

Holden High School Student Achievement Report

June 2023

The mission of Holden High School is to provide the skills, tools, and knowledge for our students to become productive citizens and life-long learners.



High School Leadership Team

Joe Parkhurst - Principal

Shawna Gard – English

Grant Guevel – Asst. Principal

Jeff Smith – Science

Spencer Gudde – Activities Director

Charlie Castle – Social Studies

Dana Scott – Special Education

Megan Gipfert – English

Michelle Landrum – Spanish

David Diener – Elective

Miranda Langston – Math

Melissa Kackley – Counselor

Tyler Jolly – Social Studies

Mark Weddle – Elective

Ben Kiger - Math

Ashley Perman - SPED



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High School SMART Goals



As set by building leadership team:

At least 75% of HHS educators will build positive relationships with students as evidenced by scoring a 3 or higher on student surveys by May 2023.

At least 90% of students will score a 2 or higher on summative assessments by May 2023.



| School SMART Goal | Indicators of Success DATA that verifies achievement of SMART GOAL | Action Steps What the adults in the building will do | Person Responsible | Timeline | Monitoring/ Progress toward Actions or SMART Goals | Prof. Dev. Activities <i>Dates, Costs, Topic</i> |
|---|--|---|---|------------------------------|---|---|
| At least 75% of HHS educators will build positive relationships with students as evidenced by scoring a 3 or higher on student surveys by May 2023. | NEE Observation Indicator 5.3b Holden High School Student Surveys | A committee of teachers will review/evaluate a student survey that will be administered. Teachers will administer the Holden High School student survey in December 2022 and April 2023. | Holden High School faculty. Holden High School building leadership team will help to monitor progress. | To be completed by May 2023. | At semester, the data will be analyzed by the building leadership team. Data will be shared at the building faculty meeting in January 2023. Data will be shared at the building faculty meeting in May 2023. | Self assessment Trauma-informed survey. Reflective PLC Teams Faculty meetings will discuss best practices to increase student engagement therefore increasing student relationships. |

Strategic Plan - Goal 4 A T3

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|---|---|---|---|------------------------------|---|--|
| <p>At least 90% of students will score a 2 or higher on summative assessments by May 2023.</p> <p>We want students to at minimum have a basic understanding of content from each class.</p> | Summative assessment scores | <p>High Quality initial instruction</p> <p>Using formative data</p> <p>Use of SOAR for reteaching</p> | <p>Holden High School Faculty</p> <p>HHS building leadership team will help to monitor progress</p> | To be completed by May 2023. | <p>At semester the data will be analyzed by each department and the building leadership team</p> <p>Data will be shared at the building faculty meeting in Feb. 2023.</p> <p>Data will be shared at the building faculty meeting in May 2023.</p> | <p>DBDM methods used to evaluate progress in department meetings.</p> <p>Review DBDM and common formative assessments.</p> <p>Faculty meetings will be utilized to present and discuss progress.</p> |

Strategic Plan - Goal 1 C T2

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Results

Relationships

87% Highest since goal was created

Proficiency

Total Building Assessments = 35,309

0's & 1's = 7.85%

2's and higher = 92.15% (our goal, 90%)

3's & 4's = 76.11%

EOC Team

Tyler Jolly

Rose Hunt

Ashlee Brockhaus

Megan Gipfert

Virginia Smith

Joe Parkhurst

Tori Florence

Melissa Kackley

Valerie Craft

- Ensure and establish priority standards for EOC subject areas.
- Secure practice tests. Administer test 3 times throughout year.
- Explain and establish continued importance in the test to the students.

Strategic Plan - Goal 1 C T1

HS ELA Progress

HHS Communication Arts Department



Administered in English classes 1-4

Common assessment administered three times per year: Start of year, Semester, End of year.

Purpose

The purpose of this assessment is to track ELA content knowledge for each student as he or she moves through high school, collectively overall. All scores will be recorded, and all students will be required to take the assessment at each interval. This purpose is aligned with district and building goals for ELA growth and development.

