Beverly Elementary

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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 2024-25 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 accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Matthew Fairchild at mfairchild@birmingham.k12.mi.us for assistance.

The AER is available for you to review electronically by visiting the following website: https://bit.ly/4tc4m9a or you may review a copy in the main office at your child's school.

For the 2025-26 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 group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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 was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given. Our school has not been given one of these labels.

After our leadership team reviewed our combined report, our key challenges remain consistent with our building's Greatest Area of Needs (GAN) that have previously been identified. Challenges are consistently addressed through our School Improvement Plan and the whole focus of the staff. The data in the combined report indicates that the key challenges for Beverly Elementary are increasing Math Proficiency, specifically in Math numbers and operations. 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 i-Ready Math Diagnostic Assessment and District common assessments.

Some key initiatives have been the adoption of the following programs: a District-wide implementation of a new Math curriculum, Illustrative Mathematics, professional development on the new curriculum, implementation of a new multi-tiered system of supports (MTSS), as well as small group instruction and an increased focus on number sense and fluency. 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 i-Ready Reading Diagnostic Assessment. Some key initiatives have been the adoption of the following programs: Arts & Letters ELA Curriculum, Curriculum Associates Magnetic Reading (K-2), and small group intervention groups with our Academic Interventionist. 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: Curriculum Associates Magnetic Reading (K-2), LETRS, Orton-Gillingham, and University of Florida Literacy Institute (UFLI).

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 numbers and operations. This school year, our staff has used many strategies such as continuing our use of a problem-based math curriculum (Illustrative Mathematics), providing small group instruction and intervention, and utilizing resources from i-Ready. Our second goal is to increase reading proficiency for all students. To address this need, our teachers have implemented a knowledge-based curriculum (Arts & Letters) and/or Curriculum Associates Magnetic Reading (K-2). Additionally, through our MTSS process, teachers have adjusted their instruction to provide more time for explicit small group and individual instruction, based on students' individual needs as determined through summative, formative, and diagnostic assessments. This practice showed an overall improvement in M-STEP and i-Ready diagnostic scores over the past year. 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. In addition, Beverly offers programming such as Bobcat Leadership, Bobcat Dens, Before and After School Classes, Small group time with our building counselor, and classroom lessons provided by the building counselor.

3. BPS offers specialized schools to students within the district.
    1. 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.

    2. 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. LSAHS 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.

    3. 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.

    4. 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 administered the i-Ready diagnostic as of 2023. Below are Beverly's Spring 2023 through Spring 2025 i-Ready diagnostic results.

i-Ready Results						
i-Ready	**Year**	**Subject**				
Beverly	Spring 2023	Reading	Goal	80%	Score	90%
Beverly	Spring 2024	Reading K-2	Goal	80%	Score	87%
Beverly	Spring 2024	Reading 3-5	Goal	80%	Score	82%
Beverly	Spring 2025	Reading K-2	Goal	80%	Score	88%
Beverly	Spring 2025	Reading 3-5	Goal	80%	Score	79%
Beverly	Spring 2023	Math	Goal	80%	Score	81%
Beverly	Spring 2024	Math K-2	Goal	80%	Score	81%
Beverly	Spring 2024	Math 3-5	Goal	80%	Score	75%
Beverly	Spring 2025	Math K-2	Goal	80%	Score	80%
Beverly	Spring 2025	Math 3-5	Goal	80%	Score	82%

6. During the 2024-2025 school year, 98% of our parents/guardians attended parent-teacher conferences (99% of female students and 98% of male students).

We thank the Beverly community for their continued support of our programs and activities. We are pleased to present this report for your review and reflect on our continued goals for school improvement for all learners. To review all that Beverly has to offer in our educational experiences and points of pride please visit https://beverly.birmingham.k12.mi.us/. Please contact the district at 248-203-3000 for more information about our achievement.

Sincerely,
Matthew Fairchild
Principal
Beverly Elementary School