SRO

STATE SCHOOL REFORM/REDESIGN OFFICE

Michigan Department of Technology, Management and Budget

Myers Elementary School

Taylor Public Schools

SY 2016 -2017

Directions: Schools identified in the bottom 5% of public schools in the State of Michigan are required to submit a redesign plan to the State School Reform Officer. MCL 380.1280c (2) requires the plan to be submitted within 90 days after being placed under the supervision of the State School Reform/Redesign Officer. The redesign plan will include the following sections. If an addendum is necessary for the implementation of the selected intervention model, attach a completed executed addendum for each applicable collective bargaining agreement. To exit Priority School status, schools must meet the following exit criteria.

1. Top to Bottom Requirement (TTB): The school must have a TTB percentile rank of 5 or higher.
2. Annual Measureable Objective (AMOs): The school must have met its AMOs for both math and reading in the all students subgroup.
3. Assessment Participation Requirement: The school must have at least 95% participation rate on all required state assessments.

Please complete this plan and submit to the State School Reform Redesign Office (SRO) at DTMB-SROPLANS@michigan.gov by **September 30, 2016.** If you have questions, please contact Jill Baynes, Department Manager, at (517) 335-2741 or baynesj@michigan.gov.

Section 1: Indicate which of the four federal turnaround models the district has chosen to implement: Models can be found on the U.S. Department of Education website.

☒Transformation
☐Restart
☐Turnaround
☐Closure

Section 2: The district agrees to submit data to the State School Reform Office at regular intervals as per 1280c(5).

Section 3: Current proficiency for all core content areas and grades are listed below with the annual goals and the anticipated proficiency gain.

Annual Proficiency Targets											
English Language Arts											
3rd			4th			5th			6th		
2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value
22	31	9	14	24	10	18	28	9			
7th			8th			11th					
2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value			
Math											
3rd			4th			5th			6th		
2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value
12	22	10	9	17	10	3	14	11			
7th			8th			11th					
2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value			
Science											
4th			7th			11th					
2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value			
0	12	12									
Social Studies											
5th			8th			11th					
2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value	2015-16 % Proficient	2016-17 Goal % Proficient	Increased Value			
0	12	12									

Section 4: The redesign plan was written with input from the local teacher bargaining unit and the local superintendent; and is signed by the School Board President or President of the Board of Directors.

John W. Reilly 9-16-16

Signature of School Board President or President of Board of Directors Date

John W. Reilly 9-16-16

Printed Name of School Board President or President of Board of Directors Date

☐ An addendum is necessary for the implementation of the selected intervention model.
Attach an executed addendum for each applicable collective bargaining agreement.

☒ An addendum is not necessary for the implementation of the selected intervention model.

Transformation Model	Key Elements	Description	Checks and Balances
#1 Replace Principal and increase leadership capacity the school	**1A. Principal Replacement** Myers Elementary School is under the direction of a new Principal as of the 2015/2016 School Year.	**Competencies:** 1 & 4. *Identify and Focus on Early Wins and big payoffs and Collect and Analyze Data.* The new principal has experience of working as an administrator within a focused/priority school. In efforts to identify and focus on early wins and big payoffs-the administrator identified the need for a shift in the curriculum design for reading. The principal has initiated a schoolwide data collection process in which stakeholders will utilize data to drive instruction and decision making. All staff are required to identify targeted areas of concerns, implement a 7-8 week instructional cycle that is inclusive of intervention strategies to ensure targets are being met. 2. *To Break Organizational Norms* In addition to utilizing data to drive instruction the principal has also provided common planning time for grade level teaching.	**Collection Calendar/Time Line 2016/2017:** **Data Collection Cycles:** Cycle #1: Sept. 6, 2016- Oct-28, 2016 Cycle #2: Oct. 31, 2016-12-23-2016 Cycle #3: Jan 2, 2017- Feb. 24, 2017 Cycle #4: Feb. 27, 2017- April 7, 2017 Review/Debrief prior cycle outcomes and new cycle planning: Cycle#1: Oct. 31 2016 -11-3-2016 Cycle #2: Dec. 16, 2016-Dec. 22, 2016 Cycle overlaps with Holiday Break. Data will be delayed by 5 days due to district calendar Cycle #3: Feb. 27, 2017- March 2, 2017 Cycle #4: April 10, 2017- April 13, 2017.

