



TAYLOR

SCHOOL DISTRICT

Leader in Education



13500 Pine Street · Taylor, Michigan 48180-4694 · Telephone (734) 374-1200 · Fax: 734-374-2325

January 22, 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2022-23 educational progress for Myers Elementary. 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 Principal Michelle Hodgkinson for assistance.

The AER is available for you to review electronically by visiting the following web site, [Myers Elementary Combined Report](#), or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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 is 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 identified as a Comprehensive Support and Improvement (CSI) school.

Although continuous efforts were made in closing the achievement gaps within our subgroups this year, and raising our overall scores, one of the main challenges that was faced by our school the past two years has been learning loss as a result of the global pandemic. Another challenge facing our school is chronic absenteeism with students out for many days due to illness, discipline, and family needs/transition. We continue to fall below State proficiency levels looking at the data from last year's state assessments. For example, per our AER Data Report, it can be noted that for Math, the state proficiency score for 3rd grade was 42.9% and Myers scored <=10%. In ELA, the state proficiency score for 3rd grade was 40.9% and Myers scored 12.8%. The state proficiency score for 4th grade math was 38.6% and Myers scored <=10%. In ELA, the state proficiency score for 4th grade was 44.3% and Myers scored <=10%. The state proficiency score for 5th grade math was 31.5% and Myers scored <=10%. In ELA, the state proficiency score for 5th grade was 43.9% and Myers scored <=10%.



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During the last two years, there have been many initiatives implemented to close the academic gaps. The pandemic has unfortunately forced us to teach remotely at the beginning, prompting us to rethink how we teach, and students learn. Instructional staff continue to maintain Google Classrooms to meet students’ needs, both synchronous and asynchronous. Teachers continue to receive professional development through a Building Improvement Coach that works formally with four teachers on a Plan-Teach-Debrief rotation each year. Teachers continue to utilize job-embedded professional development to perfect instruction. Also, new this school year is professional development provided through a Resilience Coach that works with teachers on restorative practices and social-emotional best practices. Students identified as “at-risk” of not achieving will be offered supplemental interventions through a Behavior and Instructional Interventionist. Students also have a STEAM class to build upon the career-focused foundation the high school is working to implement with its academy model. Our Kindergarten teachers are implementing the Great First Eight curriculum authored by Dr. Nell Duke, which is a fully comprehensive and relevant, research-based program that meets the needs of today’s young learners. Teachers and students also have access to supplemental instructional online programs that are being integrated into daily instruction to supplement differentiated learning for our students.

State law requires that we also report additional information:

- Students are assigned to Myers by their geographical location within our district, however parents are permitted to request placement at other schools within the district as space allows. For the 2022-23 and 2023-24 school years, the Taylor School District has offered an out-of-district School of Choice program. Students from outside our district boundaries may apply to attend schools in our district. During the enrollment period, the student count per grade level at each building will indicate which school the School of Choice student will attend.
- During the last two school years, the Myers staff has continually reviewed and revised our School Improvement Plan incorporating researched, best practice for improving student achievement indicated by our analysis of the data. The School Improvement Plan promotes growth in achievement for the Myers community. The staff has implemented a plan blending increased technology, parent involvement, and an integrated curriculum. Programs at Myers are coordinated and integrated toward the achievement of the school wide goals contained in the School Improvement Plan. Our School Improvement Team (administration, teachers, school improvement coordinator, and parents) meets as needed to discuss, plan, and problem solve throughout the year.
- You may access a copy of the district curriculum online, the principal’s office, or at our Assistant Superintendent of Curriculum and Instruction’s office. Core curriculum is



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implemented through our School Improvement Leadership Team who provides professional development when changes are made. Taylor core curriculum is in alignment with the Michigan Model. Pacing guides accompany the curriculum and describe the implementation process and timelines. Curriculum is aligned with the Common Core State Standards in the appropriate content areas and taught at the state recommended grade levels.

- Myers students demonstrated positive growth on the local i-Ready Reading and Math assessments. Overall, 36% of students met their learning target in math for 2022-23 compared to 37% in 2021-22. In reading, 46% of students met their learning target for 2022-23 compared to 34% in 2021-22. Growth was only able to be identified on local assessments due to students not taking the state assessment because of the pandemic.
- Myers Elementary School is always proud to be represented by a high percentage of parents at parent-teacher conferences. Parents are given several opportunities to meet with staff on an ongoing basis to discuss student progress.

Parent-Teacher Conferences Attendance	Number of students represented	Percent of students represented
2021-2022	236	81%
2022-2023	190	63%
2023-2024	234	75%

Myers Elementary is committed to academic excellence and to providing opportunities for all students to succeed as learners. I appreciate the commitment from parents, staff and our community to continue this effort and look forward to another successful school year.

Sincerely,

Michelle Hodgkinson
Myers Principal