



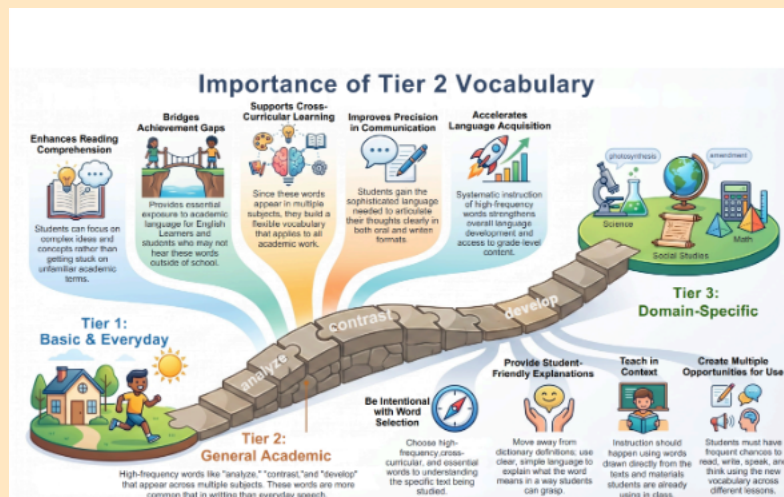
J.S. Morton Director's Board Report

Director: Megan Holub Department(s): Mathematics

Month October

1. Instructional Focus (Literacy/Numeracy)

During our Micro Lessons with the instructional coaches focused on building students' literacy skills, teachers explored the importance of explicitly teaching and discussing Tier 2, or general academic, vocabulary. Academic words such as "shifts" or "exceeds" can have different meanings across content areas, making cross-curricular vocabulary discussions especially valuable for students.



2. Walkthrough Data (Instructional Monitoring)

Some highlights from the Freshman Center walkthrough data:

- 95% of classrooms showed students intellectually engaged in the learning.
- 85% of students were able to articulate what they were learning and/or doing.

- We saw 100% students actively using number sense and mathematical thinking throughout lessons.
- We also saw examples of feedback being connected directly to the learning outcome, helping students understand their progress.

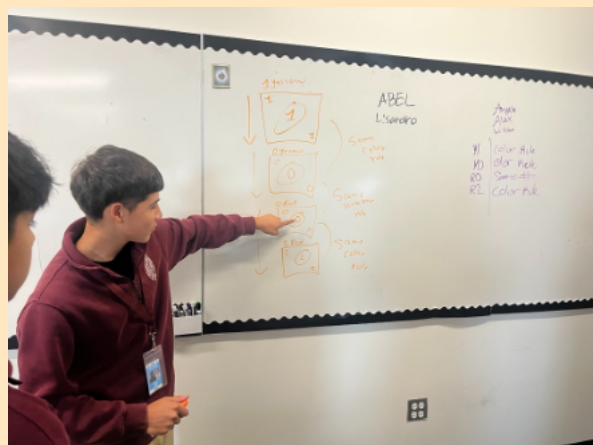
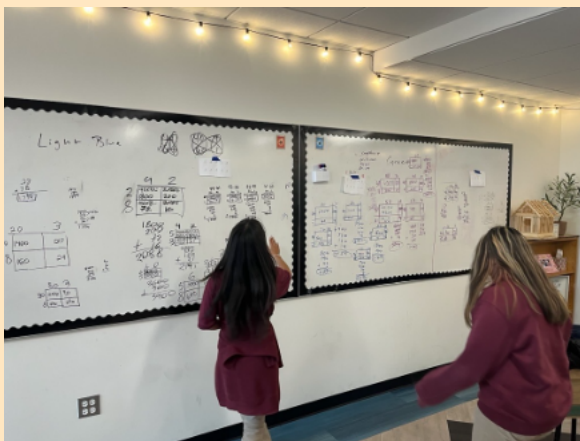
3. PLT Progress (Instructional Improvement Cycle)