		This initiative is to support teacher collaboration as current district/union agreements has currently suspended teacher presence at PLC's and Professional Development. Myers instituted two research based best practices. The Coaching Model (Plan-Teach-Debrief –See Attachment) and Douglass Reeves 90/90/90 Research Model are the two models that have been adopted during the transformation process. 3. ***Act quickly in a fast cycle*** The principal will continue to demonstrate the ability to act quickly in a fast cycle utilizing the Response to Intervention Model to collect and use data to drive decisions. 5. **Galvanize staff around big ideas.** Principal and district leaders have introduced the Coaching and 90/90/90 Models to increase student achievement. Specifically both models will train the trainer; (promote teacher leaders),	**All cycles will align with the PERIS Report Timelines** *2017/2018 Timeline Dates To Be Determined* *2018/2019 Timeline Dates To Be Determined* *2019/2020 Timeline Dates To Be Determined*

		provide opportunities for collaboration, create a climate and culture of accountability, provide operational flexibility and sustained support. Utilizing these models will support the Transformation Model as they will include comprehensive instructional reform, extended and regrouping time for instruction, additional teacher planning time with a focus on community oriented learning.	
	1B. Build Leadership Capacity Leadership capacity has increased at the school level with the addition of a district level School Improvement Coordinator and Data Specialist who has been placed at the building level to assist the building principal. There has also been discussion of adding an Academic Engagement Officer/Administrator and Attendance Agent to increase targeted areas of concerns.	In addition to adding a building level School Improvement Coordinator the Coaching and 90/90/90 Models will increase teacher leadership. Various district level team members such as; Tracy Carroll & Liz Biddle will continue to provide professional development on curriculum and supplemental web based diagnostic programs. Derrick Kanalus will provide district level technology support to student and teachers to advance technology efforts. Dan Kresbaugh will provide continued support of student demographics inclusive of	The Coaching Model will begin in the 2016/2017 school year with cohort 1 inclusive of 4 teachers (Christine Kelly, Alison Young, Leslie Kendra and Lisa Schulte). These for teachers will utilize their leadership skills in a train the trainer model. They will participate in this model first. In year two, they will train Cohort 2. 2017/2018 Cohort 2 names TBD. 2018/2019 Cohort 3 names TBD. 2019/2020 Cohort 4 names TBD.

		attendance, transition, enrollment, parental portal, and grading/behavior reports. Kim Courey will provide Title 1 support on managing supplemental and staffing needs. Kim Burkey who is the school level School Improvement Coordinator will lead School Improvement Initiatives. She will train the teachers on the Coaching Model and monitor student data. Teachers will participate in the train the trainer model promoting leadership opportunities. There was discussion of the opportunity to employ an Academic Engagement Officer/Administrator and Attendance Agent to assist with behavior, attendance and academic achievement.	
#2. Use rigorous transparent and equitable evaluation systems for teachers and principals.	**2A. Educator Evaluation "Thoughtful Classroom Evaluation Tool"** The educator evaluation systems for both teachers and principal	District leadership (TAP) and union (TFT) both nominated "Thoughtful Classroom" to be the tool to evaluate the instructional staff. The teacher evaluation will be completed over a span of 3	***The below evaluation processes will be repeated for the duration on the plan 2016-2020 for both the administrator and teacher evaluations. Adjustments will be data driven.***

	were identified as one of the models adopted by the State of Michigan. Both models were decided and adopted by the district by a panel comprised of The Taylor Federation of Teachers Union Officials, Taylor Principals Association and Central Administration. The adopted Systems that will provide all members with a transparent growth model assessment. www.stagessoftwarelive.com	observations throughout the academic school year. In accordance with section 12.48 and 12.49 of the revised school code, the teachers' evaluation is currently weighted at 25% for student achievement. Professional Practice Score will be 75% of the entire rubric on the four corners (Organizational Rules and Procedures, Positive Relationships, A Culture of Thinking and Engagement and Enjoyment). Student Growth will be 25% of the entire rubric based on pre/post test scores/growth. District leadership and union (TFT) under in negotiation about student growth and the reward system being based on 40% of student growth until the 2018-2019 school year in which 40% of the teacher evaluation will be based on student growth. Pending results of union/district waivers to resolve gap.	Timeline for 2016-2017 – All observations will be completed by March 31, 2017. All evaluations must be completed and submitted to HR by April 21, 2017. All observations will be completed in Stages (Stages Site:is.gsd/stageslivesoftware.com All teachers will have a minimum of three classroom observations. Of the three evaluations, two will be unannounced and 1 will be announced. Each teacher will be required to participate in a pre and post observation conference. Utilizing the Thoughtful Classroom Tool, all teachers will have the opportunity to plan and facilitate a lesson to be observed by the administrator during the planned observation time. The teacher and administrator will meet so that the teacher can share what the lesson will look like during a pre-observation conference. The teacher and administrator will meet during a post observation conference to determine whether the teacher was able to meet the intended targets. Observations will be adjusted based on individual need and for struggling teachers. Walk Throughs will be

			daily and ongoing. Struggling teachers will be placed on Individual Development Plans to be reviewed weekly, bi-weekly, monthly or quarterly. Mentor teachers and coaches will be in place to assist struggling teachers.
	2B. Administrator Evaluation **School Advance Administrator Evaluation System Tool** www.schooladvance.ed	The Taylor Public School District and leadership (TPA) has adopted School Advance Framework to evaluate principals. The framework is structured around results, leadership, programs, processes and systems. In accordance with section 12.48 and 12.49 of the revised school code, the principal's evaluation is currently weighted at 25% for student achievement, teacher performance, achievement gap reduction/elimination and overall progress on building school improvement plan according to	Tamara Jones-Jackson will complete her self-assessment prior to meeting with Dr. Mary Ann Cyr (Asst. Superintendent for Curriculum and Instruction). Dr. Cyr and Tamara Jones-Jackson will meet to discuss big ideas, goals and the vision for the school. We will review the rubrics together and figure out how the principal can best showcase her work. We will then look at the rubrics online and discuss targeted areas, resources and supports needed to accomplish the tasks. Dr. Cyr will then walk around the building to

