

## Executive Summary

### School Information

School Name	Grades Served	Phone
District Name	Principal	Website
Morton Elementary School		7195497585
Pueblo City 60	SUSAN SANCHEZ	

### Description

Morton Elementary's purpose is to provide our students and staff a safe and functional place to learn and grow. By creating a safe environment where students trust their adults and feel confident enough to engage in meaningful lessons and work in well thought-out groupings, implement effective systems that enable them to achieve academically, deriving a sense of accomplishment with a deep understanding of academic content. This will develop in them a sense of purpose which will drive them forward in their educational future and equip them with the tools they need to lead a successful life, including a deep understanding of their value and worth. We are a warm and welcoming school, diverse in student population and staff. Our staff includes teachers, and various student supports, with long time experience, as well as new and innovative staff.

### School Contact Information

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### Relationship of UIP Elements



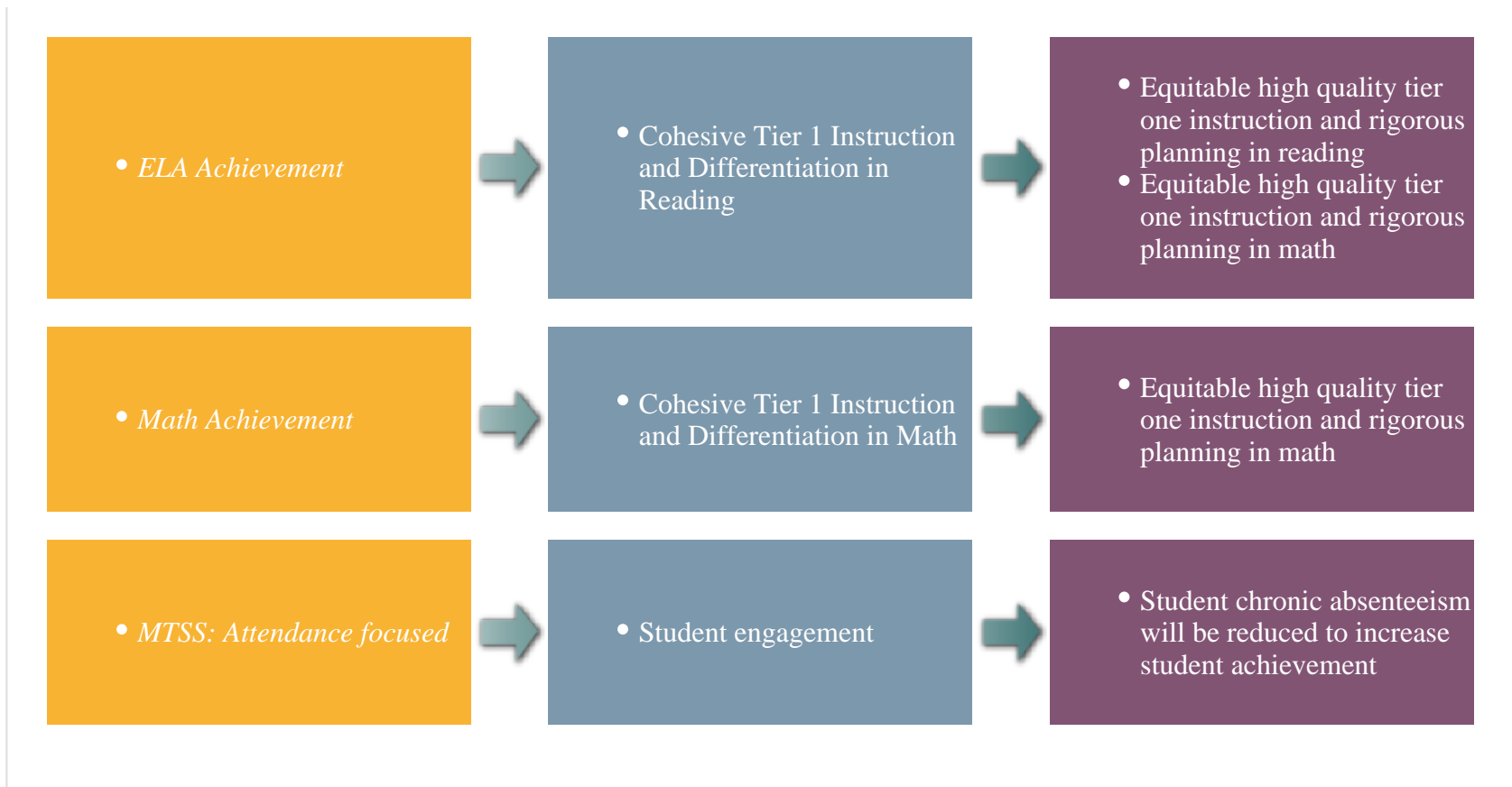
**Student Performance  
Priorities**



**Root Cause**



**Major Improvement  
Strategies**



## Student Performance Priorities

### Student Performance Priority Summary

According to our decline in reading and math on state assessments, it is necessary for Morton to focus on reading and math academics in all grade levels. This includes differentiating student learning experiences to ensure that we are meeting the various needs and concerns that students are exhibiting. We will create opportunities for students to receive small group instruction focused on their needs and ensure that these groups are fluid and growing. Teams will meet weekly to compare data, discuss growth or stagnation of students and plan effective lessons/activities that will push student growth.

We are aware that poor student attendance is a contributing to our students' lack of success. Using the school MTSS Framework, we will focus on supporting and educating families about the importance of attendance in order to increase student achievement and social and academic development.

### Student Performance Priority: ELA Achievement

#### Student Performance Priority Category

English/Language Arts achievement

**What group(s) is this Student Performance Priority focused on? (Choose all that apply)**

Students with disabilities/IEPs All Student Population

**What grade(s) is this Student Performance Priority focused on? (Choose all that apply)**

1 2 3 4 5 Kindergarten

**What is the current performance of this Student Performance Priority?**

Mean scale score for my students with disabilities is 701.8. The mean scale score for the 3rd, 4th and 5th grade student population 724.5.

