

Holden Middle School School Student Achievement Report

November 2021



Holden Middle School Leadership Team

Chris Lake- Principal

Hannah Andrews/Eimile Lewis
(EXPLO)

Tobi Chambers (7th grade ELA)

Amy Fennewald- (Intervention)

Dan Conner/Kerri Hanneken
(Counselor)

Dustin Orton (6th grade Social
Studies)

Angie Smith (8th grade Math)

Teresa Littrell (6th and 7th grade
SPED)



HMS SMART Goals



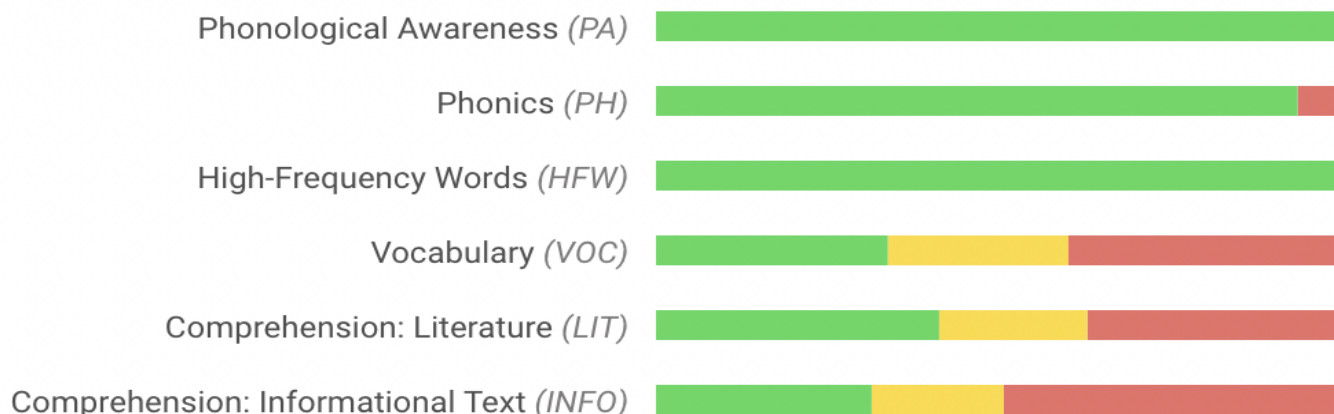
As set by building leadership team:

Each grade will increase the number of students in Tier 1 for informational text on Reading iReady test by 8% from the fall to spring diagnostic test.

Each grade will increase the number of students who are in tier 1 for the algebraic thinking on the Math iReady test by 10% from the fall to spring diagnostic test.

ELA 6-8 iReady By Domain

Placement By Domain



Green- Mastered
Yellow- Partially Mastered
Red- Not Mastered

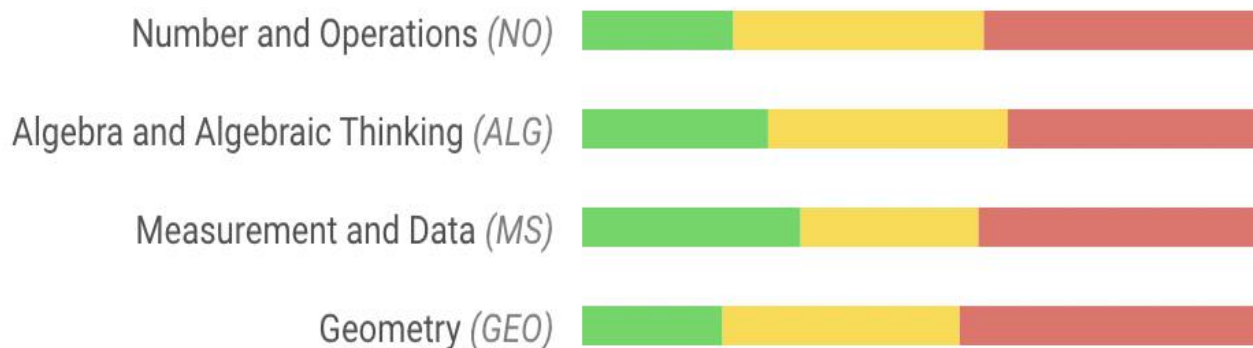
Taken from August iReady Diagnostic Assessment