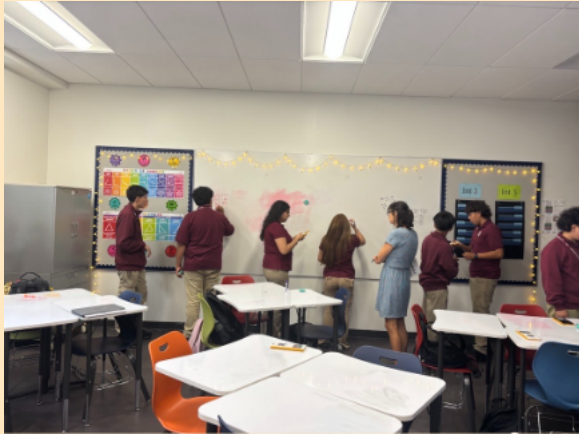
The Integrated Math III team at Morton East, based on Star Data analysis, will be focusing our attention on the standard: Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

At the Freshman Center, 89% of the students are passing their math class- 82% of them with a C or better. The Freshman Center Math PLT will continue to support our school's growth by giving students more opportunities for student discourse through Building Thinking Classrooms and various other methods.

4. Student Highlights

Students continue to enjoy learning and collaborating with their classmates on mathematics using the Building Thinking Classrooms style of learning as well as using 1-1 technology:





On Tuesday, September 29th, 2026, the Morton East and Freshman Center Mathletes competed against Downers Grove North, Glenbard West, and West Chicago for the first meet of the West Suburban Math League. All schools combined comprised approximately 100 total competitors.

The Pre-Calculus team achieved 1st place with a score of 72 points!!!

The **Algebra 2** team achieved **2nd place** with a score of 66 points

The Calculator team: Alexandro Gonzalez Salas, Bryan Gaborit-Moran, Evelyn Miranda, Valeria Haro, Juan Avina, Claudia Pina, Nadiya Ponce and Ana Fuentes Maldonado achieved **2nd Place** with a score of 48 points!

Junior/Senior 8 Person Team: Sebastian Vega, Yuliana Flores Sanches, Juan Castillo Perez, Alexander Ballestros, Gabriel Andablo, Melinda Vazquez, Ariadna Villegas and Nayeli Gutierrez achieved **2nd place** with a score of 48 points.

Algebra 1-Freshman Individual: Axel Cruz (7th place)

Geometry-Sophomore Individual: Claudia Pina (2nd place), Juan Avina (9th place)

Algebra 2 – Junior Individual: Gabriel Andablo (3rd place), Nayeli Gutierrez (7th place), Ariadna Villegas (7th place), Valeria Haro (7th place)

Pre-Calculus-Senior Individual: Pedro Alvarez – perfect score! (1st place), Juan Castillo Perez – perfect score! (1st place), Yuliana Flores Sanchez (5th place), Bryan Gabori-Moran (9th place), Alexandro Gonzales Salas (9th place), Juan Urgiles (9th place), Sebastian Vega (9th place)

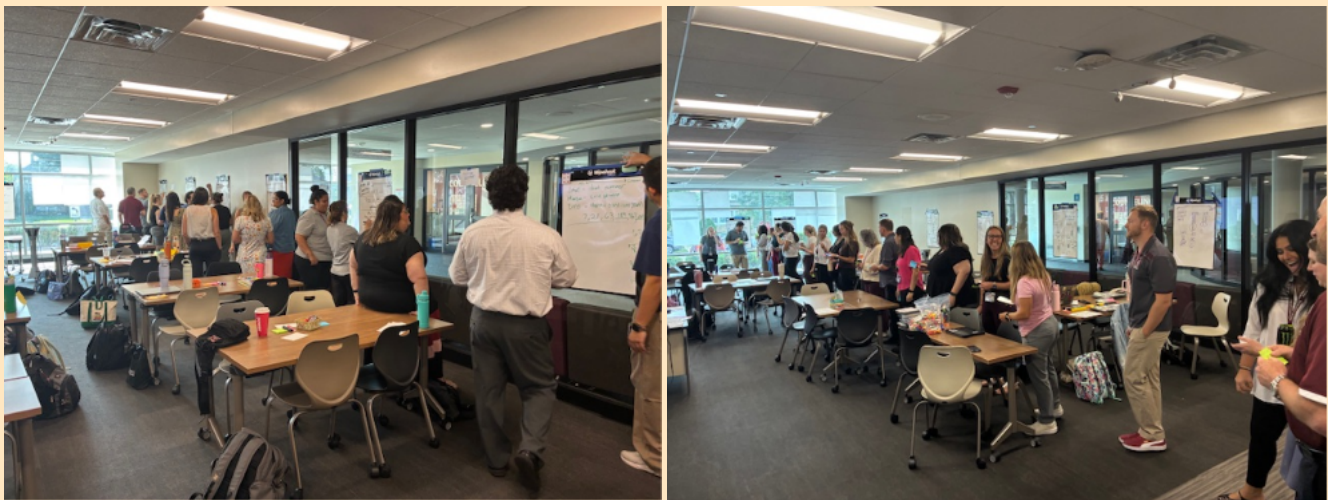
Congratulations to all the Mathletes and their coaches: Rachel Kaiser, Barb Kane, Kevin Volk, and Matt Horvath!



