

Beverly Elementary



Kimberly Vigneron, *Principal* | 248.203.3150 | Fax: 248.203.3165 | kvigneron@birmingham.k12.mi.us
18305 Beverly, Beverly Hills, MI 48205

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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 2021-22 educational progress for Beverly 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 me at kvigneron@birmingham.k12.mi.us for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/3kboqFv>, 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 Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one these labels.

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, as well as foundational skills across all grade-levels.

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, and small group intervention groups with our Reading and/or Instructional Specialists. In addition, this school year we have put an emphasis on resources, training, and assessments in the area of

foundational skills with the following resources and training: Lucy Calkins Phonics Units (K-2), Orton-Gillingham, and Heggerty Phonemic awareness.

State law requires that we also report 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 2019-2020 M-STEP results indicated that our students had a decrease. To address this decline, teachers adjusted their instruction, provided more time for explicit small group and individual instruction, based on students' individual needs determined through summative and formative assessments. This practice showed an overall improvement in M-STEP scores for 2020-2021. However, this data does not represent all of our students due to the global health pandemic. As we continue these practices this school year, we are confident we will continue to see this increase. Our data from summative, and formative assessments are displaying growth in students. 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 Restorative Practices through trainer the trainers' model. In addition, Beverly offers programming such as Bobcat Leadership, Bobcat Dens, Mindfulness groups, Friendship groups, and classroom lessons provided by the building counselor.
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. Birmingham Public Schools administers the NWEA Reading and Math assessments in Grades K-8. Below are Beverly's spring 2021, spring 2019 and spring 2018 mean RIT (Rasch unit) scores, compared to national norm RIT scores.

		RIT Mean Score				
NWEA Reading	Year	1st	2nd	3rd	4th	5th
Beverly	Spring 2021	176.2	191.7	204.8	213.2	215.4
Beverly	Spring 2019	188.4	199.2	208.4	210.3	218.8
Beverly	Spring 2018	193.0	195.7	204.7	214.6	217.3
NWEA National Norms	Spring 2020	171.4	185.6	197.1	204.8	211.0
		RIT Mean Score				
NWEA Math	Year	1st	2nd	3rd	4th	5th
Beverly	Spring 2021	179	196.4	204.5	216.3	224.6
Beverly	Spring 2019	193.7	206.4	206.6	216.7	226.9
Beverly	Spring 2018	195.5	196.3	210.1	218.6	232.7
NWEA National Norms	Spring 2020	176.4	189.4	201.1	210.5	218.8

6. During the 2019-2020 school year, 100% of our parents/guardians attended parent-teacher conferences (100% of female students and 100% of male students). In 2020-2021, 98% of parents attended a parent-teacher conferences. (99% of female students and 97% 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 248.203.3150 for more information about our achievements.

Sincerely,

Kimberly Vigneron
Principal
Beverly Elementary