**What is the end of 2025-26 school year (2 year) measure and target?**

The goal mean scale score for students with disabilities will be 722.3. The goal mean scale score for the 3rd, 4th and 5th grade students is 739.5.

**What is the end of 2024-25 school year (1 year) measure and target?**

The goal mean scale score for students with disabilities will be 711. The goal mean scale score for the 3rd, 4th and 5th grade students is 732.

**What is the current performance of this Student Performance Priority?**

ISTation ISIP Early Reading results from BOY assessments show KDG with 76% at level 1 and 2; 1st grade with 81% at level 1 and 2; 2nd grade with 70% at level 1 and 2; 3rd grade with 58% at level 1 and 2; 4th grade with 46% at level 1 and 2; and 5th grade with 66% at level 1 and 2.

**What is the end of 2025-26 school year (2 year) measure and target?**

By the end of the 2025-26 school year, we will have all grade levels with less than 25% of students being at level 1 and 2 combined.

**What is the end of 2024-25 school year (1 year) measure and target?**

By the end of the 24-25 school year, we will have all grade levels with less than 35% at level 1 and 2 combined.

**Interim Measure and Target?**

Read Plans: Currently, we are at 115 students identified for a READ plan prior to the addition of any new kindergarten students, or new students to Colorado. After students' participation in WIN Intervention, after-school tutoring, and strong Tier 1 instruction coupled with small group instruction, we will reduce the number of students on a READ Plan by 20% by the end of the school year.

**Measurement Dates**

06 / 02 / 2025

**Interim Measure and Target?**

ISIP will show grade levels lowering the percentage of teachers in level 1 and 2 by 5% monthly until final interim measurement in May, 2025.

**Measurement Dates**

05 / 05 / 2025

**Student Performance Priority: Math Achievement**

**Student Performance Priority Category**

Math

**What group(s) is this Student Performance Priority focused on? (Choose all that apply)**

Students with disabilities/IEPs All Student Population

**What grade(s) is this Student Performance Priority focused on? (Choose all that apply)**

1 2 3 4 5 Kindergarten

**What is the current performance of this Student Performance Priority?**

Mean scale score for my students with disabilities is 714.7. The mean scale score for the 3rd, 4th and 5th grade student population 723.2.

**What is the end of 2025-26 school year (2 year) measure and target?**

The goal mean scale score for students with disabilities will be 719.1. The goal mean scale score for the 3rd, 4th and 5th grade students is 734.5.

**What is the end of 2024-25 school year (1 year) measure and target?**

The goal mean scale score for students with disabilities will be 717. The goal mean scale score for the 3rd, 4th and 5th grade students is 728.

**Interim Measure and Target?**

IStation (ISIP) will be my interim measure and the target for math is the cumulative level 1 and level 2 performers will decrease by 7% each month.

