Holmes High School

Board Presentation 2024

March 7th

Mission, Vision, and Guidelines for Success

- Mission: To guide students to discover, pursue, and connect to their post-secondary dreams.

- Vision: We must become a student-centered and solutions based school that implements systems to create and monitor high expectations for the adults and students in our building.

- Guidelines For Success: Honor, Humanity, Scholarship

Why Holmes High School?

Holmes High School has the most diverse student body in the area. Our students are full of potential and we have a staff that works tirelessly to help students realize that potential. Our students have the opportunity to connect to their post-secondary goals and earn college credit through multiple pathways including career pathways that are aligned to the most in-demand job sectors in Northern Kentucky, IB Diploma Program, AP classes, and Dual-Credit Courses through Gateway, NKU and Bluegrass Technical College.

School Data Report

- **Postsecondary Readiness: 54% (goal of 70%)**

  - **45% in 2022 and 55% in 2023**

- **91.7% attendance rate (91.2% last year)**

- **29% of teachers are new to HHS (31% last year)**

- **52% of teachers with less than five years of experience (52% last year as well)**

- **20% of families have attended a school event (23% last year)**

  - **66% when including our Readifest event**

Points of Pride - Benchmark Growth

2023-24 Reading English 1 Benchmark 1
Oct 30, 2023 - Nov 17, 2023

TEST PROGRESS: 91% SCORED

AVG PERCENT CORRECT: 39%
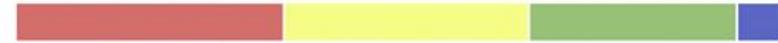
PROFICIENCY: 33%

+13% from '23

2023-24 Reading English 1 Benchmark 2
Feb 5, 2024 - Feb 24, 2024

TEST PROGRESS: 86% SCORED

AVG PERCENT CORRECT: 45%

PROFICIENCY: 42%

+1% from '23

2023-24 Reading English 2 Benchmark 1
Oct 30, 2023 - Nov 17, 2023

TEST PROGRESS: 89% SCORED

AVG PERCENT CORRECT: 35%

PROFICIENCY: 25%

+5% from '23

2023-24 Reading English 2 Benchmark 2
Feb 5, 2024 - Feb 24, 2024

TEST PROGRESS: 83% SCORED

AVG PERCENT CORRECT: 40%
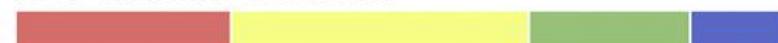
PROFICIENCY: 33%

2023-24 Science HS Benchmark 1

Oct 30, 2023 – Nov 17, 2023

TEST PROGRESS — **79%** SCORED

AVG PERCENT CORRECT — **22%**

PROFICIENCY: 2%

2023-24 Science HS Benchmark 2

Feb 5, 2024 – Feb 24, 2024

TEST PROGRESS — **77%** SCORED

AVG PERCENT CORRECT — **28%**

PROFICIENCY: 12%

2023-24 Social Studies G11 Benchmark 1

Oct 30, 2023 – Nov 18, 2023

TEST PROGRESS — **80%** SCORED

+12% from '23

AVG PERCENT CORRECT — **32%**

PROFICIENCY: 8%

2023-24 Social Studies G11 Benchmark 2

Feb 5, 2024 – Feb 24, 2024

TEST PROGRESS — **76%** SCORED

+10% from '23

AVG PERCENT CORRECT — **34%**
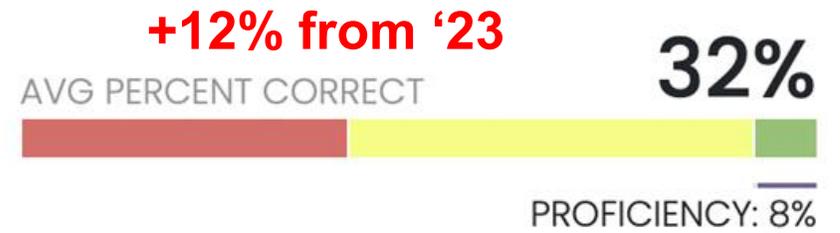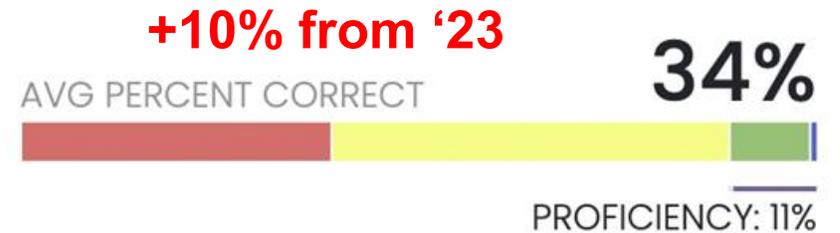
PROFICIENCY: 11%

Points of Pride - On-Demand Growth

| Performance Level	2024 Total Number	2024 Total Percent		2023 Total Number	2023 Total Percent
Distinguished	3	2		0	0
Proficient	12	11		9	7
Apprentice	50	45		51	39.5
Novice	46	42		69	53.5

Average grew from 9 (novice) to 11 (apprentice)

