

# Holden Elementary School Student Achievement Report

November 2020



# HES

## Mission

- The mission for Holden Elementary is for all students, upon leaving to have foundational skills to be successful.

## Vision

- Compassionate educators partnering with the community to empower students to become life long leaders and learners, by embracing diversity and encouraging high expectations.

# Elementary School Leadership Team

Sarah Burks- Principal

Paige Farmer– Kindergarten

Angela Grammer– Assist' Principal

Shelli Tilden– 1<sup>st</sup> Grade

Nikki Wooster– Special Education

Tami Thieman– 2<sup>nd</sup> Grade

Megan Ringen – Title

Cindy Gassen– 3<sup>rd</sup> Grade

Brittney Morgan – Specials

Anita Callendar – 4<sup>th</sup> Grade

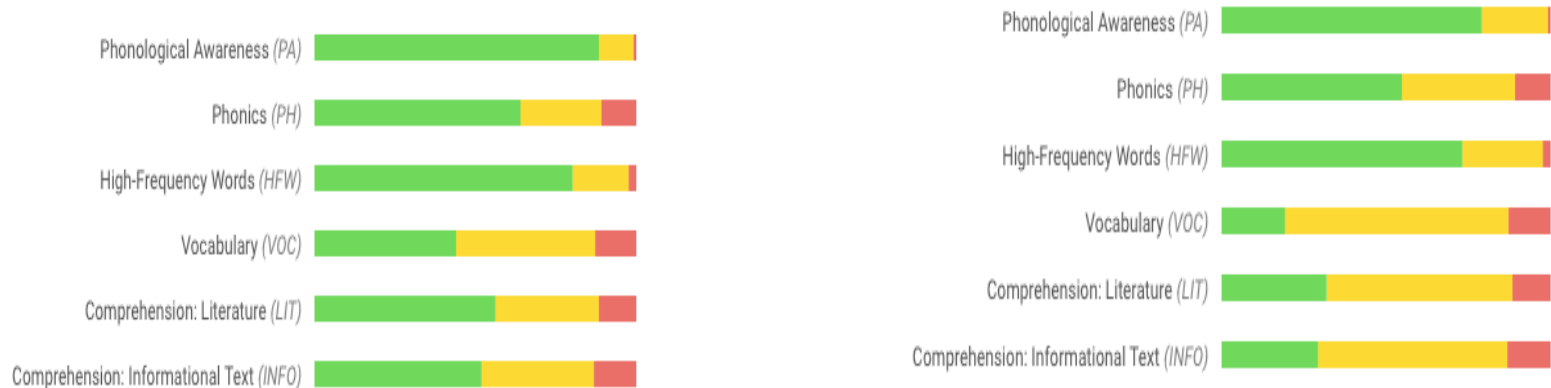
Shawna Thompson– 5<sup>th</sup> Grade

Trina Davidson- PDC Liaison



# Prior Year SMART Goal 2019-2020 ELA

We will increase the number of students who score proficient in the area of vocabulary from 7% to 70% by March 2020.



Standard View 44%

End of Year View 19%



\*Results taken from December 2019 diagnostic assessment

# Prior Year SMART Goal

## 2019-2020 Math

We will increase the percentage of students scoring proficient in the area of numbers and operations from 8% to 70% by March 2020.



Standard View 43%

End of Year View 18%



\*Results taken from December 2019 diagnostic assessment

# District Strategic Goal 1

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



# HES ELA Smart Goal



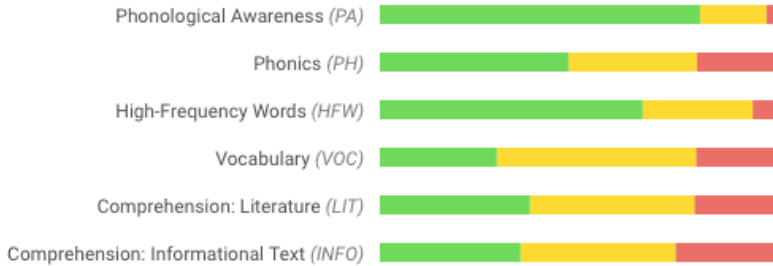
We will increase the number of students who score proficient in the area of vocabulary from 12% to 70% by May 2021.



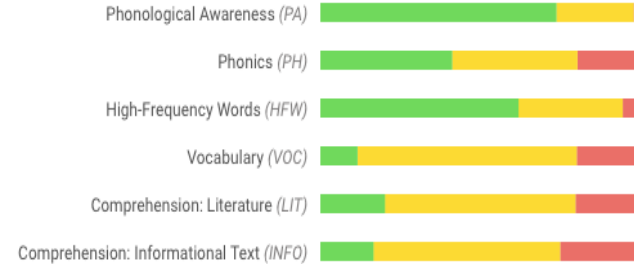
# 2020-2021 SMART Goal

## ELA

We will increase the number of students who score proficient in the area of vocabulary from 12% to 70% by May 2021.