**Measurement Dates**

05 / 05 / 2025

**What is the current performance of this Student Performance Priority?**

IStation ISIP Early Reading results from BOY assessments show KDG with 60% at level 1 and 2; 1st grade with 54% at level 1 and 2; 2nd grade with 84% at level 1 and 2; 3rd grade with 55% at level 1 and 2; 4th grade with 36% at level 1 and 2; and 5th grade with 68% at level 1 and 2.

**What is the end of 2025-26 school year (2 year) measure and target?**

By the end of the 2025-26 school year, we will have all grade levels with less than 25% of students being at level 1 and 2 combined.

**What is the end of 2024-25 school year (1 year) measure and target?**

By the end of the 2025-26 school year, we will have all grade levels with less than 35% of students being at level 1 and 2 combined.

**Interim Measure and Target?**

ISIP will show grade levels lowering the percentage of teachers in level 1 and 2 by 5% monthly until final interim measurement in May, 2025.

**Measurement Dates**

05 / 06 / 2025

**Student Performance Priority: MTSS: Attendance focused**

**Student Performance Priority Category**

Student Engagement (e.g. attendance, mobility, chronic absenteeism)

**What group(s) is this Student Performance Priority focused on? (Choose all that apply)**

All Student Population

**What grade(s) is this Student Performance Priority focused on? (Choose all that apply)**

1 2 3 4 5 Kindergarten

**What is the current performance of this Student Performance Priority?**

Average attendance for the students at Morton SY 23-24 was 84.3% with chronic absentees at 8%.

**What is the end of 2025-26 school year (2 year) measure and target?**

The goal is for student absences will decrease to 4% (96% of students present on average) and the percentage of chronic absences will decrease to 1%.

**What is the end of 2024-25 school year (1 year) measure and target?**

The goal is for student absences will decrease to 8% (92% of students present on average) and the percentage of chronic absences will decrease to 3%.

**Interim Measure and Target?**

Weekly attendance goals will be to remain in the high 90%.

**Measurement Dates**

05 / 05 / 2025

## Root Cause Analysis



### ELA Achievement



#### Cohesive Tier 1 Instruction and Differentiation in Reading

**Provide a short description of this Root Cause**

Teachers do not yet understand the developmental reading process and do not include all 5 components of reading in their daily instruction. Teachers do not yet have the skills to use data to consistently group students for appropriate small group instruction daily. Teachers are not yet consistently pre planning text dependent, rigorous questions that meet the grade level standard. Students need more opportunity to do independent writing and thinking before responding in class discussion.

**Root Cause Category**

Instruction

**Provide a rationale for how this Root Causes was selected and verified.**

According to state assessment results, our students are not proficient at explaining their thought process, providing their rationale, and struggle with critical thinking. They have not had enough practice at writing before responding and need to be given more opportunities to work on processing on paper.



### Math Achievement





## Cohesive Tier 1 Instruction and Differentiation in Math

### Provide a short description of this Root Cause

Teachers do not yet have the skills to deliver conceptual math instruction on a daily basis. Teachers are not pre planning and internalizing lesson plans and developing exemplars to be aware of possible misconceptions. Teachers are not using small/group re teach time to address these misconceptions.

### Root Cause Category

Instruction

### Provide a rationale for how this Root Causes was selected and verified.

According to state assessment results, our students are not proficient at explaining their thought process, providing their rationale, and struggle with critical thinking. They have not had enough practice at conceptual understanding and working with problem solving math problems. Using manipulatives as tools to math problem solve has not been internalized by a large percentage of students.



## MTSS: Attendance focused



## Student engagement

### Provide a short description of this Root Cause

Students are not engaged in school and classroom environment which is affecting their attendance: presence, arriving late, or leaving early.

### Root Cause Category

Student engagement systems

### Provide a rationale for how this Root Causes was selected and verified.

The percentage of students who are absent or chronically absent is in the concerning percentage which tells me that they are not engaged in the school environment.