Points of Pride - Reduction in Referrals

Average Behavior Referral Rate per Day
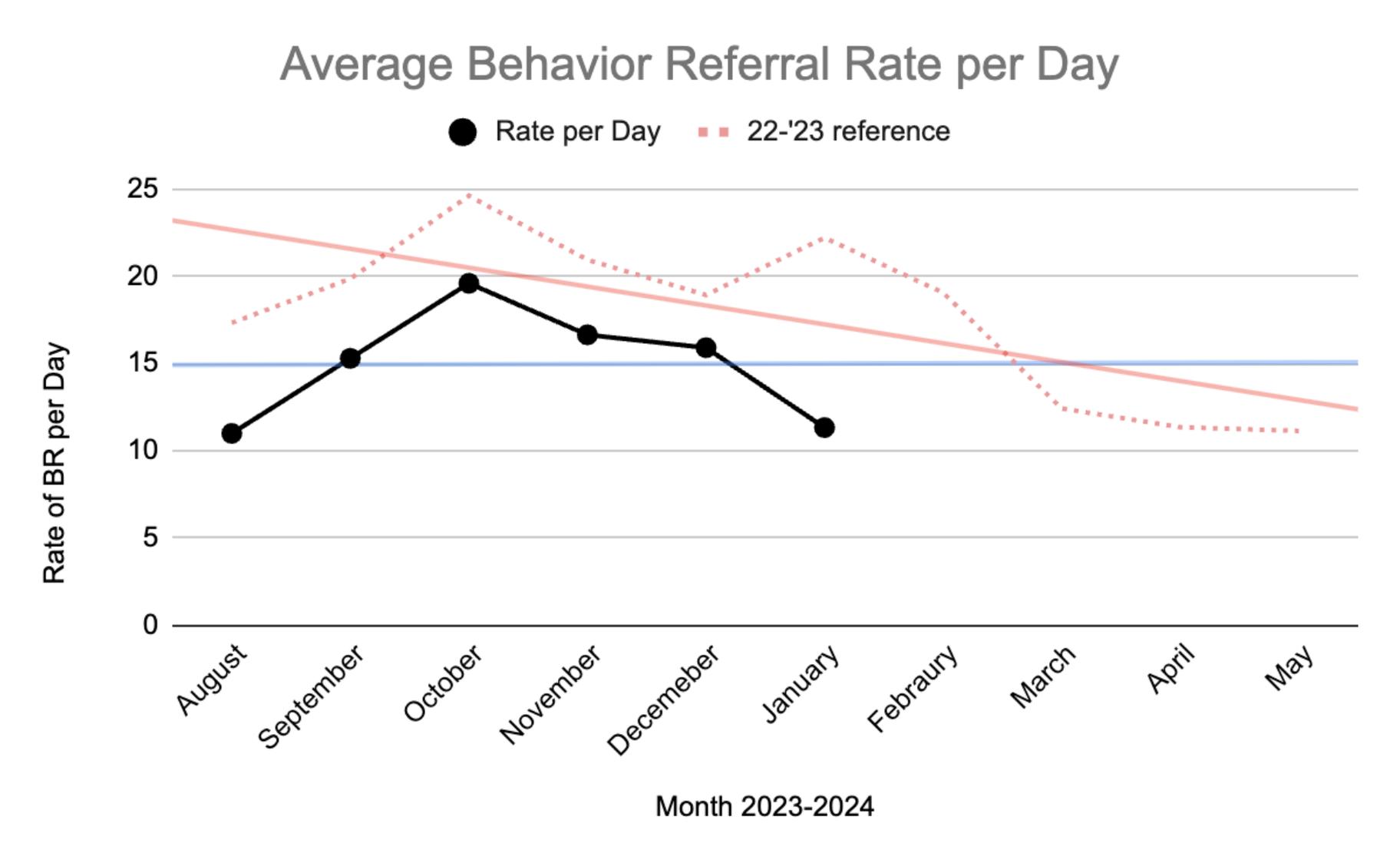
Points of Pride - Impact KY Working Conditions

Educating All Students

Faculty perceptions of their readiness to address issues of diversity.

70%

▲ **17**

since last survey

65%	Kentucky High Schools
69%	Kentucky
73%	Covington Independent

Emotional Well-Being and Belonging

Perceptions of educator well being, efficacy, and belonging

40%

▲ **10**

since last survey

53%	Kentucky High Schools
55%	Kentucky
46%	Covington Independent

Feedback and Coaching

Perceptions of the amount and quality of feedback faculty and staff receive.

51%

▲ **13**

since last survey

50%	Kentucky High Schools
58%	Kentucky
61%	Covington Independent

Points of Pride - Impact KY Working Conditions

Managing Student Behavior

Perceptions of the management of student behavior in the classroom and school

36%

▲ 13
since last survey

61%	Kentucky High Schools
66%	Kentucky
52%	Coviditon Independent

Professional Learning

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.

49%

▲ 18
since last survey

53%	Kentucky High Schools
60%	Kentucky
60%	Covington Independent

Resources

Perceptions of the adequacy of the school's resources.