Standard View 29%



End of Year View 12%



\*Results taken from August 2020 diagnostic assessment



## District Strategic Goal 2

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



# HES MATH SMART GOAL

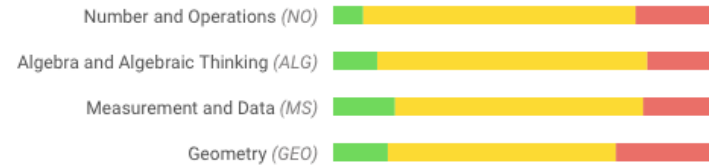
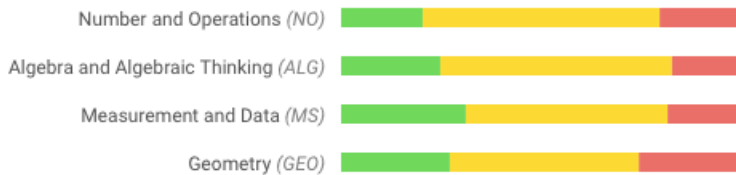


- We will increase the number of students who score proficient in the area of numbers and operations from 8% to 70% and algebra from 12% to 70% by May 2021

# 2020-2021 SMART Goals

## Math

We will increase the percentage of students scoring proficient in the area of numbers and operations from 8% to 70% and algebra from 12% to 70% by May of 2021



Standard View 20% (N&O)  
25% (Algebra)

End of Year View 8% (N&O)  
12% (Algebra)



\*Results taken from August 2020 diagnostic assessment

## District Strategic Goal 3

The district will create a comprehensive assessment plan identifying who uses the assessment data, when and how it is used, including measures of fidelity and measures of effectiveness.



# HES Assessments

- iReady Diagnostic- This assessment provides diagnostic information in ELA and Math. The data is used to determine skill deficits for small group instruction, and meets criteria for identifying characteristics of dyslexia. This assessment will be given four times.
- iReady Standards Mastery- This assessment is given to monitor progress towards our building smart goals. This assessment is given two times per year.
- Running Records- Running records are assessments the teachers use to monitor students progress in fluency and comprehension. These assessments are given one-on-one every 4 to 6 weeks. The data is used to provide information to the teacher regarding how to prepare individualized instruction.

# HES Assessments

- Go Math Common Assessments- Go Math assessments are summative assessments given at the end of chapters.
- Developmental Reading Assessment- The DRA assesses a student's fluency and comprehension and provides a reading level. This assessment is only used if there is a discrepancy between iReady and running record data.
- Pathways Assessments- Pathways assessments are given twice a year in kindergarten thru second to assess mastery in the area of phonics.
- WADE- This assessment is only given to students who display characteristics of dyslexia. It is used to identify students who may benefit from the Wilson program.

# District Strategic Goal 4

A district scorecard will be developed with input from stakeholders.





# Enrollment

## 2019-2020

- EN= 30
- Prek= 16
- K= 91
- 1<sup>st</sup>= 80
- 2<sup>nd</sup>= 83
- 3<sup>rd</sup>= 103
- 4<sup>th</sup>= 77
- 5<sup>th</sup>= 80

Total = 560

## 2020-2021

- EN= 28
- Prek= 11
- K= 77
- 1<sup>st</sup>= 88
- 2<sup>nd</sup>= 74
- 3<sup>rd</sup>= 89
- 4<sup>th</sup>= 101
- 5<sup>th</sup>= 81

Total = 549

# Attendance 2019-2020 (Last Year)

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
K	97	96	94	90	94	90	91	94
1	98	96	94	94	93	92	94	96
2	96	96	96	94	95	92	94	96
3	100	95	94	96	97	93	94	95
4	98	97	95	94	95	94	92	95
5	97	95	95	94	94	92	94	93

Total 94%



# Attendance 2020-2021

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
K	97	93	96							
1	97	95	94							
2	98	96	97							
3	98	95	95							
4	97	95	94							
5	96	92	95							



Total 95%

# Professional Development

- Bright Futures Collaboration
- BIST Training
- Trauma – Informed Training: Dr. Bryan Pearlman
- PLC Training
- Virtual learning technology training
- Tang Math training
- New teachers SISK12 Training
- Guest Speaker – Steve Gilliland
- Safety Training
- 504/IEP/BOE Policies Training
- Dyslexia Training & Suicide Awareness Training
- Missouri School Boards Association Policy Training



# RtI

- Tier 1- Students receive whole group, small group, and individualized instruction and reteach opportunities in the regular classroom.
- Tier 2- Students with skill deficits will be identified through iReady and will be provided small group instruction from a reading or math specialist.
- Tier 3- Students who show characteristics of dyslexia and qualify through the WADE assessment will also receive daily small group intervention using the Wilson program. Students who are not successful with basic math facts and concepts will be identified through classroom assessments and provided small group intervention.

# Student Support Program

- Whole group guidance classes
- Small group counseling
- Individual therapy
- District Social Worker
- Bright Futures
- Student Resource Officer
- Social skills groups
- Eagle Crossroads
- Back snack
- Free breakfast, lunch, and snack – daily
- Reading Improvement Plan tutoring (starting soon)



# Communication Methods

- Classroom newsletters
- Class tag
- Class Dojo
- Data notebooks
- Google classroom
- Email
- Zoom
- Home visits
- Facebook/Social Media

