

Beverly Elementary

Kimberly Vigneron *Principal* • 248.203.3150 • Fax: 248.203.3165 • kvigneron@birmingham.k12.mi.us
18305 Beverly Road, Beverly Hills, MI 48025



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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Beverly 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 me at 248.203.3150 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2tQMkwH>, or you may review a copy in the main office at the school.

For the 2017-18 school year, schools were identified using new definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given. No label has been given for Beverly Elementary School.

After our leadership team reviewed our combined report, our key challenges remain consistent with our building's Greatest Areas of Need (GAN) that have previously been identified. Challenges are consistently addressed through our School Improvement Plan and the whole focus of our staff. The data in the combined report indicates that the key challenges for Beverly Elementary are increasing math proficiency, specifically in the area of math reasoning. The second challenge that we have identified is the need for an increase in reading proficiency, specifically in our lower elementary grades. Finally, a consistent challenge has been the District's realignment with new legislation of the Next Generation Science Standards (NGSS) and the effect that it has on our student's performance on the State assessments. To address the key challenges of the data from our summative assessments, we have worked to increase reading, math, and science proficiency.

To exceed or increase math proficiency, our students will show growth in the numbers and operations content strand. Our progress of this goal will be measured by the Northwest Evaluation Association math assessment and District common assessments. Some key initiatives have been the adoption of the following programs: full integration of a District adopted math resource (Math Expressions), professional development on the eight standards for mathematical practice, math talks and reasoning, as well as small group instruction and math workshop.

To exceed or increase reading proficiency, our students will show growth in informational reading, literature, and foundational skills/vocabulary. Our progress of this goal will be measured through the Fountas and Pinnell Benchmark Assessment System (fiction and non-fiction) and Northwest Evaluation Association reading assessment. Some key initiatives have been the adoption of the following programs: Jan Richardson: The Next Step Forward in Guided Reading, Lucy Calkins Units of Study for Reading and Writing, Words Their Way: Word Study in Action, Morning Reading Intervention Program (Bobcat Academy), Teacher Lab Cohorts, and small group intervention groups with our Reading and/or Instructional Specialists.

Finally, to increase proficiency on State assessments, we have aligned Science curriculum items with Next Generation Science Standards (NGSS) to address pacing related to the M-STEP. We have a science content-specific teacher in grades: 3, 4 and 5. Each grade-level is utilizing updated hands-on FOSS Kits, based on the Next Generation Science Standards. In addition, funds were allocated for the purchase of additional Science non-fiction books used for "read alouds" that were aligned to grade level content for all teachers. Using non-fiction Science text, students were taught how to use critical thinking when asked

higher level thinking questions from professional learning. District-wide K-12 Science professional learning has also been offered.

State law requires that we also report the additional information:

1. Birmingham Public Schools is a closed district, which means that families must live within the district to be placed at a neighborhood school. Tuition-based programs are available for out-of-district families interested in attending our district.
2. Beverly Elementary is continuously working on improving student learning. Our School Improvement Plan consists of three primary goals. The first goal is to increase math proficiency, in relation to math reasoning. This school year our staff has utilized many different strategies such as: workshop style teaching differentiated groups, intervention skill groups, math journaling, number talks, and computer programs to assist in the students' acquisition of content. Our second goal is to increase reading proficiency for all students. Our 2016-2017 M-STEP results indicated that our students had a decrease. To address this decline, teachers adjusted their instruction, provided more time for small group instruction, and participated in a teaching practicum that focusing on Guided Reading and Writing. This practice showed an overall improvement in M-STEP scores for 2017-18. Our final goal is for all students to develop positive social and emotional development. Some key initiatives to support social emotional development have been the adoption of the following programs: Partnership with the Yale Center of Emotional Development on the RULER Approach through Yale University and Oakland Schools, and Culturally Responsive Teaching strategies through trainer the trainers' model. In addition, Beverly offers programming such as Leading Ladies student group, Extraordinary Gentleman, Mindfulness groups, and Friendship groups.
3. BPS offers specialized schools to students within the district.
 - a. Birmingham Covington School is a 3-8 district-wide school of choice open to BPS students with a special emphasis on science and technology. Interested students may register to enroll. If there are not enough spaces available, a lottery is held in January to select students for the upcoming school year.
 - b. Lincoln Street Alternative High School seeks to develop the unique talents of their students by providing them the opportunity to acquire the skills, knowledge, and attitude necessary to live successfully in a changing world. LSAS provides a flexible learning environment in a family atmosphere that encourages student decision-making, critical thinking, understanding of and appreciation for individual and cultural differences, and good citizenship in our democratic society.
 - c. BPS partners with the International Academy to offer the International Baccalaureate program to high school students. Currently, the district holds 80 seats for interested students accepted into the program.
 - d. Oakland Schools Technical Campus Southeast is an extension of the high school program and provides nine educational clusters which are developed around broad occupational areas containing many different, but related, career training options for students.
4. BPS adheres to the Career and College Readiness academic standards and Michigan Merit Curriculum from the State of Michigan. Information on these can be found at <http://tinyurl.com/MI-Standards>. In addition, our district continues to work to fully align our K-12 curriculum with state and national standards. As work progresses on these efforts, information will be made available to parents on our district website under the [Teaching and Learning Department page](#).
5. The state requires each district to administer district-selected tests in English Language Arts and Mathematics in first through eighth grades. BPS uses assessments closely tied to its curriculum. The school district assesses students in grades 1-5 each spring with the Fountas & Pinnell Reading assessment. The following Fountas and Pinnell data represent the percentages of students that scored at or above standard in 2018 and 2017.

Fountas & Pinnell	Year	% Above Standard				
		1st	2nd	3rd	4th	5th
Reading - Independent						
Beverly	Spring 2018	100	91	92	97	92
Beverly	Spring 2017	92	90	100	91	95

The district also administers the NWEA Reading and Math assessments in Grades 1-8. Below are spring 2018 and spring 2017 mean RIT (Rasch unit) scores, compared to national norm RIT scores.

RIT Mean Score

NWEA Reading	Year	1st	2nd	3rd	4th	5th
Beverly	Spring 2018	193.0	195.7	204.7	214.6	217.3
Beverly	Spring 2017	188.1	196.1	208.3	212.0	217.4
NWEA National Norms	Spring 2015	177.5	188.7	198.6	205.9	211.8

NWEA Math	Year	RIT Mean Score				
		1st	2nd	3rd	4th	5th
Beverly	Spring 2018	195.5	196.3	210.1	218.6	232.7
Beverly	Spring 2017	193.5	196.9	209.1	224.8	230.7
NWEA National Norms	Spring 2015	180.8	192.1	203.4	213.5	221.4

- During the 2017-2018 school year, 100% of our parents/guardians attended parent-teacher conferences (100% of female students and 100% of male students). In 2018-2019, 100% of parents attended a parent-teacher conference (100% for female students and 100% for male students).

We are very proud of our students' achievements and thank the Beverly Elementary school community for their continued support of our programs and activities. We are pleased to present this report for your review. Please contact the district at 248.203.3000 for more information about our achievements.

Sincerely,

Kimberly Vigneron
Principal

NOTICE OF NONDISCRIMINATION

The Board of Education is committed to maintaining a learning/working environment in which all individuals are treated with dignity and respect, free from discrimination and harassment. There will be no tolerance for discrimination or harassment on the basis of race, color, national origin, religion, sex, sexual orientation, marital status, genetic information, disability or age. The District prohibits harassment and other forms of discrimination whether occurring at school, on District property, in a District vehicle, or at any District related activity or event. The Superintendent will designate compliance officers and develop and implement regulations for the reporting, investigation and resolution of complaints of discrimination or harassment. The following people have been designated to handle inquiries regarding the nondiscrimination policies: Students - Inquiries related to discrimination on the basis of disability should be directed to: Executive Director of Specialized Instruction and Student Services, 31301 Evergreen Road, Beverly Hills, MI 48025, 248.203.3000. Direct all other inquiries related to discrimination to: Assistant Superintendent of Human Resources, 31301 Evergreen Road, Beverly Hills, MI 48025, 248.203.3000.