30%

▼ 2
since last survey

49%	Kentucky High Schools
50%	Kentucky
44%	Covington Independent

Points of Pride - Impact KY Working Conditions

School Climate

Perceptions of the overall social and learning climate of the school.

35%

▲ 16 since last survey

54%	Kentucky High Schools
63%	Kentucky
53%	Covington Independent

School Leadership

Perceptions of the school leadership's effectiveness.

47%

▲ 17 since last survey

62%	Kentucky High Schools
67%	Kentucky
60%	Covington Independent

Staff-Leadership Relationships

Perceptions of faculty and staff relationships with school leaders.

63%

▲ 16 since last survey

|	
75%	Kentucky High Schools
78%	Kentucky
71%	Covington Independent

HHS Areas of Growth

- **Increasing P/D rates and decreasing Novice rates for our students in special education**

- **Increasing P/D rates and decreasing Novice rates for our Hispanic students**

- **Developing, Implementing, and Monitoring a system to decrease the number of skips during the school day**

Supporting Special Education

- Strategies are listed in our current CSIP

- Collaborative Problem Solving Team

- Staff PD on Executive Functioning, accommodations and modifications, IEP's etc.

- Ensuring best placement for all students (general classroom with collaborative support, Resource Classroom)

- Decrease in failure rates, increase in Benchmark scores

	Semester 1 Course Failures 2022	Semester 1 Course Failures 2023	Change
Total Students Failing 1 + Classes	42	26	-38.10%
% of Special Education Students Failing 1 or More Class	36.21%	22.41%	-38.10%
# of Freshman Failing 1+ Course	14	4	-71.43%
# of Sophomore Failing 1+ Course	17	14	-17.65%
# of Juniors Failing 1+ Course	10	5	-50.00%
# of Seniors Failing 1+ Course	1	3	200.00%
Total Course Failures	114	50	-56.14%

Number of Special Education Students who Failed 1 or More Course Semester 1
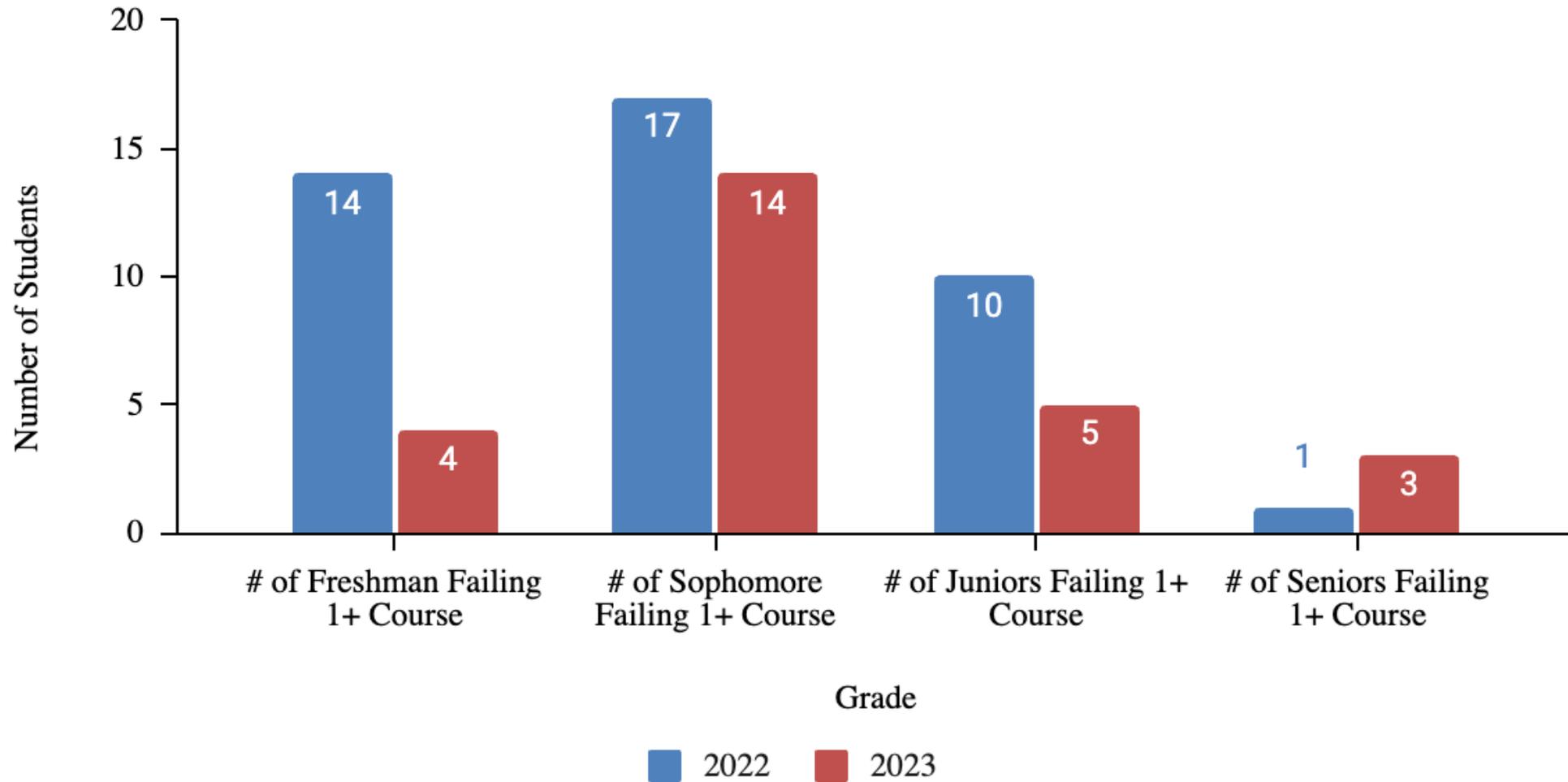
Resource Class	Average Grade % (range)	Average Change in Grades (Semester 1 2022 compared to Semester 1 2023)
Resource Math - Algebra 1 - Geometry - Algebra 2 - Math Intervention	**74% (61% - 96%)** - 63% - 96% - 64% - 72% - 61% - 78% - 91% - 95%	**+ 13%**
Resource English - English 1 - English 2 - English 3 - English 4	**83% (63% - 95%)** - 63% - 94% - 73% - 82% - 83% - 95% - 89% - 95%	**+ 10%**