		state and local data. The increase from 25% to 40% is pending at this time. A further look into raising the expectation to drive student growth to at least 40% is under review.	meet with students and staff to get a feel for climate and culture. The evaluation focus will be: ***Domain 2: Leadership*** B. Leadership Behavior Factors #1-Informed #2-Strategic and Systemic ***Domain 3: Programs*** ***A-High Fidelity and Reliability Instructional Program Factors*** #1. Curriculum #2. Instruction #3. Assessment ***Domain 4: Processes*** A. **Community Building Factors** #3.Communications **Domain 5: Systems** **B. Human Capacity Factors** #3. Performance Evaluation Timeline for 2016-2017 – All observations will be completed by March 31, 2017. All evaluations

			must be completed and submitted to HR by April 21, 2017. All observations will be completed in Stages (Stages Site:is.gsd/stageslivesoftware.com
#3. Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.	**3A. Reward Process-Pending** **Teachers, administrators and other staff who demonstrate an increase in student achievement may include monetary incentives, growth luncheons, special board recognitions and certificates. These incentives will be given based on growth and commitment.**	The district and union (TFT) are currently seeking and researching ways to adopt a reward process. The union has recently conducted a survey district-wide to get input to attract staff members to Myers Elementary. The recognition of student achievement will take place four times a year after the PERIS report (Learning Cycles). Some recognition suggestions may include Board of Education meeting recognition, certificates, growth luncheons and monetary incentives. Should Monetary incentives be rewarded, they will be based on the teachers' ability to demonstrate growth on the following scale.	***2016-2020 School Years*** 40% student growth in ELA and Math for 90% of their students on district wide (NWEA or IREADY pending district adoption). Assessments to be used for the 2016-2017 school year for Myers are DRA, District Math Assessment, Reading Eggs k-3 and Moby Max 4- 5 teacher assessments during each of the 4 learning cycles. State Assessments: +15% overall growth per year compared to the previous year **MELNA Data- K-2** K-2= MELNA Testing Fall/Spring Data

			M-STEP Data 2016-2020 3rd=+15% overall growth in ELA & Math each subject compared to the prior year 4th=+15% overall growth in ELA, Math and Science +12% overall growth 5th=15% overall growth in ELA &Math and +15% overall growth in Social Studies
	3B. Removal Process	The district will use its judgement in accordance to the revised school code 380.1249 per the State of Michigan.	
#4. Provide staff with ongoing, high quality job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.	**4A. Qualities of Professional Learning (PL) Programs** The school district's School Improvement Office will provide data driven job embedded professional development opportunities through the use of Title II Funding. Specifically the professional learning program will reflect two models for	The principal, staff and district leaders has adopted and introduced the Coaching and 90/90/90 Models to increase student achievement. Specifically both models will train the trainer; (promote teacher leaders), provide opportunities for collaboration, create a climate and culture of accountability, provide operational flexibility and	**COACHING MODEL** **WHAT IS IT?** ☐ Teacher and Coach working side-by-side ☐ Time to focus on the instruction-choosing, designing, and implementing lessons that focus on big ideas, strategies and modeling; ensuring that all students have access to quality instruction. ☐ Collaborating and learning with and from other teachers; teachers coaching teachers ☐ Building an environment for classroom

	implementation. Professional Learning Programs will consist of the coaching model, 90/90/90 model, data collection and review processes, focused learning School Improvement and progress monitoring opportunities for growth will consist of understanding poverty and working with diverse student populations.	sustained support. The Coaching Model will allow one-to-one planning, coaching and feedback from instructional coach to increase capacity of teaching staff. Pre and post assessment data implementation and review will be conducted to create a laser like focus on learning deficiencies. Utilizing these models will support the Transformation Model as they will include comprehensive instructional reform, extended and regrouping time for instruction, additional teacher planning time with a focus on community oriented learning. The 90/90/90 main characteristics are: A focus on academic achievement • Clear curriculum choices • Frequent assessment of student progress and multiple opportunities for improvement • An emphasis on nonfiction writing	discourse; accountable talk AND accountable listening (coaching each other) ☐ Focusing on best practice instructional strategies ☐ Goal-setting ☐ Having courage to try new things **WHY IS IT HELPFUL?** ☐ Students' use of classroom discourse helps to grow more sophisticated writers, readers, mathematicians, and thinkers ☐ Builds confidence in teachers and students ☐ Job-embedded PD ☐ Improvement in the quality of student work (ex: more reasoning in their writing, clarity of expression, and diagrams and models used strategically ☐ Teaching is no longer isolated ☐ Teacher growth that shows implementation of learned talk moves, improved use of board space (visible learning), increased focus on big ideas and a move away from teaching as telling. **HOW DOES IT WORK?** **Plan the lesson** Classroom teacher and Coach plan the lesson together. Purpose of the lesson is clarified. Data is used to make lesson decisions. Structure of lesson is decided upon. **Teach the lesson**

