

Pembroke Elementary

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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 2019-20 educational progress for Pembroke 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 Pembroke Principal, Susan D. Crocker, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/2ZBZk9p>, or you may review a copy in the main office at your child's school.

For the 2019 - 2020 school year, schools were identified using 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Pembroke Elementary School has not received a label.

Due to the abrupt closure of school across Michigan on March 13, 2020, our focus also shifted so that we could create the best educational opportunities and experiences in a virtual world! This work has continued through the 2020-2021 school year, as we have frequently shifted between Virtual, Hybrid and F2F learning models since August of 2020. Therefore, we will continue the work described below and extend our "first year" of our five-year School Improvement Plan cycle.

After our leadership team reviewed our combined report, we are pleased with the progress we are making within our school improvement goal areas. That being said, we are committed to continuing our focus on our improvement goals as we move into the first year of our 5-year school improvement goal set in the 2019-2020 school year. We believe that consistent school improvement goals and action plans require an intentional, multiyear commitment to ensure that we successfully refine and systematize the practices that yield growth for our students. Therefore, our identified challenges are consistently addressed through our School Improvement Plan and SMART Goal subcommittee work. The data in the combined report indicates that our key challenges are increasing writing proficiency grades K-5, increasing proficiency in mathematics, specifically in the areas of Numbers & Operations and Geometry as reported on both the M-STEP and NWEA Assessments, and increasing reading proficiency in our lowest 30% of learners.

To exceed or increase writing proficiency, we continue to focus on our students' growth specifically in the areas of conventions, organization and/or elaboration. After analyzing our baseline assessment data, our entire school is focused on the area of conventions, while individual grade levels identified either organization or elaboration as a second area of need. Our progress on this goal will be measured using the mastery approach to teaching and learning. Each teacher is working with grade level teams to provide multiple opportunities for students to draft written responses & final pieces throughout all units of study. We will utilize our common scoring rubric to analyze baseline, monitor progress toward mastery and score all final writing pieces for each genre study. Our PLC teams set short-term goals, identify teaching strategies for implementation and monitor progress during our two-week Targeted Instruction Cycles.

We are pleased with the progress our students have demonstrated in both math journaling and engaging accountable talk/number talks. We will continue to incorporate the instructional strategies that have resulted in these improvements, while intensifying our efforts on practices aimed at increasing proficiency in the number and operations and measurement and data strands. These indicators will be measured by Northwest Evaluation Association math assessment and District common assessments. Some of the key initiatives implemented: Continued professional learning and implementation of pre- and post-assessments for each math unit, and an intentional focus on Concrete, Representational, Abstract (CRA) methodologies in order to more effectively build every child's procedural fluency through building a strong conceptual understanding, refine teaching practices required to provide differentiated learning experiences within math instruction and continue to offer accelerated math opportunities in grades 5.

With the increased focus on our readers who are below grade level expectations, we have spent time as an intervention team reviewing the student data and discussing teaching practices K-5. As a result, our staff have highlighted professional learning and instructional needs in both Guided Reading 3-5 and Phonics/Phonemic Awareness K-2. In order to address these identified needs, all ELA teachers are engaged in building-level professional learning focused on Phonics/Phonemic Awareness and Guided Reading. As a team, we have chosen to extend the District level guided reading work that was provided K-2 teachers during the 2017-2018 school year, to building level professional learning with our 3-5 teachers participating in Guided Reading Labs, and our K-2 teachers with our new phonics units of study labs. Our Reading Specialists are facilitating a blend of text-based learning and lab classroom experiences multiple times throughout the year. These structures not only provided teachers the ability to meet consistently with their guided reading groups, but also provide the support needed to effectively provide intentional phonics/phonemic awareness instruction designed to transfer the student learning across all reading and writing tasks. Our goals are to increase teacher certainty in the facilitation of these groups/lessons, increase small group instruction for all students and to provide targeted, in-class support for our struggling readers in order to improve our reading instruction for all.

Finally, as we continue to face the challenge providing excellent opportunities for all, we are committed to ensuring that all students are provided with the support and enrichment needed to learn and grow. We will continue both our focus on the workshop model for reading and writing and mathematics, as well as providing all children the opportunity to explore, discuss, support and share their thinking across all content areas. In addition, we offer enrichment opportunities for students to extend their learning with STEAM Classes for 1st and 5th graders, 5th grade Band and Orchestra, 4/5 Honors Choir, 5-Plus

Math, Book Clubs, Battle of the Books and Science Olympiad. We are committed to working collaboratively to meet the diverse needs of all of our learners.

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. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

Pembroke continues to strive for improvement. Our School Improvement Plan consists of three primary goals. The staff is focused on providing excellent learning opportunities, which challenge and inspire all students. During our spring 2019 School Improvement Retreat, we analyzed our student achievement data from various sources and set 5-year improvement goals in Mathematics, Writing and Reading. At our 2019 Spring Retreat, we updated our achievement data, reflected on the past 5-year's professional development, and outlined the key initiatives and training that will take place during the first year (2019-2020) of our 5-year plan. . Moving into 2019-2020, we shifted our professional development focus to CRA methodologies, specifically in the Numbers and Operations and Geometry strands, K-2 Phonics Lessons, Early Intervention Phonemic Awareness lessons and 3-5 Guided Reading. As a staff, we focused all of our PD on these areas and dedicated half of our staff meetings to committee work that monitored our School Improvement Progress. Unfortunately, along with the rest of the world, this work came to an abrupt halt on March 13, 2021. As a result, we shifted our professional learning focus to Learning Management Systems, Integration of Interactive Digital Learning Platforms, Student Engagement and SEL/Character Connections. I could not be prouder of our entire staff. We learned from experts in the field, and began to provide our own Professional Learning Sessions for one another. While there were certainly some bumps along the way, we have truly lived into the pillars of our Pembroke Purpose Statement: Critical Thinking, Creativity, Collaboration, Communication and Character, and have grown stronger as both a staff and a community as a result.

Since August of 2020, we have transitioned between virtual, hybrid and F2F learning formats multiple times. Therefore, we will be continuing the School Improvement plan we began in 2019-2020, and considering 2020-2021 a continuation of our first year of the five-year cycle.

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 aren't 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.

NWEA Reading	Year	1st	2nd	3rd	4th	5th
Pembroke	Spring 2019	189.0	197.8	205.9	211.5	215.1
Pembroke	Spring 2018	190.4	199.1	203.7	207.3	216.8
NWEA National Norms	Spring 2015	177.5	188.7	198.6	205.9	211.8
		RIT Mean Score				
NWEA Math	Year	1st	2nd	3rd	4th	5th
Pembroke	Spring 2019	194.1	213.4	206.3	215.2	220.2
Pembroke	Spring 2018	194.8	202.1	208.6	210.9	222.6
NWEA National Norms	Spring 2015	180.8	192.1	203.4	213.5	221.4

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

During the 2018-2019 school year, 98% of parents attended a parent conference (100% for female students and 98% for male students). During the 2019-2020 school year, we were at 99% of parents attending fall conferences. However, the statewide school closure occurred less than two weeks prior to our spring conferences. Therefore, the spring conferences did not take place in March 2020.

We thank the Pembroke Elementary school community for their continued support. This past year has challenged us all, and together we have achieved much that would have previously been considered impossible. This was only possible because of our community's unwavering trust in us, and the space and grace they gave to us throughout this journey. 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,

Susan D. Crocker

Principal

Pembroke Elementary