Benchmark Gains for Special Education

|	
9th Grade English	
Novice Decrease:	55% to 33%
P/D Increase:	14% to 24%
10th Grade English	
Novice Decrease:	62% to 46%
P/D Increase:	10% to 23%
11 Grade Science	
Novice Decrease:	94% to 80%
P/D Increase:	0% to 5%

Supporting Hispanic Students

- Strategies are listed in our current CSIP

- Collaborative Problem Solving Team

- SIOP training for ELL and general teaching staff

- Creating excitement around English proficiency

- Immersion model

- Decrease in failure rates, increase in Benchmark scores

Benchmark Gains for Hispanic Students

9th Grade English	
Novice Decrease:	41% to 28%
P/D Increase:	23% to 26%
11th Grade Science	
Novice Decrease:	86% to 60%
P/D Increase:	0% to 6%
11th Grade Social Studies	
Novice Decrease:	41% to 36%
P/D Increase:	7% to 10%

ELL Improvements
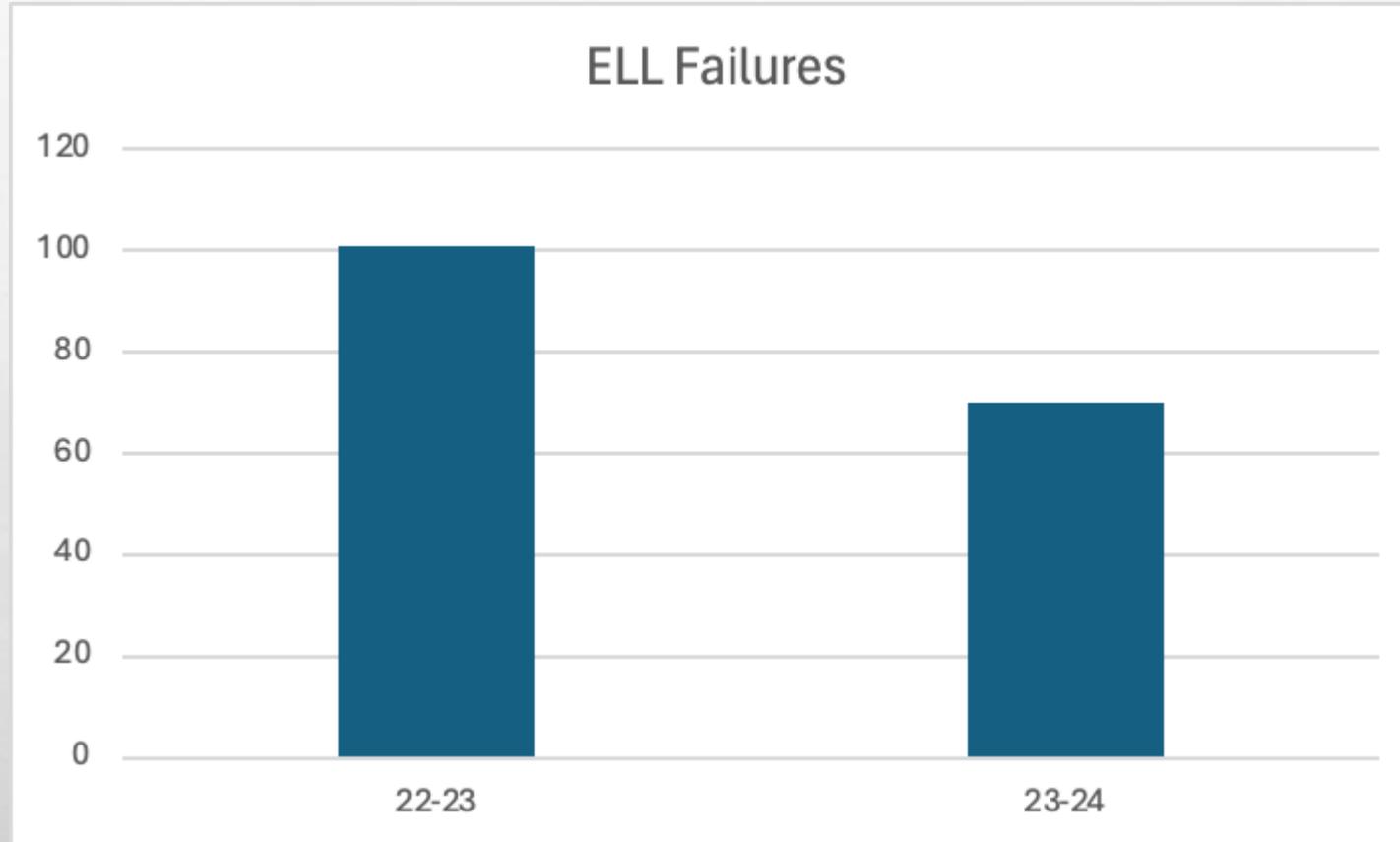
Attendance

- Promotion of the importance of attendance
  - Readifest, Parent Nights, Class meetings
- Incentives
  - Reward days for students with no skips/unexcused absences
  - Attendance requirements for Prom, extracurricular activities, etc.
- Engaging Classrooms
  - Coaching teachers to create engaging classrooms where students feel welcomed and valued
- Home visits and TDP
  - Over 100 parents meetings via TDP and over 100 home visits
- Family Team Meetings to discuss barriers to school attendance and possible solutions

PLCs/Collaboration

- All PLC co-teachers have daily common planning time
- Unit plans, building assessments, analyzing student work/data
- Instructional coaches and principals conduct walkthroughs and sit in PLC meetings to help facilitate and monitor the work

PLCs/Collaboration

- Continued Focus on the data analysis process this semester
- Focus on using flashbacks to ensure mastery of standards not mastered during a unit
- All PLCs will discuss results of their unit assessments using our HHS Common Assessment Team Protocol during PLC meetings

Teacher Retention

Initiatives in Place @ HHS

- 1:1 Teacher Mentor Program
- Protected PLC Planning for Core Content Teachers in addition to personal plan
- Opportunities for Teacher Leadership-Collaborative Problem Solving Teams/BLC Team
- Building Sub to Prevent Coverage as much as possible
- Behavior Coach for In-time Teacher Support
- Monthly Staff Recognitions selected by students
- You Rock-Staff to Staff Awards
