



"Every student will excel, both personally and for the benefit of humanity."

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January 27, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on Morton Elementary School's 2024-25 educational progress. 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 Kathleen Quain, Principal, for assistance.

The AER is available for you to review electronically by visiting the following website <https://bit.ly/4qcYaeo>, or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school has not been given any of these labels.

Our school continues to perform above the state targets of proficiency for reading and math. Staff are committed to increasing student achievement for all students. Although we continue to see growth in the majority of our students, the bottom 30% student population growth has not kept up with the growth of our top 30%. This continues to be a challenge and an important area of focus for our school.

To address these challenges our school and district have implemented a Multi-Tiered System of Supports to help assist all students, including students most at risk both academically and behaviorally. Within the MTSS, we have identified universal screeners for ELA and Math, which are administered three times per year. The data is analyzed to guide instruction and meet the individual needs of all students. In addition, teachers progress monitor students regularly and make instructional changes based on lead measures.

Tier 1

- All staff continue to utilize best practice strategies to teach our core programs including Classroom Instruction That Works, Open Court Reading and Eureka Math. Having consistent and research-based programs in place continues to improve core instruction across the content areas. Staff also use Kagan strategies to increase student engagement and ownership of learning.

Tier 2

- The district continues to use a variety of online resources to support tier 2 instruction including Lexia Core 5, DreamBox, Reflex Math, IXL, and Khan Academy. These online resources allow students to work at their instructional levels and their own pace. Additionally, staff implements small group instruction to support both reading and math using PALS, BLAST, Intervention, Workshop and skill-targeted small group instruction.

Tier 3

- We use Reading Recovery as a tier 3 direct support program for first grade students who are performing below benchmark standards. Other tier 3 supports include 1:1 instruction from classroom teachers and support for identified students. Additionally, for grades 2-5, we utilize LLI and Corrective Reading as a tier 3 reading support for identified students. In math, we use Delta Math in small groups and one-on-one settings to address skill gaps and target specific areas of need. These strategies, programs, and use of data allow us to continue to focus on student achievement and reduce the gaps.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:

In 2024-25, Morton Elementary School had a student population consisting of 317 children ranging from pre-kindergarten through fifth grades. The majority of these students were assigned to our school, based upon district boundaries set forth by the Marysville Public Schools' Board of Education. Other children attending Morton Elementary School were either intra-district transfers from other schools within Marysville Public Schools or participants in the "School of Choice" option available to those students residing in St. Clair County, MI.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN:

The staff and students at Morton Elementary School continue to make progress on our established goals for our building school improvement plan. We continue to make growth in the four core areas of instruction: English Language Arts, Math, Science, and Social Studies. In addition, staff professional development plays a key role in our school improvement plan. Our professional development plan supports staff with best practice strategies to improve instruction and increase student achievement. All staff participate in monthly Professional Learning Communities to collaborate on curriculum, instruction, assessment, and technology initiatives, which are all linked to our school improvement plan. They also attend county professional development opportunities and utilize professional learning networks to grow their teaching practice. Furthermore, our school improvement plan encourages and supports parent involvement to increase student achievement. We continue to investigate additional ways to inform parents of learning objectives, gain input on a variety of topics, and support learning at home.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL:

The following programs are offered to Marysville 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.

CORE CURRICULUM:

The Marysville Public Schools' preK-12 curriculum can be retrieved on the District's website at <http://www.marysville.k12.mi.us/district/curriculum--instruction/>. The District's curriculum provides instructional resources to teach district, state and national-level standards, along with aligned assessments (e.g., NWEA MAP Growth, M-STEP, PSAT, SAT, ACT WorkKeys, etc.).

Our curriculum alignment is a continuous process and is based upon current state standards (e.g., Common Core State Standards, Next Generation Science Standards, Grade Level Content Expectations, etc.). These standards call for specific elements of knowledge and define what students should understand and be able to do by the end of each grade. Because of this, our instructional and District administrative staff members collaboratively work together to improve Marysville Public Schools’ curriculum. Grade-level committees also closely monitor our District’s curriculum/instructional program for its effectiveness so that adjustments can be made (e.g., pacing, differentiation, technology integration, etc.).