		• Collaborative scoring of student work The district is currently reviewing options for a literacy curriculum adoption district wide to help structure the common core alignment. Currently, the district is negotiation to become a pilot for and possibly purchase the Journeys or Pearsen reading programs.	Classroom teacher teaches the lesson; Coach observes and helps to facilitate. Classroom teacher and Coach teach the lesson together. Coach teaches the lesson; Classroom teacher observes and helps to facilitate. **Debrief the lesson** Coach and Classroom teacher share notes and data. Discuss the outcome of the lesson (what was effective, what adjustments would you make). Use the feedback and data from the lesson to make decisions about where to go next with students. The Coaching Model will examine multiple data types such as MSTEP, DRA, DISTRICT COMPUTER GENERATED PRE/POST TEST, MOBY MAX and READING EGGS and i-Ready to drive instruction. School wide interventionist for grades 1-5 service bubble groups (students who scored between 50-70%) of proficiency on data sources for both math and reading. At the

			beginning of the year the students were identified by disaggregated data by subject, grade and subgroups. **90/90/90 Model (Douglass Reeves Research)** **What is It?** • **90% of students receive free and reduced lunch (Myers' student population receives 100% free lunch)** • **90% Minorities** • **90% Pass Standardized Tests** **The main characteristics of the 90/90/90 Model are** • A focus on academic achievement • Clear curriculum choices • Frequent assessment of student progress and multiple opportunities for improvement

			• An emphasis on nonfiction writing • Collaborative scoring of student work
#5. Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.	**5A. Recruitment and Assignment**	The district and union (TFT) are currently seeking and researching ways to adopt a recruitment and assignment to Myers over the next 5 years. The union has recently conducted a survey district-wide to get input to attract staff members to Myers Elementary. The students' needs that should be considered when selecting and appointing staff to Myers are: diversity, mental illness, socio-economic, transiency, various learning modalities, teaching with poverty	A survey generated by the union and was sent to 84 TFT members within the Taylor School District. Some of the questions included but was not limited to the following: 1. What incentives might entice you to become a multi- year teacher at Myers Elementary? 68 Responded 16 Skipped

		in mind, attendance, customer service and growth mindsets.	77.94%=Additional Compensation 85.29%= Low Class Sizes 20.59%=Leadership Opportunities 12%=Other
	5B. Retention	The union (TFT) has sent out a survey district-wide to collect recommendations from union body to recruit and retain staff for a multiple year commitment (assignment) at Myers. All recruitment efforts will be exhausted both within and outside of the district. The Principal and District leaders will work with HR and TFT to hire highly qualified staff when the need is evident. Beginning in the 2017-2018 school year (year 2 of reform), the incentives that were discussed and will be provided pending fund availability are: #1 smaller class sizes K-2 =20 & 3-5=24. #2. Split classes will be avoided. In the case we must have a split. Numbers over the allotted class sizes or any split classes will receive a full time Academic Teaching Assistant.	2. Would you be willing to make a multi-year commitment to become/or stay a teacher at Myers Elementary? 84 responded 9.52% =Yes 65.48%=No 25%=Maybe

		#3. Teachers may also receive monetary incentives that will based on the following: Some underlying causes that may have contributed to low student achievement are poor attendance, lack of stable ELA curriculum, teacher turnover, impact of behavior issues, unclear and optional curriculum choices, leadership style and roles adjustment, lack of rubrics and community learning and planning.	
#6. Use data to identify and implement an instructional program that is based on research and aligned from one grade to the next, as well as with state academic standards.	**6A. Process for Selecting Instructional Programs**	The process for selecting instructional programs is determined by the district and board of education. There must be a minimum of two programs piloted before being considered and purchased by the district. The district is currently using Everyday Mathematics and is waiting to be a pilot for Journeys or Ready Gen/Pearsen. Based on research and success, the principal, staff and district leaders have adopted and introduced the Coaching and 90/90/90 Models to increase student achievement. Specifically both models will provide opportunities to train the trainer;	Utilizing data from surveys employed throughout the Myers and the Taylor School district, it was unanimously decided that an adoption of a Reading Curriculum was necessary. The growth expectations below were realistically designed to meet both district and state performance levels. Due to a new the new Reading Curriculum and district assessments that will be rolled out the following growth expectations were determined. M-STEP Growth Year 1 2016-2017 3rd Math=9% 3rd Reading=10% 4th Math=10%