- Staff Shout outs in Work Area
- Visibility of School Administration in hallways and common areas
- Informal Check-Ins with Teachers
- Instructional Focus PD's during the school year
- Sunshine Committee
- Partnership with Vineyard Covington-provides meals, snacks and treats for teachers
- Dual-Credit Certification for Teachers

Teacher Retention-Monitoring

- Monthly Surveys of New Teachers

- Mentor Meeting Surveys

- Intent to return forms

- Analysis of Impact Survey Results

Curriculum Development

Where do we stand in the Process of Curriculum Development?

- Quality Control Process complete in ELA-this includes unit assessments
- Completing Quality Control this year in Math, Social Studies and Science
- Open-SciEd Unit Implementation has begun in Chemistry and Biology
- Arts integration grant and increasing funding for training, materials, and experiences in music, visual arts, theater, and dance

Professional Development

Feedback:

Additional training on:

SIOP strategies, behavior management strategies, and trauma informed classrooms

Monitoring:

Google Surveys after Instructional Focus Sessions during the school year as well as feedback from PD academy

Focused Walkthroughs to ensure implementation of high-yield instructional strategies

Instructional Team analyzes data to determine next steps for PD

Curriculum Monitoring

- Expectations are Outlined in our HHS Tights and Reviewed with All Staff Before the School Year Begins
- Instructional Leads Complete Adherence Checks for Unit Planning Organizers and complete departmental observations with feedback
- Instructional Coach and Co-Principals Co-Plan with Core Content areas based on need
- Pacing Guides and unit assessment data is monitored by Instructional Coach to ensure adherence to Timelines

Curriculum Monitoring

- End of Unit Assessment Data Analysis Sessions are scheduled and attended by Coach and Principals to review data from assessment and determine next steps
- Flashback #s are monitored at district meetings monthly as well as growth in end of unit assessment data
- Every teacher is observed once every two weeks by a member of instructional leadership team

Technology

Student use of iPADS to access all technology programs available:

- Lexia
- -Pear Assessment-Formerly Edulastic
- IXL
- Mastery Prep
- Math Nation
- Google Classroom

