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School Annual Education Report (AER) Cover Letter

March 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the 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 Mr. Charles Raski, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/vG5UEd>, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exist their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given of one these labels and has been released from the previous Focus School designation.

State law requires that we also report additional information.

Pupil Assignment Process

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.

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

To meet our school improvement goals the Howard D. Crull Team has created 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:

We will **advocate** for our students and families in partnership with our community to assure their success inside and outside of school; continuously **innovate** our practices and programs to improve student achievement; and **educate** in ways that are relevant, relationship driven, and rigorous.

Behavior:

- PBIS: common language/expectations and rewards for all students
- All school recognition assemblies/gatherings
- Behavior Interventionist using Title I Funds
- Parent Involvement Facilitator to work with families

Balanced Literacy:

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

Writing:

- Guided Small Group Writing
- Writers Workshop

Mathematics:

- Small Group Instruction (Tier 2 Math Interventions)
- 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 collaboration, and a common language for instructional practices, planning, pacing, with embedded data analysis to drive instruction.

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

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- Title I Parent/Family Facilitator: focused on attendance, connecting families with health and community resources, organizing Title I events, and increasing family engagement
- Math Interventions using Delta Math
- Reading Interventions with LLI
- Bi-Weekly Crull Comet Community Gatherings: to recognize students for increased attendance, PBIS accomplishments, to celebrate student and staff talents, and to build community with our families.
- Grade Level Data Teams (PLCs) meet weekly
- Technology in the classroom (10 ipads per classroom)

Core Curriculum

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

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 - Spring 2016](#)
[District Fall 2014 - Spring 2015](#)

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[District Fall 2013 - Spring 2014](#)

[School Fall 2015 - Spring 2016](#)

[School Fall 2014 - Spring 2015](#)

[School Fall 2013 - Spring 2014](#)

Parent-teacher conference rate

2016/17 95%

2015/16 96%

2014/15 94%

Our Howard D. Crull learning community is very grateful to be recognized as a National Title I Distinguished School for closing the achievement gap between our subgroups as demonstrated on the most recent 2016 M-STEP test:

<http://www.titlei.org/ds/schools/h-d-crull-elementary-school>. Not only are we seeing increases in achievement for our students of lower socioeconomic status we have also seen exponential growth across all grade levels in reading and math. We are excited to share that our 3rd grade M-STEP math scores are near the highest in the county. We attribute our most recent success to our highly collaborative instructional team. We believe our students can and will achieve and we strive to empower them by meeting them where they are at. Our Crull Team continues to commit to using a viable math curriculum and teaching it consistently across all grade levels. We strive for vertical curriculum alignment among grade levels and have continued to develop crucial dialogues around the needs of all students. The Crull Team is committed to a laser focus on solid Tier I instruction. Teachers use a common reading, writing, and math curriculum and dig deeper to teach within each to fidelity. The Crull Team continues to maximize collaboration, meeting weekly in grade level teams to plan and pace together, using a common language around best instructional practices, and adjusting instruction by analyzing formative and summative data points. Using the MTSS model we are identifying 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 2017/2018 school year we will continue to evolve our collegiality in data teams, and further develop intentional instructional talk moves in science, social studies, and math to elicit deeper student engagement, thinking dialogues, and inquiry. Our Crull Comets are proud of our accomplishments and we are striving to achieve even more!

Sincerely,

We will **advocate** for our students and families in partnership with our community to assure their success inside and outside of school; continuously **innovate** our practices and programs to improve student achievement; and **educate** in ways that are relevant, relationship driven, and rigorous.

CE Raski

Charles Raski
Crull Elementary Principal

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