

# Pembroke Elementary



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February 2022

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 Pembroke 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 248.203.3888 for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/2ZBZk9p>, 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 the 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 was not given a label.

After our leadership team reviewed our combined report, we are pleased with the progress we are making within our school improvement goal areas. While we believe that consistent school improvement goals and action plans require an intentional, multiyear commitment to ensure we successfully refine and systematize the practices that yield growth for our students, the disruptions caused by Pandemic Learning for the past year and a half, require adjustments. We are committed to continuing our focus on our Math and Reading improvement goals set in the 2019-2020 school year, but have re-evaluated our student needs and have chosen to replace our writing goal with a goal focused on the Social and Emotional wellbeing of our learning community. As a result, our identified challenges are consistently addressed through our School Improvement Plan and SMART Goal subcommittee work. The data in the combined report, as well as our student observations, indicate that our key challenges are increasing our students' social and emotional strategies 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 increase our students' proficiency in utilizing effective social and emotional skills, we are focusing on our students' growth specifically in the areas of naming their emotions, identifying action steps to either maintain or improve their current state, recognizing the effect unpleasant

emotions have on our bodies and strategies to help respond productively in the moment. After analyzing our student needs, our entire school is focused on these areas. This year we are facilitating staff training in, and implementation of, key components of Marc Brackett's RULER approach, out of Yale University. Our progress on this goal will be measured through observations of classroom teachers and support staff integrating routines to support student learning, such as Classroom Charters, Mood Meters and Mata-Moments. Each teacher is working with grade level teams, as well as our Counselor and Social Worker, to provide multiple opportunities for students to engage in lessons, routines and conversations that will strengthen both their understanding and implementation of strategies to improve their social and emotional wellbeing.

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 geometry strands. These indicators will be measured by Northwest Evaluation Association math assessment and District common assessments. Some of the key initiatives implemented: Continued implementation of pre and post-assessments for each math unit, an intentional focus on Concrete, Representational, Abstract (CRA) methodologies, refined teaching practices required to provide differentiated learning experiences within math instruction and staff participation in a study of the book, *Building Thinking Classrooms in Mathematics: 14 Practices for Enhancing Math Learning*. Our collective goal is to build every child's procedural fluency through building a strong conceptual understanding.

In the fall of 2019 we increased our focus on readers who were below grade level expectations. We spent time as an intervention team reviewing the student data and discussing teaching practices K-5. As a result, our staff identified 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 engaged in building-level professional learning focused on Phonics/Phonemic Awareness and Guided Reading. As a team, we chose to extend the District level guided reading work that was provided K-2 teachers during the 2018-2019 school year. We began building level professional learning designed for our 3-5 teachers to participate in Guided Reading Labs, and our K-2 teachers began to engage in learning labs focused on our new phonics units of study. Our Reading Specialists designed and began facilitating a blend of text-based learning sessions and lab classroom experiences. The plan was for these teams to meet multiple times throughout the year and develop the structures needed to, not only provide teachers the ability to meet consistently with their guided reading groups, but also provide the support needed to implement intentional phonics/phonemic awareness instruction designed to promote the transfer of learned skills across all reading and writing tasks. While this plan was progressing nicely, March 2020 changed our trajectory and demanded we shift our focus quickly and often. This resulted in these PD plans being suspended. As a staff, we have dedicated 2021-2022 to reflecting, revising and renewing our goals and have refocused on increasing teacher certainty in the facilitation of these groups/lessons, increasing our small group instruction for all students and providing targeted, in-class interventions for those who struggle with reading. Through this work, we will 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 to not only focus on the workshop model for reading, writing and mathematics, but also on 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 1<sup>st</sup> graders, 5th grade Band and Orchestra, 4/5 Honors Choir, accelerated math opportunities within the classroom, 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. 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 fall of 2021 School Improvement Retreat, we analyzed our student achievement data and recommitted to our preceding years' school improvement goals in the area Mathematics and Reading, and chose to suspend our previous writing goal in order to focus on the Social and Emotional Learning needs of our students. At this retreat, we updated our achievement data and reflected on the past 5-years professional development. We then discussed the impact the Pandemic has had on our improvement progress and timelines, identified the effects it had on the key initiatives and training that we had planned for the 2019-2020 school year, and have committed to renewing the work we had begun in the fall of 2019. As a result, we continue the work of shifting our professional development and classroom practices to focus on CRA and Math Talk methodologies, K-2 Phonics Lessons, Early Intervention Phonemic Awareness lessons, 3-5 Guided Reading and targeted small group/1:1 interventions.. In addition, we have added a Social/Emotional Learning Goal in order to ensure staff and students are members of a learning community that provides for the whole child.

While there have certainly been many bumps and bends over the past 2 years, 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, with the addition of our Social/Emotional Learning Goal, and considering 2021-2022 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. 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.
  - 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 K12 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.

		<b>RIT Mean Score</b>				
<b>NWEA Reading</b>	<b>Year</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Pembroke	Spring 2021	181.4	192.2	205.3	213.7	209.7
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 2020	171.4	185.6	197.1	204.8	211
		<b>RIT Mean Score</b>				
<b>NWEA Math</b>	<b>Year</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>
Pembroke	Spring 2021	186.7	204.9	205.3	216.3	230.2
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 2020	176.4	189.4	201.1	210.5	218.8

6. 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. During to 2020-2021 school year, 98% of parents attended a parent conference (100% for female students and 98% for male students).

We thank the Pembroke Elementary school community for their continued support. These past couple of years have challenged us all, and together we have achieved much that would have previously been considered impossible. This is only possible because of our community's unwavering trust, and the space and grace they continue to give 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