Technology Integration
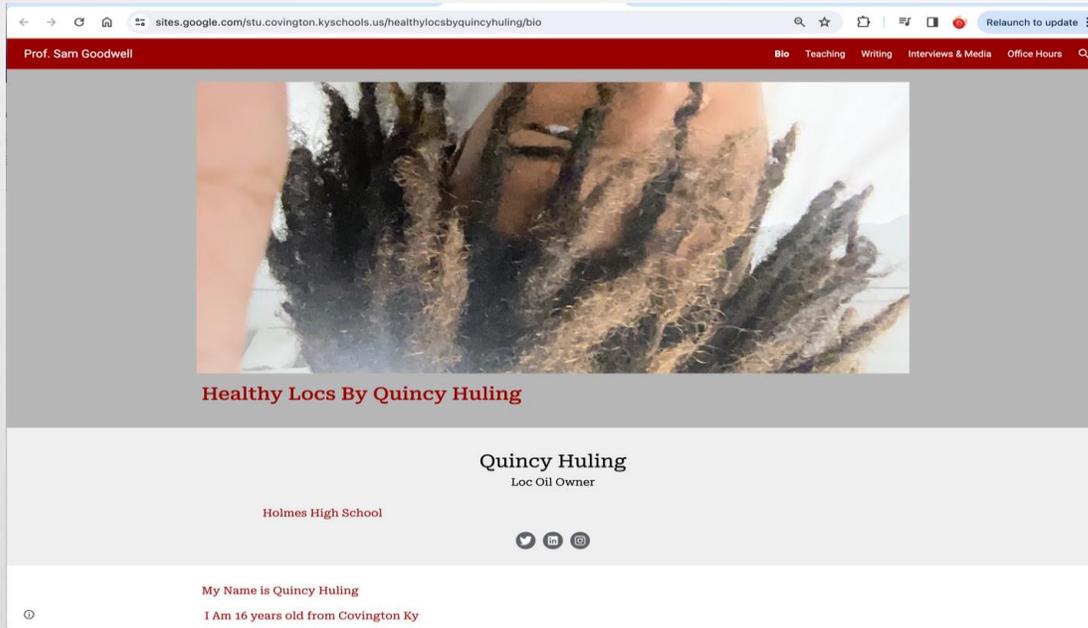
Intro to Computer Science Students have created Google Sites websites as part of their practical exploration into the components of a website. Following this exercise, they will progress to studying HTML, CSS, and JavaScript in order to develop websites independently.

Technology Integration

During the Media Arts project, students were instructed on the fundamentals of photography and the proper utilization of a DSLR camera for capturing images. Subsequently, students engaged in post-production activities by editing their photographs using Adobe Photoshop. This included tasks such as working with layers, color adjustments, and various effects available in Photoshop. Upon completion of the editing process, students printed their photos and transferred them onto wooden surfaces for display purposes.

Technology Integration
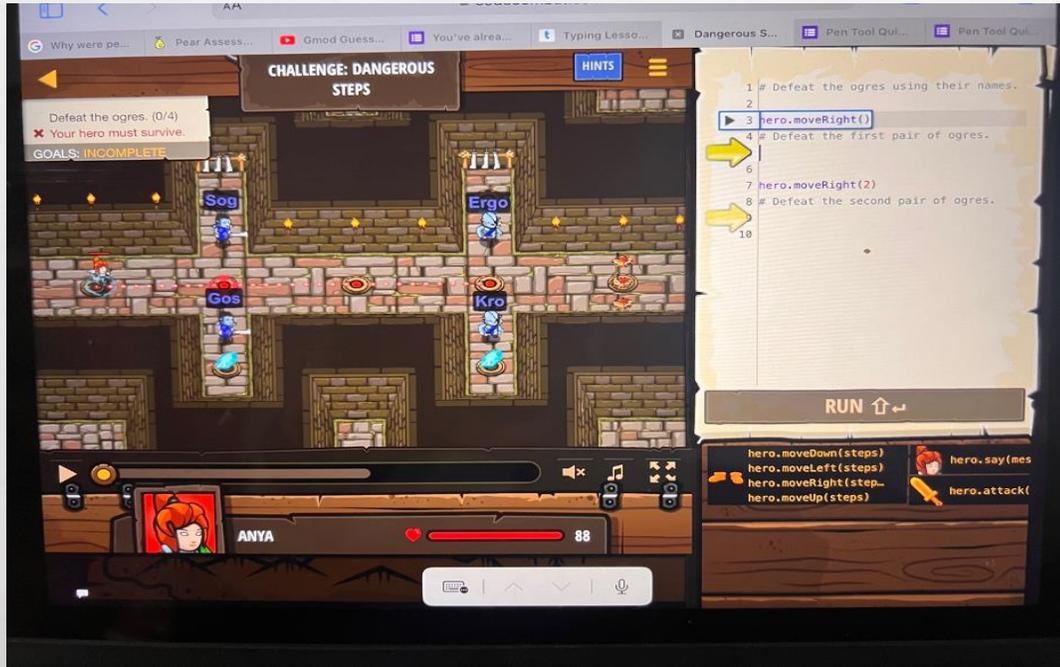
Students enrolled in the Intro to Computer Programming course have successfully acquired proficiency in the programming language Python. They utilize their Python programming skills to develop a game application, which they subsequently engage with. This practical exercise serves to equip students with the necessary expertise for potential Python certification examinations in the future.

How Does a Student Become <u>College</u> Ready?

To become college ready, a student must...