The District’s assessment program carefully measures students’ learning and acts as a progress monitoring system for various grade level claims, targets, and standards. Assessment data is strategically used to close achievement gaps.

Students, who are identified as needing more support, receive assistance as part of our [Multi-Tiered System of Supports](#) program (e.g., Lexia Reading Core5, Corrective Reading, Leveled Literacy Intervention, Reading Recovery, DreamBox Math, Reflex Math, IXL, Open Court Reading, etc.).

Finally, throughout the school year, preK-12 staff members actively participate in focused professional development activities aligned to the District’s academic needs and goals in improving students’ learning (i.e., PLCs, CITW, Corrective Reading, Lexia Reading Core5, MTSS, etc.). These professional development trainings are focused on research-based best practices.

STUDENT ACHIEVEMENT: M-STEP

Grade Level	2024/25 ELA	2024/25 Math	2024/25 Social Studies	2024/25 Science
3 rd	58%	60%		
4 th	70%	60%		
5 th	46.3%	38.9%	33.3%	46.3%

Grade Level	2023/24 ELA	2023/24 Math	2023/24 Social Studies	2023/24 Science
3 rd	60%	56%		
4 th	64.7%	64.7%		
5 th	62%	46%	34%	64%

PARENT-TEACHER CONFERENCES:

- 2023-2024 99.1% (330 students)
- 2024-2025 96.7% (322 students)
- 2025-2026 99.4% (318 students)

The staff, students, and families of Morton Elementary are deeply committed to the success of our school. Our students performed above the state average on the state assessment and met or exceeded state targets in every subject. This success is a direct reflection of our dedicated staff, who are committed to supporting the growth and achievement of every student, one of the many reasons Morton Elementary continues to be a school of choice in our area.

In recognition of this collective effort, Morton Elementary was awarded the *National ESEA Distinguished Schools Award* this past fall. We are proud to be one of only two schools in Michigan to receive this prestigious honor. The award, presented through the National ESEA Distinguished Schools Program—a project of NAESPA—publicly recognizes federally funded schools for outstanding academic achievement and meaningful educational progress.

Teachers at Morton Elementary collaborate regularly to implement best-practice instructional strategies and use data to support the learning needs of all students. To increase teacher effectiveness, staff engage in ongoing, job-embedded professional learning opportunities throughout the school year. Teachers also integrate technology resources daily, ensuring instruction remains aligned with 21st-century learning. In addition to core curriculum programs and supports, Morton continues to provide targeted Tier 3 interventions such as Leveled Literacy Intervention (LLI) and Corrective Reading.

As part of our school-wide PBIS plan, staff and students are committed to being a Leader in Me school and to learning and applying the 7 Habits, which support both behavioral and academic success. Students are encouraged to work hard and put forth their best efforts by using the 7 Habits in their daily work. Since becoming an official Leader in Me school in the fall of 2019, this approach has had a positive impact on student achievement and overall behavior. Ongoing training and coaching for staff continue to support this work.

Morton Elementary is also fortunate to have dedicated parents who actively support school initiatives. Families are involved through our PTO, WatchDOGS (Dads of Great Students) program, classroom volunteering, field trips, and other school activities.

Students are provided opportunities to participate in after-school clubs when available, as well as introductory band and string programs for interested fifth graders. This year, we expanded our offerings to include an after-school children's theater program for fourth- and fifth-grade students.

Beyond strong academics and extracurricular opportunities, Morton Elementary is a school that values community involvement. Students participate in a variety of service projects each year, including food drives benefiting the Salvation Army and Marysville SOS Food Pantry, fundraising efforts for Hunter Hospitality House, and additional grade-level service projects. Through these experiences, students learn the importance of giving back and take pride in supporting their community.

Through strong collaboration, dedication, and partnership, Morton Elementary continues to be a great place for students to learn and grow together.

For these reasons and many others, I commend the staff, students, and families of Morton Elementary School for their continued dedication to creating a positive learning environment where all students are supported in achieving personal success. I look forward to building on this success during the 2025–2026 school year.

Sincerely,



Kathleen Quain
Principal, Morton Elementary School