		(promote teacher leaders), provide opportunities for collaboration, create a climate and culture of accountability, provide operational flexibility and sustained support. The Coaching Model will allow one-to-one planning, coaching and feedback from instructional coach to increase capacity of teaching staff. Pre and post assessment data implementation and review will be conducted to create a laser like focus on learning deficiencies. Utilizing these models will support the Transformation Model as they will include comprehensive instructional reform, extended and regrouping time for instruction, additional teacher planning time with a focus on community oriented learning. The 90/90/90 main characteristics are: A focus on academic achievement • Clear curriculum choices • Frequent assessment of student progress and multiple opportunities	4th ELA=10% 4th Science=12% 5thELA =9% 5th Math=11% 5th Social Studies=12% M-STEP Growth Year 2 2017-2018 3rd Math=10% 3rd Reading=11% 4th Math=11% 4th ELA=11% 4th Science=13% 5thELA =15% 5th Math=15% 5th Social Studies=9% **M-STEP Growth Year 3** **2018-2019** 3rd Math=20% 3rd Reading=20% 4th Math=20% 4th ELA=20% 4th Science=20% 5thELA =25% 5th Math=%25 5th Social Studies=15% **M-STEP Growth Year 4** **2018-2019**

		for improvement • An emphasis on nonfiction writing • Collaborative scoring of student work	3rd Math=20% 3rd Reading=20% 4th Math=20% 4th ELA=20% 4th Science=20% 5thELA =25% 5th Math=%25 5th Social Studies=15%
	5B. Qualities of Instructional Program	In addition to the adoption of quality instructional programs, the district is currently in the process of implementing i-Ready for grades K-5. The need to have an adaptive diagnostic research based assessment to pinpoint student needs down to the sub-skill level is needed. This will provide data-driven insights and supports for successful implementation aligned with Common Core State Standards. Test takers will also have the capability for personalized instruction and practice.	
#7. Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet individual student needs.	**7A. Use of Individual Student Data** **Data is reviewed weekly to identify gaps in achievement and implement the necessary interventions for student growth. Teachers utilize various**	The norm to reference data from multiple tools to align with CCSS and grade level benchmarks and state assessment will be effectively performed thru 4 learning cycles. The cycles will be conducted over the next four academic school years. Our	**Instructional and Data Collection Cycles:** Cycle #1: Sept. 6, 2016- Oct-28, 2016 Cycle #2: Oct. 31, 2016-12-23-2016

	progress monitoring and diagnostic tools throughout a six week instructional learning cycle. Data is submitted in the PERIS Report every 38-39 days.	school has been afforded a an opportunity to utilize BEYOND BASIC for grades 1-4, which is a daily RTI reading program that works with a total of 57 students for an hour. Grades 1-5 has additional support consisting of an interventionist in ELA and Math by certified instructors. Progress Monitoring of real time data is afforded by Moby Max and Reading Eggs to monitor gains and growth. There are also ATA's to help provide small group instruction with closing achievement gaps.	Cycle #3: Jan 2, 2017- Feb. 24, 2017 Cycle #4: Feb. 27, 2017- April 7, 2017
#8. Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities and professional learning for teachers.	**8A. Time for Core Subjects** Time for core subjects has been adjusted to compliment the 90/90/90 and Coaching Models. ELA and Math has a standard 2 hour block.	As of 2016-2017, we have redesigned our school bell schedule to incorporate more designated time for reading, writing and math. Our adoption of the 90/90/90 model has/will allow common planning time for grade level cluster collaboration.	

	8B. Time for Enrichment **The enrichment schedule will be implemented in the 2017-2018 school year.**	The State of Michigan has increased the school year by 5 additional days of instruction for the current school year. Enrichment is being provided in layers of intervention, they are as follows: (Grant funded)LLI reading intervention for grade 1 by Stevie Ray 2 days a week (Title I/31A funded)Math Intervention for grades 3 and 4 provided by Crystal Towns 5 days a week (Title I/31A funded)ELA Intervention for grades 4 and 5 provided by Luciana Stewart 4 days a week (Community/Partnership funded)Reading intervention for grades 1-4, by 15 instructors from Beyond Basics. The program runs from September – January.	ATTACHMENTS A=Previous Schedule ATTACHMENT B=Current Schedule ATTACHMENT C=2017-2018 Enrichment Schedule Myers Elementary School Daily Bell Schedule 2016/2017 Monday-Friday Daily Schedule Full Day: 8:35 a.m. - 3:22 p.m. Half Day: 11:35 a.m. (No Lunch) Building Entry 8:25 a.m. Tardy 9:00 a.m.-students must be signed in Schoolwide Instruction Schedule 90/90/90 Model Laser Like Focus on Reading, Writing and Math Some form of writing should be incorporated into every subject! 8:35-9:00 a.m. – Breakfast/Morning Meditations and DEAR TIME/Free Choice Reading 9:00-11:00 a.m.- ELA/Reading Block 11:00-11:45 a.m. –Social Studies K-2