## Major Improvement Strategies



## Equitable high quality tier one instruction and rigorous planning in reading

### Major Improvement Strategy Category

Curriculum and Content

### Please write a description/overview of the Major Improvement Strategy.

Teacher delivery will engage students in meaningful work Reading and math small groups and intervention groups created based on data to ensure student needs are being addressed High growth of student understanding/comprehension in reading fluency and comprehension along with writing proficiency High growth of student number sense and problem solving in math including writing to explain though processes

Student data used to plan effective tier one lessons that include strong student engagement activities Targeted small group/intervention planning using student data to drive lesson content and group make-up (WIN) PLCs will focus on looking at data, planning focused on “worthy” questioning, doing the work and creating student exemplars Impactful lessons will be provided for all students and meet student needs (high and low)

**What Root Causes does this Major Improvement Strategy address?**

- Cohesive Tier 1 Instruction and Differentiation in Reading

**Describe the evidence/research that supports this Major Improvement Strategy.**

According to state assessment, our students do not have the practice/proficiency in explaining what they know and how they know it. Teachers have focused on reading/math standards and have not incorporated enough “writing” into the lessons. Students struggle with explaining through written form what they mean and how they think.

**What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.**

Title I



**Equitable high quality tier one instruction and rigorous planning in math**

**Major Improvement Strategy Category**

Curriculum and Content

**Please write a description/overview of the Major Improvement Strategy.**

Teacher delivery will engage students in meaningful work Reading and math small groups and intervention groups created based on data to ensure student needs are being addressed High growth of student understanding/comprehension in reading fluency and comprehension along with writing proficiency High growth of student number sense and problem solving in math including writing to explain though processes Student data used to plan effective tier one lessons that include strong student engagement activities Targeted small group/intervention planning using student data to drive lesson content and group make-up (WIN) PLCs will focus on looking at data, planning focused on “worthy” questioning, doing the work and creating student exemplars Impactful lessons will be provided for all students and meet student needs (high and low)

**What Root Causes does this Major Improvement Strategy address?**

- Cohesive Tier 1 Instruction and Differentiation in Reading
- Cohesive Tier 1 Instruction and Differentiation in Math

**Describe the evidence/research that supports this Major Improvement Strategy.**

According to state assessment, our students do not have the practice/proficiency in explaining what they know and how they know it. Teachers have focused on reading/math standards and have not incorporated enough “writing” into the lessons. Students struggle with explaining through written form what they mean and how they think.

**What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.**

Title I



## Student chronic absenteeism will be reduced to increase student achievement

### Major Improvement Strategy Category

Targeted Student Academic Supports

### Please write a description/overview of the Major Improvement Strategy.

At Morton, student attendance must be improved if we are to grow students academically, socially and emotionally. The chronic absenteeism at Morton is 32.6% and 4.4% higher than the suggested 2025 goal of 28.2%. We must focus on identifying the students, engaging and supporting their families, and working with the Student Advocate to monitor, track and support chronically absent students. The chronically absent percentage will reduce and families who continue to struggle with attending school will be supported and encouraged to seek ways to have better daily attendance.

### What Root Causes does this Major Improvement Strategy address?

- Student engagement

### Describe the evidence/research that supports this Major Improvement Strategy.

Tableau data from last year shows student attendance at a lower percentage than expected. In order to reduce this percentage of chronic and absences, we will engage students in classrooms, motivating them to want to be at school.

### What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

## Assurances & Requirements

Requirement	Meets expectations for	Agreement
The Unified Improvement Plan is the result of thorough data analysis. - Data was analyzed from both local and state sources. - Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. - Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators).	ALL	<input checked="" type="checkbox"/> I agree
The plan was developed in partnership with a variety of stakeholders, including school staff and the School Accountability Committee (SAC).	ALL	<input checked="" type="checkbox"/> I agree
The school will involve stakeholders -- at a minimum the SAC -- in progress monitoring the implementation of the plan throughout the school year.	ALL	<input checked="" type="checkbox"/> I agree
Written notice of the initial plan type was shared with families within 30 calendar days of identification. The SAC met to provide input on the improvement plan prior to the public hearing. A public hearing was held at least 30 calendar days after the date on which the district provided the written notice. The local board reviewed and adopted the plan.	State Identification	<input checked="" type="checkbox"/> I agree
K-3 READ Act assessment performance data from at least the last two school years has		

been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.

Serves K-3

I agree

The UIP must address assurances, targets, and strategies that respond to the needs of students below grade level or struggling in mathematics. Find CDE programs and professional development to support identified strategies on the Math:  
<https://www.cde.state.co.us/comath/improvingmathoutcomes>

Math Acceleration

I agree

Math Acceleration assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).

Improvement, Priority  
Improvement and  
Turnaround Plans

I agree