ELA School Smart Goal	Indicators of Success	Action Steps	People Responsible	Timeline	Monitoring /Progress	Prof. Dev. Activities Dates, Costs, Topic
HMS will increase the number of students in Tier 1 for informational text on Reading iReady test by 8% from fall to spring test	iReady Spring and Fall Diagnostic Results	Data from three diagnostic benchmark assessments will be shared, analyzed and used to adjust instruction	Leadership Team, Intervention Coach, and Principal	To be completed by May 2022	Results are shared with leadership team and also faculty meeting after each diagnostic test and leadership team	PD occurs during leadership team mtg, faculty mtg and in-service days on i-Ready data and core instructional strategies.

Math 6-8 iReady By Domain

Placement By Domain



Green- Mastered
Yellow- Partially Mastered
Red- Not Mastered

Taken from August iReady Diagnostic Assessment



Math School Smart Goal	Indicators of Success	Action Steps	People Responsible	Timeline	Monitoring /Progress	Prof. Dev. Activities Dates, Costs, Topic
HMS will increase the number of students in Tier 1 for numbers and operations on Math iReady test by 15% from fall to spring test	iReady Spring and Fall Diagnostic Results	Data from three diagnostic benchmark assessments will be shared, analyzed and used to adjust instruction	Leadership Team, Intervention Coach, and Principal	To be completed by May 2022	Results are shared with leadership team and also faculty meeting after each diagnostic test and leadership team	PD occurs during leadership team mtg, faculty mtg and in-service days on i-Ready data and core instructional strategies

CSIP 1 Student Performance

The % of students scoring at or above the proficient level on state ELA and Math assessments or approved internal assessments will increase annually to meet or exceed the annual “on track” MSIP (Missouri School Improvement Program) target for all students and subgroups.



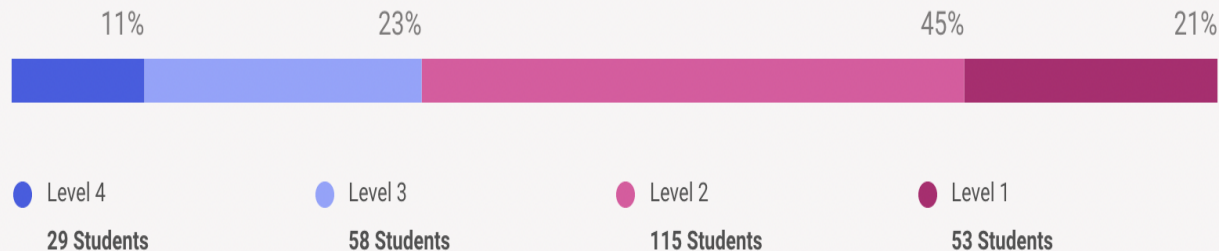
ELA Assessment Data

Projected Proficiency- No Additional Growth 6-8

Proficiency if Students Show No Additional Growth

Students with Projection/Total: **255/257**

Proficient: **34%**
(Level 4 + 3)



The graph above shows the approximate percentage of students who would place in each state test level if they had taken the state assessment at the same time as the Diagnostic selected for this report. In other words, this shows the projected state test performance if Diagnostic results show no additional growth before the state test.

Taken from August iReady Diagnostic Assessment

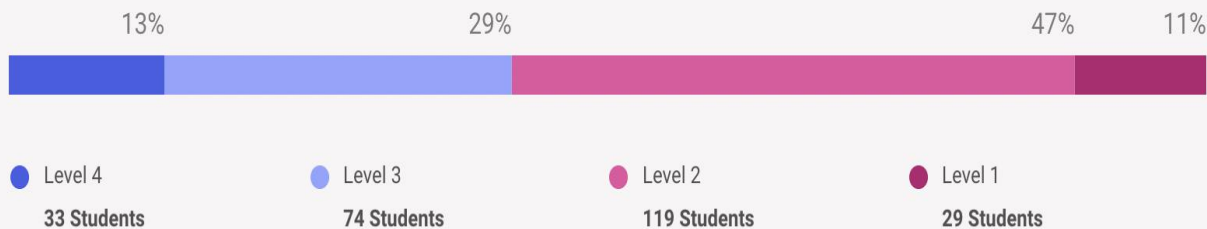
ELA Assessment Data

Projected Proficiency- Typical Growth 6-8

Projection if Students Achieve Typical Growth

Students with Projection/Total: 255/257

Proficient: **42%**
(Level 4 + 3)



