

Livonia Public Schools

Holmes Middle School

2025-2026 Annual Education Report



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Holmes Middle School

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Kristyn Cousino, Principal



LIVONIA PUBLIC SCHOOLS

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February 1, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for Holmes Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Kristyn Cousino, 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 the Holmes Middle School office.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. 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.

Our targets for improvement at Holmes are based on our student and community surveys:

- Increase staff confidence and effectiveness in supporting students below grade level and addressing social-emotional needs through enhanced instructional strategies and stronger PLT collaboration.
- Strengthen instructional and collaborative practices to better support students performing below grade level and enhance PLT engagement in addressing students' social-emotional needs.
- Strengthen and expand social-emotional learning initiatives across grade levels, ensuring that SEL is integrated into the school culture through structured lessons, classroom practices, and school-wide activities. This can help students build essential skills like self-awareness, empathy, and responsible

decision-making.

- Develop more effective ways to share information with parents about the SEL supports already in place, including goals, activities, and outcomes. Clear and consistent communication will help families better understand the school's commitment to students' emotional well-being and foster stronger school-home partnerships.
- Increase the percentage of students who feel their teachers talk to them about how they're doing from 48% to at least 60% within one academic year.
- Raise the percentage of students who report enjoying school from 23.5% to 35% or higher through targeted programming and climate initiatives.

Our school improvement goals are listed below. They will be our primary focus to accelerate student achievement and close persistent gaps in achievement.

State law requires that we also report additional information as found on the following pages.

Sincerely,

Kristyn Cousino,
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: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).

MISSION STATEMENT

At Holmes Middle School, we foster a safe, inclusive, and engaging learning environment where all students are encouraged to achieve academic excellence through hard work, perseverance, and commitment. We are dedicated to preparing students to become critical thinkers, effective collaborators, and productive citizens who are ready to succeed in high school and beyond.

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 656 students in grades 7 and 8 with two administrators. The principal of Holmes Middle School is Kristyn Cousino, and the assistant principal is 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, 3 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 2025-2028:

School Wide Goal: CCER

Holmes students will demonstrate **5% growth** in CCER (**Claim, Context, Evidence, Reasoning**) writing across all content areas. Each department will assess CCERs using a targeted curricular lesson during card marking, with baseline data collected in Card Marking 1. **Proficiency will be defined as 70% or higher** based on LPS standards. Our M-STEP and PSAT scores will improve because of our focus on CCER writing and by using quarterly CCER assessments.

Establish a unified, cross-curricular approach to teaching and assessing **Claim-Context-Evidence-Reasoning** (CCER) writing by implementing a common rubric across Social Studies, Science, Math and ELA, in order to reduce student confusion, improve consistency in expectations, and strengthen transferable writing skills and overall student performance.

ELA: The ELA department is targeting a **3 percentage point increase** in our partially proficient subgroup, moving from a 2025 baseline of 25.7% to a new goal of 28.7%. We have identified this large student population as having significant potential for advancement into the next proficiency category. We will also use our iReady and M-Step data as a measurement of growth. We will look for a 3 percentage point increase in our Reading and Writing scores.

Math: The Math department is targeting a 3 percentage point increase in our partially proficient subgroup to the proficient group, moving from a 2025 baseline of 53.1% to a new goal of 56.3%. For 7th grade M-Step and 44.4% to 47.4% for 8th grade PSAT. We have identified this large student population as having significant potential for advancement into the next proficiency category.

Improve Algebraic thinking on iReady and CSA's through systematic and targeted lessons and activities that support that domain.

Science: The Science department is targeting a 3 percentage point increase in our partially proficient subgroup to the proficient group, moving from a 2025 baseline of 44.9% to a new goal of 47.9%. We have identified this large student population as having significant potential for advancement into the next proficiency category.

Social Studies: U.S. and World History will continue to focus on content rich vocabulary. We believe the mastery of our content starts with having a strong command of content area vocabulary. Thus, all 7th and 8th grade classes next year have made a commitment to teaching and assessing targeted vocabulary on a weekly basis throughout the year. We will have common talking points in PLTs as we look at weekly formative practice, as well as Vocabulary Common Assessments.

For the 2025-2028 school years, U.S. and World History will work to improve upon data fluency, our students' ability to understand, use, and communicate with data effectively (understand, analysis, interpretation, communication, application, tools and tech). Data fluency is about being comfortable and confident with data, using it to make informed decisions, and communicating those findings effectively. To begin, our students will be given opportunities to practice and hone their data fluency skills using content related charts, graphs, timelines, tables, and historical maps. The goal will be to provide progressively higher DOK level tasks throughout the year.

