



**Holton Public Schools**  
“Rooted in Community, Reaching for Excellence, Ready for the Future”

Elementary Office – (231) 821-1825 • Middle School Office – (231) 821-1775  
High School Office – (231) 821-1725 • Athletic Office – (231) 821-1930

**School Annual Education Report (AER) Cover Letter**

February 10, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-2022 educational progress for Holton Elementary School. 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 Erin Byrnes, Elementary Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.holtonschools.com/ourdistrict/administration/annual-reports/> or you may review a copy in the main office at your child's school.

For the 2021-22 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 2021-22. 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 or had a graduation rate at or below 67% 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 one of these labels.

**Combined Report Summary / Key Initiatives and Challenges:**

Holton Elementary is focused on the closing of the achievement gap for our students. Data in the past has shown a large achievement gap which has prompted numerous discussions and initiatives throughout the building. An assessment schedule was created and initiated as a result of these discussions. The assessment schedule includes the collection of data using Fountas and Pinnell Running Records



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with Literably (monthly), NWEA in grades K-5 for math and ELA, Wonders Reading Unit Assessments (1-10 in Kindergarten and 1-6 in grades 1-5), and Eureka Unit Assessments in grades K-5. With the assessment schedule in place, teachers have begun to learn and use the collaborative learning cycle to identify areas of need and find causal theories. The analysis of these theories determines the action steps necessary in addressing the problem.

Holton Elementary School is focused on the improvement of student learning and achievement through the development of school programs and process characteristics that are continually improving. A math interventionist and a reading interventionist continue full time to support students in K-3. The interventionists are part of data meetings held after each round of NWEA testing. This helps identify the students needing additional math and/or reading support outside of the classroom content and small group work. The elementary now has a full time behavior specialist to support the positive behavior support schoolwide. Tier 1, Tier 2, and Tier 3 teams are created and monitored using the tiered fidelity inventory. Action steps are created through this assessment to continue to grow our systems. In reviewing student achievement data and progress, growth continues to be occurring helping to close the academic gaps that had expanded as a result of COVID. Math is an area to continue to focus on improving growth across all grade levels.

In regards to areas of improvement, Holton Elementary School has identified areas within its school improvement plan to continue this trend of improved learning opportunities for students, parents, staff members, and the greater school community. Holton Elementary School will focus on providing intensive intervention support to students in the areas of mathematics, reading, writing, science, and social studies so that we continue to progress toward meeting the proficiency targets outlined for each subject and content area, as well as grade level.

This includes targeting specific subgroups for improvement as outlined within the district's comprehensive needs assessment, as well as an improved sense of focus on the use of assessment data to improve the interventions and supports that we provide students. Further, in addition to academic supports, the affective domains of positive behavior support, improved attendance and graduation rates, improved student career and college readiness levels within the district and increased



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parental involvement in decision making processes at Holton Elementary School have been identified as areas to strengthen within our system.

### **Pupil Membership Assignment:**

Holton Elementary School serves students in kindergarten through 5th grade, and it is the only elementary school in which all students are assigned as they enter the above mentioned grade levels within the District. Students are scheduled based on grade level assignment from the prior year and progress through Michigan’s grade level curriculum for the grade in which they are assigned, and the policies set forth by the Board of Education at Holton Public Schools.

### **Status of the 3-5 Year School Improvement Plan:**

Holton Elementary School is continually striving to improve the quality of education for our students. The elementary staff works together as a team to determine goals and objectives for increased student achievement based upon needs outlined within the various sources of achievement, demographic, process, and perception data that are collected at least annually. Our current school improvement goals at Holton Elementary School include:

- Goal 1: Increase Reading and Writing Proficiency
- Goal 2: Increase Math Proficiency
- Goal 3: Increase Science Proficiency
- Goal 4: Increase Social Studies Proficiency
- Goal 5: Promote and sustain a safe learning environment
- Goal 6: Increase Parent Involvement

Staff professional development is provided through continuous and ongoing in-services and education provided throughout the year in such areas as: literacy, data collection, assessments (formative and summative), curriculum, Professional Learning Communities, positive behavior support, trauma informed classrooms, and mentoring.

### **Specialized Schools:**

Our district provides educational alternatives, opportunities, and support for students with special needs. Special Education services include self-contained programs, resource programs, teacher consultant services, speech and language services, school social work services, psychological services, occupational therapy



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services, and physical therapy services. The Individualized Education Program (IEP) team meets with students and parents to determine the best supports a student needs to access the curriculum and succeed in school.

The District also operates Holton Virtual Academy, which is a specialized school program providing secondary students with an opportunity to participate in an online virtual learning program, which is a hybrid high school experience that includes components of both online learning, as well as face – to – face interactions each week with the student’s assigned mentor. While this program is intended for students seeking a non-traditional high school experience, online course offerings are available to students in grades 3 through 5 for students who require homebound services.