- Earn a benchmark score on College Admission Exams (CPE)
  - ACT Exam: English (18), Math (19), or Reading (20)
  - KYOTE Assessments: Math (22) or Reading (20)
- Earn a "C" or higher in an approved dual credit course
(at least 3 credit hours)
- Earn a 3 or higher on an AP Exam
- Earn a 4 or higher on an IB Exam

# How Does a Student Become Career Ready?

To become career ready, a student must...

- Pass an industry certification
- Pass the CTE End of Program (EOP) Assessment
- Earn a "C" or higher in an approved dual credit course
- Participate in a registered apprenticeship program
- Participate in Work-Based Learning (minimum of 300 hours of approved work experience in alignment with the Work-Based Learning Manual)

CCR Data for the Class of 2024

There are currently 204 students in the Class of 2024. As of 3/5/2024, the CCR data is as follows:

- College Ready: 23.0% (47 Students)
- Career Ready: 16.7% (34 Students)
- Both College & Career Ready: 15.2% (31 Students)
- Neither College or Career Ready: 45.1% (92 Students)

College and/or Career Readiness Count (As of 3/5/2024)

Both 15.2%
Not CCR 45.1%
College Ready 23.0%
Career Ready 16.7%
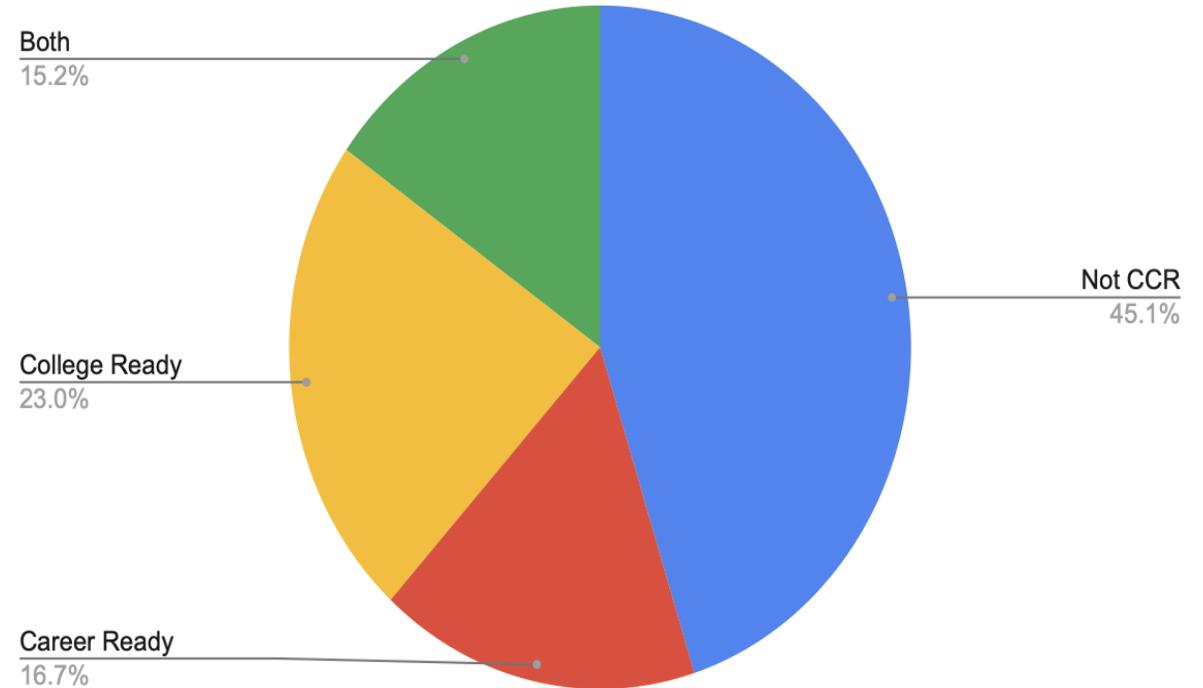
Future College Readiness Opportunities

The following opportunities will be provided to seniors to demonstrate college readiness:

- KYOTE Assessment will be administered on 3/13/2024.
- The KYOTE Assessments will also be administered to seniors in May.
- AP and IB Exams will take place beginning May 1, 2024–Official scores will not be available until the summer months

Expected Changes in Career Readiness Data

At the end of the 2023-2024 school year...

- Dual Credit Construction Courses:
  - 21 students should become career ready

    (2 students are already college ready)
- Dual Credit Media Arts Courses:
  - 15 students should become career ready

    (3 students are already college ready)

Expected Changes in Career Readiness Data

At the end of the 2023-2024 school year...