	8C. Time for Professional Learning **Current contract language halted opportunities for teachers to participate in PLC's and Professional Development PD opportunities were optional and has hindered movement towards the roll out of the Transformation Model with fidelity. Current contract language specifies that staff meetings cannot be utilized for PD. TFT has agreed to waive this clause allowing Mrs. Jackson to utilize staff meetings as PD Opportunities.**	The additional 5 day added by the state of Michigan, will allow for more embedded professional learning and collaboration. The time will be spent developing assessments, developing rubrics, evaluating and scoring student work samples. This time allotment will provide more time to create a more efficient structure to close student deficiency gaps. The Coaching and 90/90/90 Models mentioned above will also allot for PD opportunities. Students will benefit from these PD Opportunities because as teachers received job embedded PD, they can utilize their common planning and coaching experiences review data, implement new strategies for the purpose of increasing student achievement.	11:00-12:15 noon-Social Studies 3-5 11:45 - 12:15p.m. - 1st Lunch Period (K-2) 12:20-12:50 p.m. - 2nd Lunch Period (2/3-5) 12:00-2:00 p.m. – Math 3-5 2:00-2:50 p.m.-Science 2:50-3:22 p.m.-Technology

#9. Provide ongoing mechanisms for engagement of families and community.	**9A. Family Engagement**	The parents were engaged and informed that the school is in reform mode at the Title I meeting on September 22, 2016. The informational meeting was performed under the premise to share the layers of intervention and support to adjust to the reform. Parents completed surveys via AdvanceEd and input was solicited. A follow up meeting was held on October 21, 2016 monthly PTA meeting for further discussion and dialogue. The parents are actively involved in monthly PTA meeting and customer appreciation events to boost awareness of our school community. We have implemented a Parent Room Resource room to provide a variety of resources to create a more sustainability. Ongoing monthly meetings will be utilized as an avenue to engage parent and community members. Additional opportunities for stakeholders to participate in the school functions are provided by the district's family coordinator (Nannette Kuhn). Nannette facilitates Curriculum nights for Myers twice a year.	We will continue to meet with the parents and community stakeholders to collaborate on ideas to increase student achievement. Parents also have a Parent Resource Room open to them so that they can gather resources for sustainability and growth.

	9B. Community Engagement	A group of community stakeholders comprised of PNC Bank, Mckinnley Properties, Judge Geno Salomone, Ms. Stellini (Board Member), the Mayor of the City of Taylor and other stakeholders invested in Beyond Basics an in school tutoring program that provide one on one reading support for struggling readers. Beyond Basics provides a minimum of 15 tutors to enhance foundational reading skills to grades 1-4 on a daily basis. The initiative has reaped nothing but gains and growth for individuals, grade levels and school academic agendas. We are currently in the process of applying for the Schools of the 21st Century Grant offered through Wayne Metro community stakeholder. The application process opens up in January 2017. If it is attained, it will allow the school year- round enrichment and tutoring for selected grades. We have also received grant funding from Building Healthy Communities and Fuel Up To Play in efforts to encourage nutrition and healthy eating.	

#10. The district is providing the school with operational flexibility such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.	**10A.** Operational Flexibility	The budget is undergoing a transparent delegation of funds amongst stakeholders. Our SIP was completed September 1st, for the current school year. Our SIPT consisting of Teachers, School Improvement Coordinator, Parent and SSW is the governing body of how funds are delegated. Upon decisions made via the SIPT- the Supt. Office, CFO, State and Federal check off and then it is sent to the Board of Education for final approval.	
#11. The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external	**11A.** Technical Assistance for Myers Elementary School is provided via of the districts Technology Department. Edward Barowski and John Hardy work with Myers to ensure technical support is provided. Within the school additional technical support is provided by Kim Burkey(SIP Coordinator and Data Specialist) and Derek Kanalus (Tech Teacher on Special Assignment)		

2015-16 Best Practice Allocated Minutes Per Day

	Kinder-garten	Grades 1and 2	Grades 3,4,5
BALANCED LITERACY (Reading, Writing, Science and Social Studies)	180	165	185
MATH	60	75	75
Specials (includes transition time)	45-50	45-50	45-50
Lunch (includes transition time)	40	40	40
Recess/ Rest Time (includes transition time)	40	40	20
Other Daily Transitions (bathroom breaks, between subjects, daily arrival and dismissal, etc)	35	35	35

A

Myers Elementary School

Daily Bell Schedule

2016/2017

Monday-Friday

Daily Schedule
Full Day: 8:35 a.m.- 3:22 p.m.
Half Day: 11:35 a.m. (No Lunch)

Building Entry
8:25 a.m.
Tardy
9:00 a.m.-students must be signed in

Schoolwide Instruction Schedule
90/90/90 Model
Laser Like Focus on Reading, Writing and Math
Some form of writing should be incorporated into every subject!

8:35-9:00 a.m. *– Breakfast/Morning Meditations and DEAR TIME/Free Choice Reading*
9:00-11:00 a.m.- *ELA/Reading Block*
11:00-11:45 a.m. –Social Studies K-2
11:00-12:15 noon-Social Studies 3-5
11:45 -12:15p.m. - *1st Lunch Period (K-2)*
12:20-12:50 p.m. - *2nd Lunch Period (2/3-5)*
12:00-2:00 p.m. – *Math 3-5*
2:00-2:50 p.m.-Science
2:50-3:22 p.m.-Technology

Staggered Dismissal
3:15 p.m. = K-1 Dismissal
3:18 p.m. =1.2, 2 & 2.3
3:22 p.m. *= Dismissal of 3-5 Students*

Adjust as necessary to fit specials and restroom breaks, but stay on target with the hours of instruction.

