



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

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GOVERNOR

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

## Howard D Crull Elementary School 2013-14 Annual Education Report

August 16, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 educational progress for Howard 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 Principal Christina Gibson for assistance.

The AER is available for you to review electronically by visiting the following web site [www.phasd.us](http://www.phasd.us) or you may review a copy in our main office at your child's school.

The state has identified some schools with the status of *reward*, *focus*, or *priority*. A *Reward school* is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A *Focus school* is one that has a large achievement gap in 30% of its student achievement scores. A *Priority school* is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been given one of these labels.

In our efforts to target the bottom 30% of our population we will work to target students with poor attendance, academic interventions, and homeless students.

We have noticed the following challenges based on student attendance and academics:

- Students with 10+ absences have been decreasing since 2009-10
- 93.9% attendance rate (higher than statewide average)
- 2009-10 233 students with 10+ absences
- 2012-13 151 students with 10+ absences
- Our number of homeless students has increased
- The number of days missed by homeless has increased

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Actions taken to address challenges:

In order to address the challenges based on student attendance, we have worked with St. Clair County RESA and the PHASD to ensure that our homeless population has transportation to school. We will also continue to make home visits to families in our building that have a high number of absences. We will work to increase communications with families about reading levels, academic interventions and Title I services.

- Work with RESA and District to make sure homeless students make it to school
- Continue doing home visits to families of students having a high number of absences
- Communications with families for interventions, home support, and academic needs/concerns

State law also requires that we report additional information.

### **Pupil Assignment Process\***

Students in the Port Huron Area School District were enrolled as follows:

Elementary students were divided among 10 elementary schools serving grades K–5 at Cleveland, Crull, Edison, Garfield, Indian Woods, Keewahdin, Kimball, Michigamme, Roosevelt and Woodrow Wilson.

Port Huron Area School District had Michigan Great Start School Readiness Program grant funded pre-school instruction for early childhood students in several elementary buildings.

Our District operated three middle schools serving 6th through 8th grades at Central, Fort Gratiot and Holland Woods.

Port Huron High School and Port Huron Northern High School served students in grades 9 through 12.

An alternative program and adult education were offered at the Harrison Center.

The Port Huron Area School District had a policy and process in place for both in-district and county/contiguous Schools of Choice requests. Copies of the policy and procedures were available throughout the District, in publications and at the administration building.

\*This information was the same in the 2012-13 school year.

### **School Improvement Plan Status 2013–14**

Progress in the six content area goals of our School Improvement Plan has been continuing. Our goal is to demonstrate proficiency in Behavior, Reading,

Mathematics, Writing, Social Studies and Science have been developing over the course of the year. Using individual student data we are able to plan for academics to challenge, extend, and intervene when necessary.

To meet these goals the Howard D Crull staff has been focusing on creating a learning climate for all student learners. We have worked to determine students who

learn best using technology, traditional methods and a combination of small group or whole group instruction. As we continue to increase student learning and achievement, we are focusing on our six areas:

#### Behavior

- PBIS, rewards for the whole school
- All school recognition assembly
- Behavior Interventionist using Title I Funds
- Tier 3 Behavior Interventions
- 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)
- 60 Minutes using On-line Math Resources

#### Social Studies/Science

- Integration of Non-Fiction Texts into Literacy Block
- Hands-on Activities and Presenters with Real World Application

#### Summer Learning Camp

- Explicit Instruction in Literacy and Math
- Community Service and Personal Development
- Experiences and Field Trips

### **School Improvement Plan Status 2012–13**

Progress in the five content area goals of our School Improvement Plan is continuing. These goals are increasing students' capacity to demonstrate proficiency in Reading, Mathematics, Writing, Social Studies and Science.

To meet these goals the Howard D Crull staff has been focusing on creating a learning climate for all. As we continue to increase student learning and achievement we are focusing on:

#### Increasing Literacy

- Whole school literacy interventions
- Increasing reading levels for all students

#### Student Leadership

- Student Involvement Activities
- Principals Council
- Student Mural Projects
- Student Council
- School Store

#### Multi-Tiered System of Support

- Behavior Intervention
- Academic Intervention

- Academic Extension
- Systematic Review of Student Success

#### Improved Classroom Instruction

- Building Relationships with students and families
- Small Group Instruction
- Differentiated Learning
- Student Choice Activities

#### Increased Technology

- Over 200 iPads for student use
- 90 Laptops added
- On-line library, Accelerated Reader, Dreambox math program, Lexia reading program
- 2013/2014 will see multiple one to one iPad classroom

#### Summer Learning Camp

- Explicit Instruction in Literacy and Math
- Community Service and Personal Development

### **Specialized Schools and Alternative Education\***

The following programs are offered to PHASD 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.

\*This information was the same in the 2012-13 school year.

### **Core Curriculum 2013–14**

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 standards approved by the State Board of Education. In addition, it has been developed and written by Port Huron Area School District teachers, administrators and consultants who specialize in curriculum development.

As part of the core instruction, ELA and math instructors have aligned and written curriculum to support and implement the Common Core State Standards. A balanced assessment system is also a core part of this movement. Measures of Academic Progress (MAP) testing from NWEA provides teachers with screening and diagnostic tools to dig deeper into reading, grammar, and mathematic deficiencies to give teachers more data with which to support their students.

To access a copy of the core curriculum, contact the Department of Instruction at (810) 984-3101.

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

READING HD Crull Elementary	FALL TO SPRING Mean RIT			
	HD Crull Fall 2013	National Norm Fall 2013	HD Crull Spring 2014	National Norm Spring 2014
Grade K	141.3	142.5	155.9	157.7
Grade 1	158.5	160.3	176.8	176.9
Grade 2	171.5	175.9	187.1	189.6
Grade 3	177.3	189.9	187.7	199.2
Grade 4	185.0	199.8	198.5	206.7
Grade 5	193.9	207.1	205.6	212.3

MATH HD Crull Elementary	FALL TO SPRING Mean RIT			
	HD Crull Fall 2013	National Norm Fall 2013	HD Crull Spring 2014	National Norm Spring 2014
Grade K	137.8	143.7	155.3	159.1
Grade 1	159.6	162.8	175.7	179.0
Grade 2	172.5	178.2	190.0	191.3
Grade 3	181.9	192.1	191.9	203.1
Grade 4	190.8	203.8	202.7	212.5
Grade 5	199.3	212.9	210.8	221.0

**Parent-teacher conference rate**

2013–14 — 93%

2012–13 — 95%

Howard D Crull has seen our scores in Reading continue to rise over the course of the past three academic school years. Our staff has worked diligently to integrate technology with literacy, experiential learning and mathematics. As we plan for the 2014-2015 School year our students and staff will continue our work in Reading and work to develop our writing skills and writers workshop. Our Crull Comets are proud of their accomplishments!

Sincerely,

*Christina Gibson*

Christina Gibson

Principal, Howard D Crull Elementary School