HS Goal 1 Progress Data

| | Aug. 2022 | Dec. 2022 | May 2023 |
|------------|-----------|-----------|----------|
| 2026 Class | 2.07 | 3.29 | 3.09 |
| 2025 Class | 2.20 | 2.53 | 2.98 |
| 2024 Class | 2.38 | 2.71 | 3.06 |
| 2023 Class | 1.61 | 3.66 | 3.09 |

All numbers based on 4 point scale

Strategic Plan - Goal 1 C T4



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HS Math Progress

HS Math Department

Common assessment administered three times per year: Start of year, Semester, End of year.

Purpose

The purpose of this assessment is to track Math content knowledge for each student as he or she moves through high school, for each class. All scores will be recorded, and all students will be required to take the assessment at each interval. This purpose is aligned with district and building goals for Math growth and development.

Administered to the following courses:

Algebra 1A, Resource Algebra 1A, Algebra 1 B, Algebra, Accelerated Algebra 1, Accelerated Geometry, Geometry, Resource Geometry, Accelerated Algebra 2, Algebra 2, Math for Everyday Living, Statistics, Trigonometry, Pre-Calculus, Calculus



HS Goal 2 Progress Data

| | Aug. 2022 | Dec. 2022 | May 2023 |
|------------|-----------|-----------|----------|
| 2026 Class | 0.49 | 1.93 | 2.57 |
| 2025 Class | 0.30 | 1.54 | 1.99 |
| 2024 Class | 0.42 | 1.85 | 2.27 |
| 2023 Class | 0.70 | 2.23 | 2.29 |

All numbers based on 4 point scale

Strategic Plan - Goal 1 C T4



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Attendance & Enrollment

| | AUG | SEPT | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY |
|------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| 9 TH | 107 92.34% | 106 92.76% | 106 91.77% | 109 91.36% | 108 91.21% | 106 90.72% | 104 90.20% | 104 91.95% | 103 91.36% | 103 92.86% |
| 10 TH | 113 91.25% | 112 91.78% | 112 90.54% | 115 89.51% | 114 89.65% | 108 90.81% | 110 90.29% | 110 89.25% | 111 89.06% | 111 88.97% |
| 11 TH | 95 88.8% | 95 89.07% | 93 88.53% | 93 87.94% | 90 87.79% | 89 91.14% | 86 87.27% | 86 88.73% | 85 88.46% | 85 86.01% |
| 12 TH | 92 90.72% | 92 92.83% | 90 87.81% | 89 88.45% | 87 88.52% | 85 91.50% | 82 85.96% | 82 87.63% | 82 89.27% | 82 90.91% |
| TOTAL | 407 90.86% | 405 91.64% | 401 89.79% | 406 89.45% | 399 89.43% | 388 91% | 382 88.66% | 382 89.53% | 381 89.60% | 381 89.71% |

Strategic Plan – Goal 7 C, T 1 & 2

Monitoring

Pre-Test to Summative

- Focus on using formative assessments to ID students for enrichment and RtI
- Instructional Coach – Val Craft monitoring fidelity of instruction and peer improvement
- Administration evaluations (NEE)
 - Evaluation instruction
 - Score relationships
 - Score critical thinking
 - Score engagement

Professional Development

- Bright Futures Collaboration
- FCCLA Training & Student Leadership Development
- BIST Training
- Trauma – Informed Training: Dr. Bryan Pearlman
- PLC Training
- Virtual learning technology training
- New teachers SISK12 Training
- Safety Training
- 504/IEP/BOE Policies Training
- Dyslexia Training & Suicide Awareness Training
- Missouri School Boards Association Policy Training
- District Continuous Improvement (DCI) Assessment Capable Learners, Formative Assessments, and Data-Based Decision Making

Fidelity Checks

- HS PLC Rubric
 - https://docs.google.com/document/d/1fQN06hFGoc_OMWcHSr2HcN024kRf_e20KhGJ2JyJJS0/edit
- HS RtI Rubric
 - https://docs.google.com/document/d/1p-ESJGjfZJwTD_zyprv4wMLsg1_hq5ec/edit
- HS Peer Fidelity Check
 - <https://docs.google.com/document/d/1ZJr53-cB57oSSJCDz35s1A6esTC9IGCyD79nZHptJGI/edit>



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**THANK YOU FOR YOUR
SUPPORT!**