The graph above shows the approximate percentage of students who would place in each state test level if these students had all reached their [Typical Growth](#) measures. For tests taken from the beginning of the academic year to November 15th, projections are based on all students meeting their full Typical Growth measure. For tests taken between November 16th and March 1st, projections are based on all students meeting half of their Typical Growth measure during the remaining time between that assessment and the state test.

This report does not predict which students will meet their Typical Growth measure or how much of that growth measure they will achieve. To see progress towards Typical Growth for these students, view the Diagnostic Growth Report.

Taken from August iReady Diagnostic Assessment

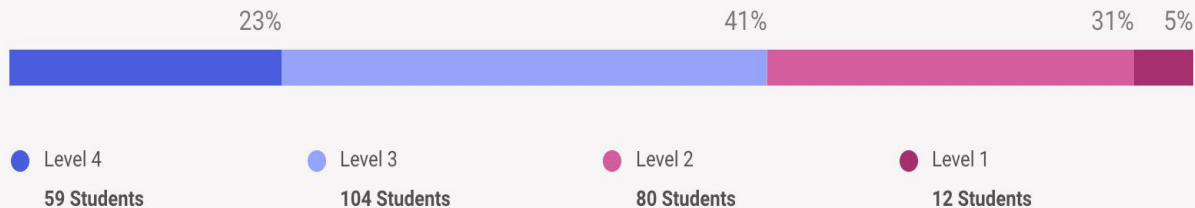
ELA Assessment Data

Projected Proficiency- Stretch Growth 6-8

Projection if Students Achieve Stretch Growth

Students with Projection/Total: 255/257

Proficient: **64%**
(Level 4 + 3)



The graph above shows the approximate percentage of students who would place in each state test level if these students had all reached their [Stretch Growth](#) measures. For tests taken from the beginning of the academic year to November 15th, projections are based on all students meeting their full Stretch Growth measure. For tests taken between November 16th and March 1st, projections are based on all students meeting half of their Stretch Growth measure during the time between that assessment and the state test.

This report does not predict which students will meet their Stretch Growth measure. While we know that it is extremely challenging for students to meet Stretch Growth, and we do not expect every student to achieve it, we want all students striving for Stretch Growth in order to move as close to proficiency or advanced placements as possible each year. To see progress towards Stretch Growth for these students, view the Diagnostic Growth Report.

Taken from August iReady Diagnostic Assessment

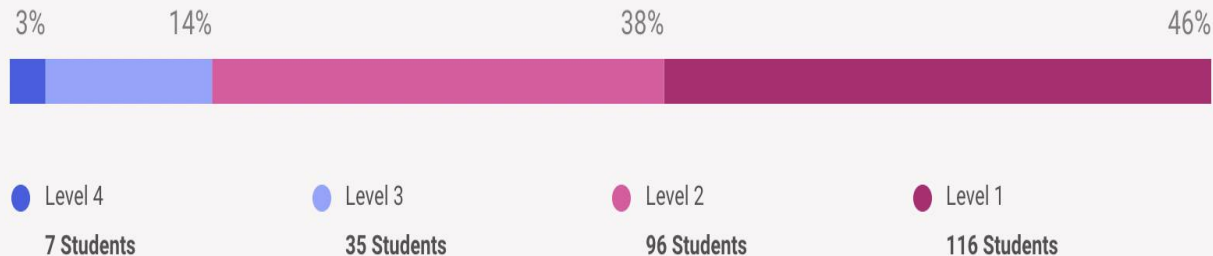
Math Assessment Data

Projected Proficiency- No Additional Growth 6-8

Proficiency if Students Show No Additional Growth

Students with Projection/Total: 254/257

Proficient: **17%**
(Level 4 + 3)



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Taken from August iReady Diagnostic Assessment