Core Curriculum at Holton Elementary School has implemented a curriculum plan, which integrates a foundation of academic knowledge with our District’s Learner Outcomes. A curriculum audit has been completed and an up to date review of the district’s curriculum is being discussed. Complete curriculum maps and a description of the curriculum’s implementation are posted on our website at [www.holtonschools.com](http://www.holtonschools.com). There are not any variances from the State’s model. Our students, upon graduation, will demonstrate the necessary skills to be a/an:

- **Life-long self-directed learner** by using technology and selecting educational experiences to meet changing personal and work needs.
- **Effective communicator** by communicating written, visual, non-verbal and spoken languages.
- **Collaborative contributor** by using effective leadership and/or group skills to develop and manage interpersonal relationships within diverse settings.
- **Goal setter** by learning how to set achievable goals, to evaluate options to meet goals, and take action to accomplish them.
- **Problem solver** by learning to anticipate, access, attach, and resolve problems and challenges with a systemic process.
- **Involved citizen** by recognizing roles and responsibilities, contributing time, energy and talents to improving the welfare of self and others and the quality of life in the local and global communities.



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- **Complex thinker** by identifying, accessing, integrating, and using available resources and information to reason, make decisions, and solve complex problems in a variety of situations.

Further, a copy of the core curriculum for Holton Elementary is available on the school’s website. Engage, New York is the math program that continues to be used at the elementary level. Battle Creek Cereal City kits are used in K-5 classrooms as the science program. Lastly, Wonders is used as the reading program throughout the elementary. Heggerty was piloted in one Kindergarten classroom and one 1st grade classroom to help with phonics.

### Student Achievement Results:

Student achievement data is based on results from NWEA Map Assessment from the Spring of 2022.

Kindergarten Content Area	Percent (%) of Students Proficient
English Language Arts/Reading	80%
Mathematics	86%

1st Grade Content Area	Percent (%) of Students Proficient
English Language Arts/Reading	64%
Mathematics	54%

2nd Grade Content Area	Percent (%) of Students Proficient
English Language Arts/Reading	51%
Mathematics	45%



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<b>3rd Grade Content Area</b>	<b>Percent (%) of Students Proficient</b>
English Language Arts/Reading	77%
Mathematics	66%

<b>4th Grade Content Area</b>	<b>Percent (%) of Students Proficient</b>
English Language Arts/Reading	61%
Mathematics	56%

<b>5th Grade Content Area</b>	<b>Percent (%) of Students Proficient</b>
English Language Arts/Reading	42%
Mathematics	34%

Further, using the results of assessment data collected following the assessment schedule, students at Holton Elementary have shown growth in proficiency. The NWEA assessment is used to identify students needing an individual reading plan for the 3rd grade reading law. In the fall 48% of kindergarteners had reading plans, 46% of first graders, 47% of second graders, and 47% of third graders. By the spring, 47 % of students had reading plans, 59% of first graders, 39% of second graders, and 39% of third graders had reading plans.

Math NWEA assessments are administered 3 times per year and scores reflect overall growth K-3. In addition, tier 3 Intervention students are also screened using Math Recovery diagnostic assessments to show growth in the areas of Structuring Numbers, Additive/Subtractive tasks, & Conceptual Place Value. NWEA assesses Numbers and Operations, Measurement & Data, Geometry, and Algebraic Thinking. Growth rates are computed in percentiles. Fall to Spring growth percentage of below-grade level students decreased by 27%. Fall to spring students at grade level increased by 16%. Math Recovery assessments are used for students receiving intervention services. These assessments showed an average growth rate of 1 level per student screened from Fall to Spring 2022.



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Wonders Reading Unit Tests scores have fluctuated depending on grade level and unit assessment; however, all grades show an increase in proficiency from the first unit test to the most recent. All of these assessments continue to show students of Holton Elementary gaining proficiency in the assessed areas of math and ELA.

### **Parent Participation:**

One of the key factors in providing excellent learning opportunities for students is strong, active parent participation. Holton Elementary School encourages parental involvement and is evident by their active role in our educational process, including this demonstration through attendance at our Parent/Teacher Conferences. For the fall parent teacher conferences, Holton Elementary had 270 students represented which is 82%, and in winter parent teacher conferences there were 271 students represented which is 83%.

### **Closing Paragraph:**

The 2021-2022 school year saw many aspects of school return to “normal”. Classes were once again filled with students learning in person for the entire school year. Class size reduction was an area we continued to prioritize as students were returning from a variety of different learning styles. Emphasis was put on finding ways to eliminate the learning gaps that have occurred with the interruption of Covid. These priorities impacted student learning greatly. The growth that was shown by our students was exceptional. There are still many hurdles to jump in regards to closing the learning gap and proficiency of all students; however, the collaborative work that is taking place amongst our teaching staff is continuing to find ways to help students succeed. The addition of scheduled teacher collaborative time has allowed for a more structured approach to these conversations. Many action steps have come from the consistent evaluation of our systems, the assessments, the curriculum, and the data. The improvements and successes continue to be celebrated as the deficiencies continue to be addressed. This constant evaluation of all systems is the reason elementary students have shown growth even at a time with many disruptions to education.

Sincerely,

Erin Byrnes, Principal  
Holton Elementary School