

# 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 2017-18 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 me at 248.203.3888 for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2tWbOc2>, 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. Pembroke Elementary School has not received 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. That being said, we are committed to continuing our focus on our current improvement goals as we move into the final year of our 5-year school improvement goals we set in the 2013-2014 school year. We believe that consistent school improvement goals and action plans require an intentional, multi-year 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 Measurement and Data 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-fact fluency and math journaling. 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 Accountable Math Talk, math journaling with common rubrics, pre- and post-assessments for each math unit within Compass Learning in order to more effectively differentiate math instruction and Accelerated Math Opportunities in grades 5.

With the increased focus on our readers who are below grade level expectations, we adjusted our reading support model and embedded our Reading Specialists in our 2nd and 3rd grade classrooms throughout the 2016-2017 school year. In addition, these teachers engaged in building-level professional learning focused on Guided Reading. As a result of this learning, a team of K-3 teachers attended the Daily 5/CAFE workshop in the Spring of 2017, and K-2 teachers extended this learning by participating in online Daily 5/CAFE courses in the summer. This work has expanded at the District level during the 2017-2018 school year, with cross-district cohorts grade K-2 participating in Guided Reading Labs with our Reading Specialists 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 increased teacher certainty in the facilitation of these groups. The increase in small group instruction for all students and targeted, in-class support for our struggling readers has improved 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 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. 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 2013 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 2014 Spring Retreat, we updated our achievement data, reflected on the year's professional development, and outlined the key initiatives and training that will take place during the second year (2014-2015) of our 5-year plan. We have had a common, coherent focus on improving Math Journaling, Numbers & Operations and Measurement & Data. In addition to the Numeracy focus, we have continued to improve our implementation of best practices in both Reading and Writing, with our primary focus being writing during the 2015-16 school year. During 2016-2017, which was the 4th year of our 5-year plan, we focused on the best practices within both K-3 Reading instruction and interventions. Our Reading Specialists were embedded in classrooms, both modeling for teachers and providing interventions to students. Our K-3 teachers engaged in building provided professional learning focused on Guided Reading. In addition, a large team of K-3 teachers attended the Daily 5/CAFE workshop in spring 2017, all K-2 teachers participated in online opportunities during the summer of 2017 in order to further their understanding of Daily 5/CAFE structures and created a cohort that met to share, discuss and support implementation within the classrooms. While we are seeing improvements in these areas, we are still working toward more broad, systemic increases in achievement. Throughout the 2017-2018 school year, we continued to focus on whole

staff professional development in these three areas, implementing best practice strategies building wide and utilizing common assessments to monitor our continuous progress in our goal areas.

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. 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 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 & Pinnell data represent the percentages of students that scored at or above standard in 2018 and 2017.

Fountas & Pinnell Reading - Independent	Year	% Above Standard				
		1st	2nd	3rd	4th	5th
Pembroke	Spring 2018	95	85	95	79	88
Pembroke	Spring 2017	98	92	76	88	91

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.

NWEA Reading	Year	RIT Mean Score				
		1st	2nd	3rd	4th	5th
Pembroke	Spring 2018	190.4	199.1	203.7	207.3	216.8
Pembroke	Spring 2017	186.8	196.0	199.8	208.1	212.9
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
Pembroke	Spring 2018	194.8	202.1	208.6	210.9	222.6
Pembroke	Spring 2017	194.6	199.3	203.6	212.9	222.3
NWEA National Norms	Spring 2015	180.8	192.1	203.4	213.5	221.4

6. During the 2016-2017 school year, 100% of our parents/guardians attended parent-teacher conference (100% of female students and 100% of male students). During the 2017-2018 school year, 99% 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 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,

Susan Crocker  
Principal

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**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.*