MYERS ELEMENTARY MASTER SCHEDULE

Time	Kinder.	Grade 1	Grade 2	SPED K-3	Grade 3	Grade 4	Grade 5	Grade 6	SPED 4-6	I/E	Encore
8:43 AM											
8:48 AM			Encore								2nd
8:53 AM											
8:58 AM											
9:03 AM											
9:08 AM											
9:13 AM											
9:18 AM											
9:23 AM											
9:28 AM											
9:33 AM											
9:38 AM											
9:40 AM	Encore										K
9:45 AM											
9:50 AM											
9:55 AM											
10:00 AM											
10:05 AM											
10:10 AM											
10:15 AM											
10:20 AM											
10:25 AM											
10:30 AM											
10:32 AM		Encore									1st
10:37 AM											
10:42 AM											
10:47 AM											
10:52 AM											
10:57 AM											
11:02 AM											
11:07 AM											
11:12 AM											
11:17 AM											
11:22 AM											
11:24 AM					Encore						3rd
11:29 AM											
11:34 AM											
11:39 AM											
11:44 AM											
11:49 AM											
11:54 AM											
11:59 AM											
12:04 PM											
12:09 PM											
12:14 PM											
12:16 PM											Lunch
12:21 PM											
12:26 PM											
12:31 PM											
12:36 PM											
12:41 PM											
12:46 PM											
12:51 PM											
12:56 PM											
12:58 PM											
1:03 PM						Encore					4th
1:08 PM											
1:13 PM											
1:18 PM											
1:23 PM											
1:28 PM											
1:33 PM											
1:38 PM											
1:43 PM											
1:48 PM											
1:50 PM							Encore				5th
1:55 PM											
2:00 PM											
2:05 PM											
2:10 PM											
2:15 PM											
2:20 PM											
2:25 PM											
2:30 PM											
2:35 PM											
2:40 PM											
2:42 PM								Enc			6t
2:47 PM											
2:52 PM											
2:57 PM											
3:02 PM											
3:07 PM											

C=1-6

PE G MYERS

	8:43 AM 8:48 AM 8:53 AM 8:58 AM 9:03 AM 9:08 AM 9:13 AM 9:18 AM 9:23 AM 9:28 AM 9:33 AM 9:38 AM	9:40 AM 9:45 AM 9:50 AM 9:55 AM 10:00 AM 10:05 AM 10:10 AM 10:15 AM 10:20 AM 10:25 AM 10:30 AM	10:32 AM 10:37 AM 10:42 AM 10:47 AM 10:52 AM 10:57 AM 11:02 AM 11:07 AM 11:12 AM 11:17 AM 11:22 AM	11:24 AM 11:29 AM 11:34 AM 11:39 AM 11:44 AM 11:49 AM 11:54 AM 11:59 AM 12:04 PM 12:09 PM 12:14 PM	12:16 PM 12:21 PM 12:26 PM 12:31 PM 12:36 PM 12:41 PM 12:46 PM 12:51 PM 12:56 PM 12:58 PM 1:03 PM 1:08 PM 1:13 PM 1:18 PM 1:23 PM 1:28 PM 1:33 PM 1:38 PM 1:43 PM 1:48 PM	1:50 PM 1:55 PM 2:00 PM 2:05 PM 2:10 PM 2:15 PM 2:20 PM 2:25 PM 2:30 PM 2:35 PM 2:40 PM 2:42 PM 2:47 PM 2:52 PM 2:57 PM 3:02 PM 3:07 PM
Encore	2nd	K	1st	3rd	Lunch	K	5th	6tl
Day 1	Plan	KA	1A	3A	Lunch	4A	5A	6A
Day 2	2A	Plan	1B	3B	Lunch	4B	5B	6E
Day 3	2B	KB	1C	3C	Lunch	4C	Plar	5/6
Day 4	2C	Travel, Plan, Lunch, Parochial School						

Art G MYERS

	8:43 AM 8:48 AM 8:53 AM 8:58 AM 9:03 AM 9:08 AM 9:13 AM 9:18 AM 9:23 AM 9:28 AM 9:33 AM 9:38 AM	9:40 AM 9:45 AM 9:50 AM 9:55 AM 10:00 AM 10:05 AM 10:10 AM 10:15 AM 10:20 AM 10:25 AM 10:30 AM	10:32 AM 10:37 AM 10:42 AM 10:47 AM 10:52 AM 10:57 AM 11:02 AM 11:07 AM 11:12 AM 11:17 AM 11:22 AM	11:24 AM 11:29 AM 11:34 AM 11:39 AM 11:44 AM 11:49 AM 11:54 AM 11:59 AM 12:04 PM 12:09 PM 12:14 PM	12:16 PM 12:21 PM 12:26 PM 12:31 PM 12:36 PM 12:41 PM 12:46 PM 12:51 PM 12:56 PM 12:58 PM 1:03 PM 1:08 PM 1:13 PM 1:18 PM 1:23 PM 1:28 PM 1:33 PM 1:38 PM 1:43 PM 1:48 PM	1:50 PM 1:55 PM 2:00 PM 2:05 PM 2:10 PM 2:15 PM 2:20 PM 2:25 PM 2:30 PM 2:35 PM 2:40 PM 2:42 PM 2:47 PM 2:52 PM 2:57 PM 3:02 PM 3:07 PM
Encore	2nd	K	1st	3rd	Lunch	K	5th	6tl
Day 1	2B	KB	1C	3C	Lunch	4C	Plar	5/6
Day 2	2C	Travel, Plan, Lunch, Parochial School						
Day 3	Plan	KA	1A	3A	Lunch	4A	5A	6A
Day 4	2A	Plan	1B	3B	Lunch	4B	5B	6E