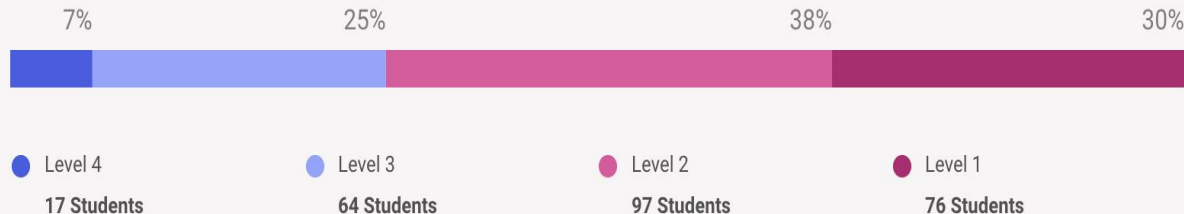
Math Assessment Data

Projected Proficiency- Typical Growth 6-8

Projection if Students Achieve Typical Growth

Students with Projection/Total: 254/257

Proficient: **32%**
(Level 4 + 3)



The graph above shows the approximate percentage of students who would place in each state test level if these students had all reached their [Typical Growth](#) measures. For tests taken from the beginning of the academic year to November 15th, projections are based on all students meeting their full Typical Growth measure. For tests taken between November 16th and March 1st, projections are based on all students meeting half of their Typical Growth measure during the remaining time between that assessment and the state test.

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Taken from August iReady Diagnostic Assessment

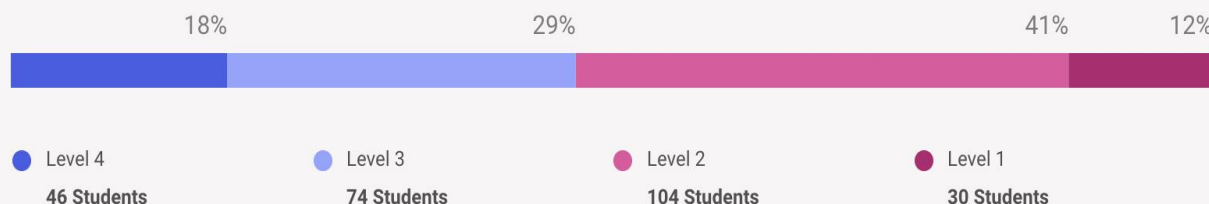
Math Assessment Data

Projected Proficiency- Stretch Growth 6-8

Projection if Students Achieve Stretch Growth

Students with Projection/Total: 254/257

Proficient: **47%**
(Level 4 + 3)



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Taken from August iReady Diagnostic Assessment

Monitoring Instruction iReady and Core Instruction

Content Areas collaborate to incorporate Master Learning Quizzes and Grade Level Lessons into Core Instruction in Reading and Math.

Teachers determine students who are under grade level and departments collaborate about how standard deficiencies will be taught within their core areas.

Teachers focus on item specification standards, MAP blueprints, and practice tests to determine how scope and sequence of curriculum will leverage best preparation for spring standardized assessments.



Monitoring Instruction

SOAR/RtI

30 minutes of enrichment/recovery daily

Alternate months- focusing on either reading or math

Teacher conferences with students weekly to discuss progress

Students and teacher tracks data and sets goals

Every student has a full three-week enrichment session once a semester



Monitoring Instruction

Academic Intervention

- Teachers and the Intervention Coach identify academic concerns every three weeks
- Struggling students receive extra support with Intervention Coach in the Student Support Center during academic advisory days
- Intervention Coach conferences with students on grades, and students who receive low grades will complete missing work or assignments.

Professional Development

- BIST Training- Both virtual for all new teachers, and once a month visits from BIST consultant
- Developing Quality Summative Assessments
- PLC Training
- Effective Instructional Strategies-
- DCI monthly visits regarding Developing Assessment Capable Learners- Establishing Quality Formative Assessments.
- New teachers SISK12 Training
- Safety Training
- 504/IEP/BOE Policies Training
- Dyslexia Training & Suicide Awareness Training
- MAP Blueprints, and Item Specification Reports.
- Priority Standards Workdays- Curriculum work in user friendly language- I CAN statements. ELA and Math teachers participated and collaborated on priority standards,

