



February 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Holmes Elementary. 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 myself, Principal Sandra Smits at ssmitts@springlakeschools.org.

The AER is available for you to review electronically by visiting the following website: [Annual Report - Spring Lake Public Schools](#), or you may review a copy in the main office at your child's school.

For the 2024-25 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 2023-24. 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 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Our School was not given a label.

In honoring our SLPS District Improvement Plan, we continue to work to align teaching practices and student growth, through modeling and collaboration. We strive to serve the whole child, with student-focused rigorous, interdisciplinary, individuals and inclusion.

In reflection and celebration of the 2023-2024 school year, we point to the strengths of our stakeholders. Students, staff, families and communities cumulatively play a role in successes. Some areas that we continue to iterate include our intervention and MTSS systems/practices (both internally and via districtwide K-12 teams) as well as growing our professional learning communities (PLCs). These PLC points are: a focus on student learning, building a collaborative culture, and a results orientation. Additionally, in response to prompting by our lower elementary teachers, we moved to a new K-3 phonics program that is progressively aligned with reading science research. Lower elementary teachers have secured more decodable readers to support all readers. Finally, we continue to develop our school culture via the PBIS system and develop belonging for all. This year, we have been intentional about administering surveys and taking action steps based upon data.

Parent/Guardian-Teacher Conferences

We proudly report for the 2023-2024 school year fall conferences, 98% were represented by parents. For the 2022-2023 school year fall conferences, 97% were represented by parents. For the 2022-2021 school year conferences, 98.5% were represented by parents.

School Placement

Placement in either of our two elementary schools is based upon attendance area, availability and class size. At the secondary level, we have one school for each respective level (Spring Lake Intermediate, Spring Lake Middle and Spring Lake High School).

Core Curriculum

As part of our strategic plan, Spring Lake Public School staff, parents and community members work together. From stakeholder survey work, we continue to be responsive and communicative of course offerings and organization. The Common Core State Standards are taking center stage, with appropriate and relevant curriculum resources to complement learning. This effort is ongoing and curriculum documents are available via our [website](#).

Student Achievement Results for any Local Competency Tests or Nationally Normed Achievement Tests

School Year	ELA Proficiency		Math Proficiency	
	3rd	4th	3rd	4th
2023-24	74.7%	70.3%	87.4%	80.2%
2022-23	72.4%	79.3%	80.5%	82.8%
2021-22	89.7%	86.2%	83.3%	90.8%
2020-21	80%	85.6%	87.1%	86.8%
2018-19	88%	73.1%	88%	87.1%

2019-20 results not available, due to the COVID pandemic

School Improvement

A shared leadership team meets regularly to help support student learning, school goals and discuss specific building topics. Data from the Fountas & Pinnell Benchmark Assessment System, iReady benchmarking assessments, M-STEP, and local common assessments drive instruction.

Ongoing conversations around student achievement, curriculum and assessment occur during grade level planning, staff meetings, and district grade level meetings. We continue to monitor progress as a building team and work to foster a collaborative culture, based upon the tenets of professional learning communities.

Current commitments include further MTSS development through a district-wide, collaborative focus with a District Improvement Team. As stated in our Strategic Plan, priorities also include additional training and resources for creating a safe and nurturing student environment and responsive, restorative practices.

English Language Arts

While M-STEP assessment provides school level data, our instructional focus for literacy stems from the Fountas & Pinnell Benchmark Assessment System and iReady benchmarking assessment. Through the Fountas & Pinnell assessment, independent and instructional reading levels are determined for each student in kindergarten through grade 4.

Using the revised Units of Study - Reading and Writing, and a reading-science-focused phonics curriculum, teachers provide students with instruction and opportunities for practice.

Classroom libraries directly support our Language Arts curriculum and enhance our teachers' ability to motivate, engage, and evaluate students. Decodable texts at lower grades have been a new focus and we're working to acquire more resources to support this approach.

Regardless of current performance, learners are challenged to grow. Interventions for students not yet at benchmark are implemented with frequent progress monitoring.

Mathematics

With teams coming together to determine essential standards via the PLC process, our K-4 curriculum complements these standards. Assessments help guide teachers and drive math instruction inside the classroom. Post assessment scores, along with iReady benchmarking, are used by the classroom teacher and our Child Study Team to help identify students who need additional interventions or re-teaching opportunities.

Climate and Culture

Positive, proactive programs that support our school climate and nurture individual needs are incorporated into our school. SLPS continues to use the MTSS framework for both academic support, as well as behavioral interventions.

Spring Lake Public Schools has made student mental health and each child's overall well-being a priority. This focus is echoed in our K-12 strategic plan, which was adopted this 24-25 school year.

Our schools are committed to ensuring a positive, healthy environment for all. A student perception survey informs decision-making around school climate. Staff reviews and reflects upon this survey data, which in turn, informs teams about how connected students feel. Additionally, respective staff and community surveys are administered and reflected upon by SLPS as well.

We invest in a school-wide PBIS system for all students that regularly acknowledges and celebrates positive behavior. Tier 1 has also developed a school readiness behavioral component that allows our internal team to receive input as well. Additionally, our school social worker delivers Tier 2 small group and one-on-one interventions for students who require more targeted support.

Special Education

Spring Lake Schools provides educational interventions, opportunities, and support for all students through the Multi-Tiered System of Support (MTSS). If a student is suspected of having a disability, they may be evaluated for special education eligibility. If the student is found eligible and requires special education services, an Individual Education Program (IEP) team creates a plan of support. The IEP team consists of administrators, parents/guardians, teachers, itinerant service providers, and students, when appropriate. This team meets at least once per year to decide what is needed for each eligible student to make educational progress and receive a Free Appropriate Public Education (FAPE).

The special education programs provided in SLPS include early childhood special education, elementary ASD programming, and resource programming. Resource programming is provided at all building levels throughout the district. Additionally, elementary ASD programming is made available for those who require increased levels of support. By the age of 16, all SLPS students with an IEP engaged in a collaborative transition process. This process involves transition activities and goals to help students reach their post-secondary vision. Other in-district services include occupational therapy, physical therapy, school social work, speech and language therapy, and teacher consultant services.

For our preschool-age students under the age of three, SLPS partners with Ottawa Intermediate School District (OAISD) to provide Early-On evaluations and services. More specialized programming for all age groups and post-secondary transition programs and services are provided by our OAISD partners.

Additional information about Special Education can be found via this department on our website. Click [here](#) to access the page.

Spring Lake students' performance continues to exceed state standards in every assessed area, yet we raise the bar as goals are met. Frequent evaluation of practice along with focus on rigor and relevance yields the desired results. We appreciate our community's expectation for excellence and its partnership in producing the student's high levels of achievement.

Sincerely,

HOLMES ELEMENTARY

Sandra Smits, Principal