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H D Crull Elementary School Annual Education Report (AER) Cover Letter

April 22, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-15 educational progress for H D Crull 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 Charles Raski, Principal, for assistance.

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

Based on student attendance and academic data analysis over the course of the 14-15 and 15-16 school years we continue to address the following social and academic challenges at Crull:

- Students with 10+ absences has been decreasing since 2009-10:
- 2009/10: 233 students with 10+ absences
- 2012/13: 151 students with 10+ absences
- Although our daily attendance rate is currently **94%** (higher than statewide average), we continue to focus on a select subgroup of students missing school consistently:
- 2015/16: 70 students have 10+ absences YTD
- 2015/16: 36 students have 15+ absences YTD
- 2014/2015: student behavior referrals decreased and continue to significantly decrease in 2015/2016
- Our number of homeless students has increased
- The number of days missed by homeless students has increased
- Math and science scores have decreased over the course of the past 4 years

In addressing the above concerns the school PBIS team has implemented bi-weekly gatherings to reinforce common expectations and a common language, as well as to honor and promote positive behaviors, academics, and attendance. The school

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improvement team is working on solidifying common math instruction across all grade levels and using common assessments to guide instruction in reading and math.

State law requires that we also report the following additional information.

Pupil Assignment Process for the 2014-15 and 2015-16 School Years

Students in the Port Huron Area School District are assigned and enrolled as follows:

Students are assigned to schools based on outlined attendance areas. Kindergarten through 5th grades are assigned to one of our 10 elementary schools - Cleveland, Crull, Edison, Garfield, Indian Woods, Keewahdin, Kimball, Michigamme, Roosevelt and Woodrow Wilson. Students in grades 6, 7 and 8 are similarly divided among Central Middle School, Fort Gratiot Middle School and Holland Woods Middle school. Port Huron High School and Port Huron Northern High School serve students in grades 9 through 12.

Port Huron Area School District has a Michigan Great Start School Readiness Program grant funded pre-school instruction for early childhood students in several elementary buildings. The district also supports an Early Childhood Special Education program for qualified 3-5 year olds. Students in pre-Kindergarten programs are assigned based on enrollment in each program based classroom.

The Port Huron Area School District has a policy and process in place for both in- district and county/contiguous Schools of Choice requests. Copies of the policy and procedures are available on the district website (<http://www.phasd.us/district/enrollment>), at each school, and at the administration building.

Specialized Schools and Alternative Education

- Harrison Center offers an alternative high school program, credit recovery, adult education, and an Education Continuity Program for expelled students.
- St. Clair TEC offers countywide career and technical training to high school students.
- Woodland Developmental Center serves students with severe learning disabilities to age 26.

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Status of Our School Improvement Plan (3-5 Year Plan)

To meet our school improvement goals the Howard D. Crull Team has been focusing on creating a positive learning climate for all staff and student learners. We are committed to strategic and consistent Tier I instruction. We have worked to determine how students successfully learn using technology, traditional methods, and a combination of small group and whole group instruction. As we continue to increase the teacher learning and collaboration we advance the student learning and achievement focusing on these six areas:

Behavior:

- PBIS, rewards for whole school
- All school recognition assembly
- Behavior Interventionist using Title I Funds
- Parent Involvement Facilitator to work with families

Balanced Literacy:

- Using Assessment (Running Records) to determine Reading Levels
- Whole school literacy interventions
- Lexia, Additional Reading/Skill practice
- Increasing reading levels for all students
- Increasing the number of leveled books

Writing:

- Writers Workshop

Mathematics:

- Small Group Instruction (Tier 2 Math Interventions)
- New Math Expressions program with professional development to increase fidelity
- Math Interventions (Tier 3)

Social Studies/Science:

- Integration of Non-Fiction Texts into Literacy Block
- Hands-on Activities and Presenters with Real World Application
- Explicit Instruction in Literacy and Math
- Community Service and Personal Development
- Experiences and Field Trips

Data Teams and Collaboration:

- Common grade level and across grade level data analysis and planning to drive instruction

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In addition to continuing the focus on what's best for students we have further expanded this year within the framework of the six areas above to include the following strategies and advancements:

- Addition of a Title I Parent/Family Facilitator focused on attendance and family engagement
- Math Interventions
- Reading Interventions with LLI
- Students recognition for increased attendance and PBIS accomplishments at Bi-Weekly Community Gatherings
- Grade Level Data Teams meet weekly
- Updated technology in the classroom (10 ipads per classroom)

Core Curriculum 2014-15 and 2015-16 Academic Years

The core academic curriculum is the foundation of the Port Huron Area School District's instructional program. It defines the outcomes to be achieved by all students and is based on the District's educational mission and goals. The District's purpose is to enable students to meet or exceed state requirements for achievement, with an ongoing emphasis that encourages academic excellence for all students.

Our curriculum is based on the [Michigan Academic Standards](#) approved by the State Board of Education. As part of the core instruction, curriculum is aligned and written to support the implementation of the state expectations. It has been developed and written by Port Huron Area School District teachers, administrators and consultants who specialize in curriculum development. Curriculum for the core courses is reviewed annually. Revisions and adjustments are made as needed in order to ensure appropriate alignment and pacing. You may contact your child's school or the Instructional Services Department to review a copy of the core curriculum for a particular grade.

A balanced assessment system is also a core part of the curriculum. Assessments are given in the core curriculum to monitor student progress toward grade level expectations. Measures of Academic Progress (MAP) testing from NWEA provides a measure of student growth in reading, grammar, and math as well as tools with which to support classrooms and individual students.

Aggregate Student Achievement Results for Local Assessment: NWEA MAP-NorthWest Evaluation Association Measures of Progress

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Port Huron Area Schools uses the NorthWest Evaluation (NWEA) Measures of Progress (MAP) to assess student growth in Reading, Language, and Math. MAP is an online, adaptive assessment which provides nationally normed data about student performance and growth. Results for this assessment may be viewed using the links provided below.

[District Fall 2015 - Winter 2016](#)

[District Fall 2014 - Spring 2015](#)

[District Fall 2013 - Spring 2014](#)

[School Fall 2015 - Winter 2016](#)

[School Fall 2014 - Spring 2015](#)

[School Fall 2013 - Spring 2014](#)

Parent-teacher conference rate

2015/16	96%	<i>(All families unable to attend were contacted by the classroom teacher for a phone conference.)</i>
2014/15	94%	

Howard D Crull has seen our scores in reading continue to rise over the course of the past four academic school years due to intentional instruction in small groups using the guided reading framework. We are committed to seeing the same outcomes in math by using a viable math curriculum and teaching it consistently across all grade levels. We are meeting in grade level teams weekly to analyze data and use formative and summative assessments to drive instruction. Using the MTSS model we are identifying those Tier III students who need additional math and reading services and have provided both interventions this year. Our staff has worked diligently to integrate technology with literacy, and experiential learning in math and science.. As we plan for the 2016/2017 School year our students and staff will continue our work in reading and work to develop our writing skills using writer's workshop, and continue to develop our vertical alignment of consistent and effective math instruction. We will further investigate our resources and strengthen our teaching strategies in science. Our Crull Comets are proud of their accomplishments!

Sincerely,

Charles Raski
Principal, H.D. Crull Elementary School

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