composite
Holmes	63	64	69	68
District	60	63	68	66

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 2017-18 school year, 50% of our parents (368 students represented) attended fall conferences and 33% (242 students represented) attending spring conferences. Sixty percent (442 students represented) of parents attended Fall Open House.

During the 2018/2019 school year, 63% of our parents (475 students represented) attended fall conferences and 35% (263 students represented) attended spring conferences. Sixty-seven percent (508 students represented) of parents attended the fall Curriculum Night.

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 MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT.
- Presents assessment information for English language arts and mathematics for grades 3 to 8, 11; science for grades 5, 8, 11; and MI-Access for grades 3 to 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 teacher 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.