5. Professional Learning / Support

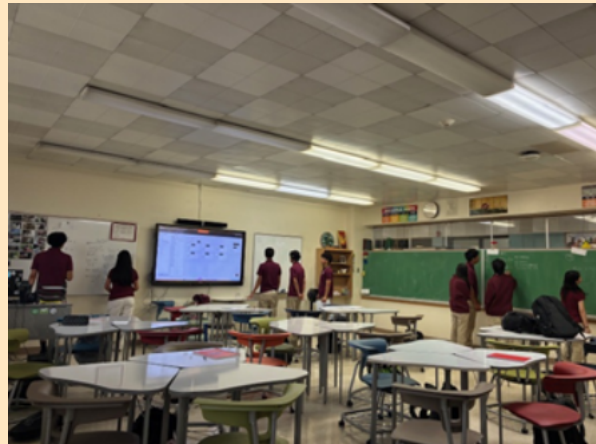
On September 16, we held the third and final day of our three-day **Building Thinking Classrooms (BTC) Professional Learning Academy**. The training was a great success, with teachers engaging in meaningful learning, collaboration, and planning around strategies to increase student thinking and engagement in the classroom. Due to the success and positive response to this professional learning, we are excited to offer another three-day BTC Academy later this semester for a new cohort of **25 teachers from across the district**.

See photos from our final day below!



Math teachers continue to incorporate Building Thinking Classrooms (BTC) strategies into their weekly lessons. During classroom walkthroughs, we are seeing students actively engaged in their learning,

collaborating with peers, discussing their thinking, and working together to solve problems. Teachers are also supporting one another by sharing ideas, strategies, and BTC activities across their PLTs. It has been exciting to see these strategies come to life in our classrooms! See photos below.



6. Next Steps

Building Thinking Classroom Professional Learning will be offered again in late second semester.

Teachers now have a place to house all Building Thinking Classroom tasks.

See here: [BTC Task Hub - OneDrive](#)

7. Board Summary Statement (1–2 sentences)

In September, the Math Department focused on strengthening literacy, numeracy, and student engagement through data-driven PLT work and Building Thinking Classrooms. Walkthroughs showed high levels of student engagement and mathematical thinking, while teachers continued collaborating and participating in professional learning to strengthen instruction.



J.S. Morton Director's Board Report

Director: Melody Becker Departments: English Learners and Modern Languages

Month: October

1. Instructional Focus (Literacy)

Students receiving support from ESL certified teachers are strengthening literacy skills through close reading, vocabulary development, analysis of theme, main idea, figurative language, characterization, and ACT-aligned language instruction. EL students are also advancing their English proficiency through targeted work with grammar, academic language, writing, and speaking. Specifically, students in EL English 4 have demonstrated growth on CEL-Con assessments and are preparing for ACT-style tasks through No Red Ink. Additionally, students in Multilingual Resource engaged in personal descriptive writing projects, and efforts are underway to expand opportunities for multilingual learners through Seal of Biliteracy testing, which has generated strong student interest.

Students in Spanish Language Arts and AP Spanish courses are strengthening reading, writing, and communication skills through analysis of stories, articles, poems, and authentic content while continuing to practice academic language. AP Spanish Language students are developing argumentative writing skills by synthesizing multiple sources into essays and exploring cultural products, practices, and perspectives, while adapting to the exam's digital format. AP Spanish Literature students are applying higher-level analytical skills through comparative essay writing based on poetry.

2. Walkthrough Data (Instructional Monitoring)

During walkthroughs in English classes with English Learner students, it was observed that students had respectful and positive interactions (95%), in classrooms where their identities/cultures were reflected (82%), while students were intellectually engaged (82%).