Music G MYERS

	8:43 AM 8:48 AM 8:53 AM 8:58 AM 9:03 AM 9:08 AM 9:13 AM 9:18 AM 9:23 AM 9:28 AM 9:33 AM 9:38 AM	9:40 AM 9:45 AM 9:50 AM 9:55 AM 10:00 AM 10:05 AM 10:10 AM 10:15 AM 10:20 AM 10:25 AM	10:30 AM 10:32 AM 10:37 AM 10:42 AM 10:47 AM 10:52 AM 10:57 AM 11:02 AM 11:07 AM 11:12 AM 11:17 AM	11:22 AM 11:24 AM 11:29 AM 11:34 AM 11:39 AM 11:44 AM 11:49 AM 11:54 AM 11:59 AM 12:04 PM 12:09 PM	12:14 PM 12:16 PM 12:21 PM 12:26 PM 12:31 PM 12:36 PM 12:41 PM 12:46 PM 12:51 PM 12:56 PM 12:58 PM	1:03 PM 1:08 PM 1:13 PM 1:18 PM 1:23 PM 1:28 PM 1:33 PM 1:38 PM 1:43 PM 1:48 PM	1:50 PM 1:55 PM 2:00 PM 2:05 PM 2:10 PM 2:15 PM 2:20 PM 2:25 PM 2:30 PM 2:35 PM 2:40 PM	2:42 PM 2:47 PM 2:52 PM 2:57 PM 3:02 PM 3:07 PM
Encore	2nd	K	1st	3rd	Lunch	K	5th	6tl
Day 1	2C	Travel, Plan, Lunch, Parochial School						
Day 2	Plan	KA	1A	3A	Lunch	4A	5A	6A
Day 3	2A	Plan	1B	3B	Lunch	4B	5B	6E
Day 4	2B	KB	1C	3C	Lunch	4C	Plan	5/6

TMS G MYERS

	8:43 AM 8:48 AM 8:53 AM 8:58 AM 9:03 AM 9:08 AM 9:13 AM 9:18 AM 9:23 AM 9:28 AM 9:33 AM 9:38 AM	9:40 AM 9:45 AM 9:50 AM 9:55 AM 10:00 AM 10:05 AM 10:10 AM 10:15 AM 10:20 AM 10:25 AM	10:30 AM 10:32 AM 10:37 AM 10:42 AM 10:47 AM 10:52 AM 10:57 AM 11:02 AM 11:07 AM 11:12 AM 11:17 AM	11:22 AM 11:24 AM 11:29 AM 11:34 AM 11:39 AM 11:44 AM 11:49 AM 11:54 AM 11:59 AM 12:04 PM 12:09 PM	12:14 PM 12:16 PM 12:21 PM 12:26 PM 12:31 PM 12:36 PM 12:41 PM 12:46 PM 12:51 PM 12:56 PM 12:58 PM	1:03 PM 1:08 PM 1:13 PM 1:18 PM 1:23 PM 1:28 PM 1:33 PM 1:38 PM 1:43 PM 1:48 PM	1:50 PM 1:55 PM 2:00 PM 2:05 PM 2:10 PM 2:15 PM 2:20 PM 2:25 PM 2:30 PM 2:35 PM 2:40 PM	2:42 PM 2:47 PM 2:52 PM 2:57 PM 3:02 PM 3:07 PM
Encore	2nd	K	1st	3rd	Lunch	K	5th	6tl
Day 1	2A	Plan	1B	3B	Lunch	4B	5B	6E
Day 2	2B	KB	1C	3C	Lunch	4C	Plan	5/6
Day 3	2C	Travel, Plan, Lunch, Parochial School						
Day 4	Plan	KA	1A	3A	Lunch	4A	5A	6A

TAYLOR SCHOOL DISTRICT
Leader in Education

William J. Myers Elementary School

AdvancED ACCREDITED | NCA

16201 Lauren Drive

Taylor, MI 48180

Phone: (734) 946-6602

Fax: (734) 955-6847

Tamara Jones-Jackson, Principal

November 30, 2016,

To Whom It May Concern:

Please be advised that the Myers Elementary School's SRO Plan is being submitted pending an addendum from the Taylor Federation of Teachers that supports utilizing staff meetings as professional development opportunities. Current contract language does not support the utilization of staff meetings for professional development opportunities.

Sincerely,

Tamara Jones-Jackson,