In regards to M-Step, the SS department will be targeting a 3 percentage point increase in our partially proficient subgroup to the proficient group, moving from a 2025 baseline of 46.9% to a new goal of 49.9%. We have identified this large student population as having significant potential for advancement into the next proficiency category.

Our school improvement goals for 2023-2025:

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 increase their Algebraic thinking skills .

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 and a Great Start Readiness Program (GSRP) are located at Livonia Early Childhood Center and preschool special education programs are located at Roosevelt Elementary and Livonia Early Childhood 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, STATE 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, and PSAT 8.

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		
2025	Grade 7	Grade 8
Holmes	32%	30%
District	33.3%	30.3%
2024	Grade 7	Grade 8
Holmes	34%	30%
District	32%	29%

DISTRICT MATHEMATICS ASSESSMENTS

i-READY Mathematics Percent of Students Mid or Above Grade Level		
2025	Grade 7	Grade 8
Holmes	21%	18%
District	24.3%	22.7%
2024	Grade 7	Grade 8
Holmes	23%	15%
District	24%	20%

DISTRICT COMMON MARKING PERIOD SUMMATIVE ASSESSMENTS

The following charts shows the percentage of students at each course and grade level that were proficient with a score of 80% or better on the district common summative assessments. The 2024-25 school year was the first year of collecting this data.

District Common Summative Assessment Percent Proficient (80% or higher)								
	ELA 7 Reading			Math 7			World History 7	
	Holmes	LPS		Holmes	LPS		Holmes	LPS
MP1	71%	74%	MP1	70%	57%	MP1	76%	74%
MP2	46%	47%	MP2	70%	38%	MP2	92%	82%
MP3	59%	68%	MP3	79%	53%	MP3	82%	80%
MP4	74%	71%	MP4	60%	48%	MP4	76	78%
	ELA 8 Reading			Acc Math 7			US History 8	
MP1	44%	37%	MP1	73%	80%	MP1	91%	91%
MP2	62%	67%	MP2	73%	72%	MP2	79%	79%
MP3	59%	56%	MP3	84%	77%	MP3	79%	79%
MP4	60%	66%	MP4	%	65%	MP4	86%	86%
	ELA 7 Writing			Math 8			Science 7	
MP1	12%	37%	MP1	92%	79%	MP1	72%	60%
MP2	40%	62%	MP2	91%	79%	MP2	90%	86%
MP3	61%	72%	MP3	92%	84%	MP3	89%	77%
MP4	38%	63%	MP4	87%	73%	MP4	72%	56 %
	ELA 8 Writing			Algebra 1			Science 8	
MP1	74%	56%	MP1	98%	99%	MP1	86%	65%
MP2	69%	57%	MP2	93%	93%	MP2	87%	66%
MP3	69%	65%	MP3	90%	94%	MP3	94%	74%
MP4	58%	60%	MP4	71%	83%	MP4	83%	64%

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		
2025	Evidence Based Reading & Writing	Mathematics
Holmes	84.5%	44.4%
District	74.7%	37.6%
2024	Evidence Based Reading & Writing	Mathematics
Holmes	77%	46%
District	72.8%	40.3%

The Michigan Student Test of Educational Progress, or M-STEP, is a 21st Century computer-based assessment designed to gauge how well students are mastering state standards. These standards, developed for educators by educators, broadly outline what students should know and be able to do to be prepared to enter the workplace, career education training, and college.

M-STEP 7th Grade		
2025	English Language Arts	Mathematics
Holmes	59%	53.1%
District	53.2%	45.6%
2024	English Language Arts	Mathematics
Holmes	60.5%	55.8%
District	52.4%	47%

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 2025-2026 school year, 46% of our parents (304 students represented) attended fall conferences. These conferences were held virtually and in person. 48% (321 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 2024-2025 school year, 51% of our parents (334 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

FAMILY ENGAGEMENT

September 23, 2024

The Board strongly encourages and welcomes the engagement of families in all of the District's educational programs. It is recognized and appreciated that family members 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. The administration shall design a program/plan that will encourage family engagement that may include, but not be limited to: the review of instructional materials; input on the ways that the District may better provide family members with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to guide family members on how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent, or his/her designee, shall provide a copy of the District's Family Engagement plan to all families.

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.