- Leadership (JROTC) Pathway:
  - 1 student will become career ready

    (students must complete three years of JROTC)
- Welding Pathway:
  - 8 students should become career ready

    (4 students already college ready)

Anticipated CCR Changes (Career Only)

College and/or Career Readiness Count (As of 3/5/2024)

Both
15.2%

Not CCR
45.1%

College Ready
23.0%

Career Ready
16.7%

34.3%
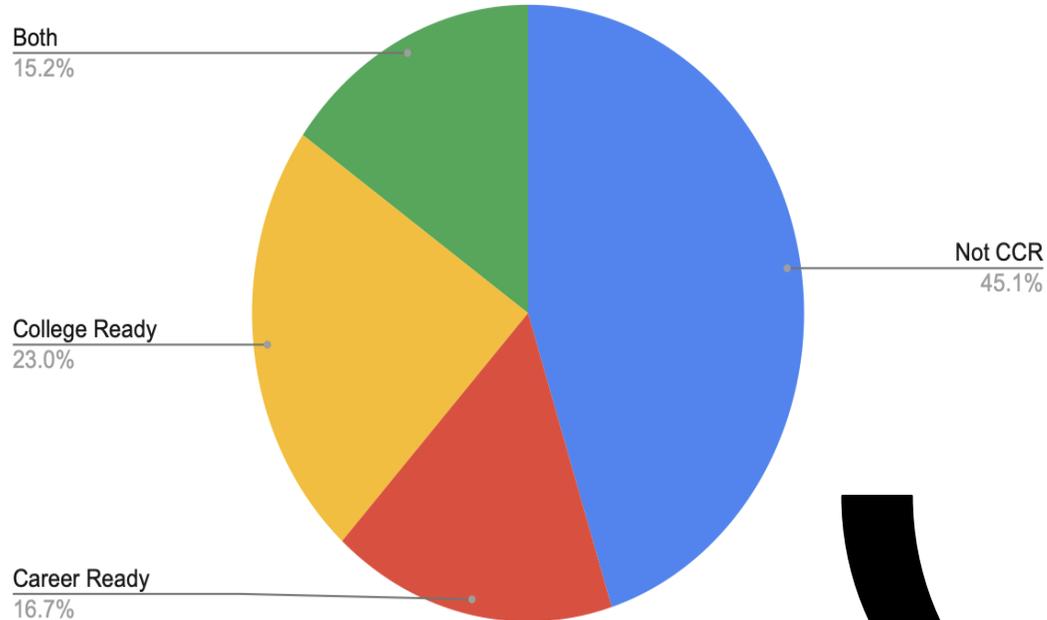
Anticipated College and/or Career Readiness Count

Both
20.1%

Not CCR
27.5%

College Ready
18.1%

Career Ready
34.3%
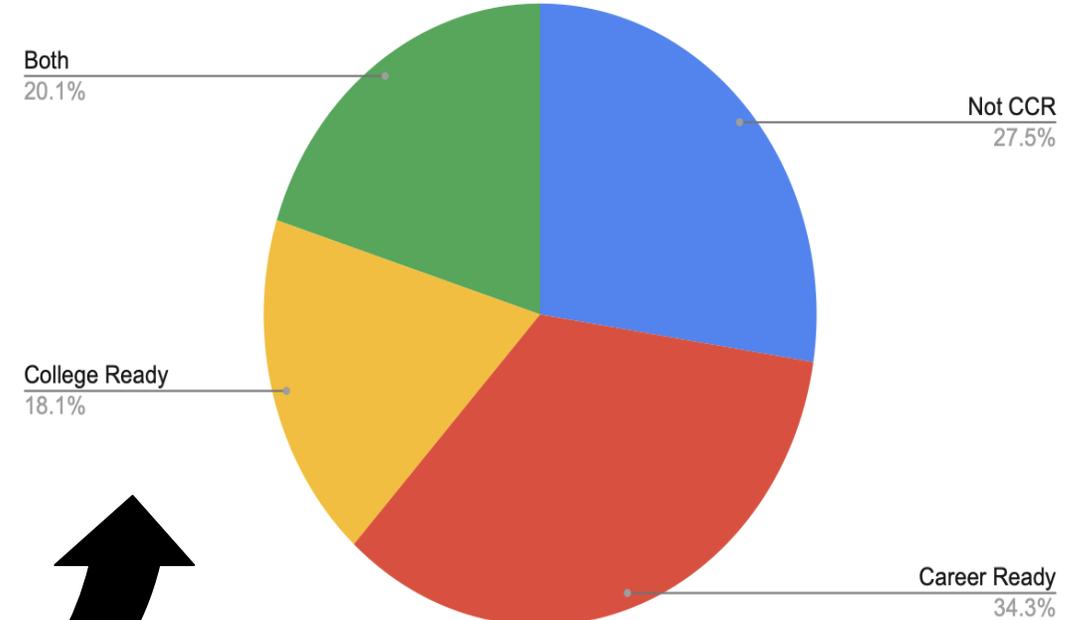
Career Pathways at HHS

–8 career pathways

–5 of the 8 pathways have dual credit options for students with HHS staff teaching/supervising the coursework

–Plans in place for adding dual credit to 1 (possibly 2) of the current pathways that don't offer dual credit

–Plans to add a Dual Credit Education Pathway with NKU to 'Grow Our Own' educators for Covington

Dual Credit

- **Class of 2024 is on target to earn over 800 college credit hours.**

For the 24-25 School Year:

- **Dual Credit will be available in English, History, Science, Music, Career & Technical Education**
- **Looking to get Math option as well**

BVA Program

- 149 total students
- About 90% pass rate

HHS Cafe Options