Teachers are successfully writing clear learning outcomes by making the learning outcome and skill visible 91% of the time. The content was clear in outcome 86% of the time. The EL teachers discussed on how to improve learning outcomes with examples from the director and support of our coaches. We

saw real outcomes that were seen on walkthroughs and glows/grows feedback on those observed so that we could make changes to what was needed. Having real examples with feedback was helpful for teachers.

3. PLT Progress (Instructional Improvement Cycle)

EL3: Priority Skill: Students will determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

- **EL 3 SMART Goal Focus:** Identify the central idea and explaining supporting details that reinforces the main point on the Mexico and Philippines texts.
- **Common Instructional Move-** Teachers use shared annotation strategies to support students in identifying central ideas and explaining supporting details.

EL4: PLT Priority Skill: CCSS.ELA-Literacy.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

- **EL4 SMART Goal Focus:** Students will construct coherent paragraphs that articulate a defensible claim, integrate relevant and sufficient evidence, provide analysis that explains the relationship between evidence and claim, and conclude with a statement that reinforces the argument.
- **Common Instructional Move:** GRR using SPACECAT and eventually lead into CEL-Cons.

ML SMART GOALS – Not many updates have been made on the SMART goal since PLT meeting have been used for different trainings or looking at different data.

- French I – By September 30th, 80% of French 1 students will earn at least a 3.0 in the **reading** skill category by **recognizing cognates** on J'y Arrive Preliminary Unit test.
- Chinese II – By Sep 30, 80% of Chinese 2 students will score a 3.0 or higher on **Speaking interpersonall** as measured by Inviting Friends to their home. [rubric](#)
- Spanish III – By September 24th, 80% of students will earn a 3.0 or higher on **Speaking Skill** as measured by their *Entrevista con un compañero* activity that has students use reviewed material to **express full sentence responses with a peer**.

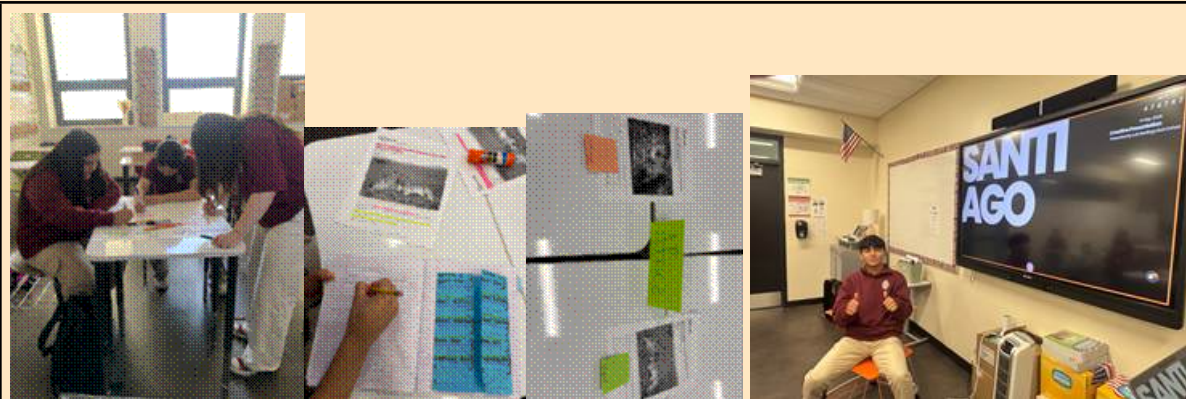
- SLA IV – By November 13, 85% of students will score a 3.0 or higher in their **writing** assessment that includes **supporting details** in order to successfully **present information** about leisure activities. Rubrics [letter](#) or [e-mail](#)
 - o Students have written or will be writing their own poem to practice writing and be able to move on to writing paragraphs.

4. Student Highlights

Chinese: Chinese Fall Festival: Students researched, created projects, and shared what they learned. This year, **four groups even made their own mooncakes** as part of their projects!



EL1 Reading students continued to read small, short stories from Newsela/ Voces Sin Fronteras, focusing on Theme and main idea. EL 3 students selected Newsela articles from different continents like Asia, Africa, Europe, and more. They are practicing how to annotate and using strategies to help them find the central idea and key details. We are learning new tier 2 words such as "central idea." [News Story Reading Steps 2026.docx](#) Multilingual Resource students shared their museums!

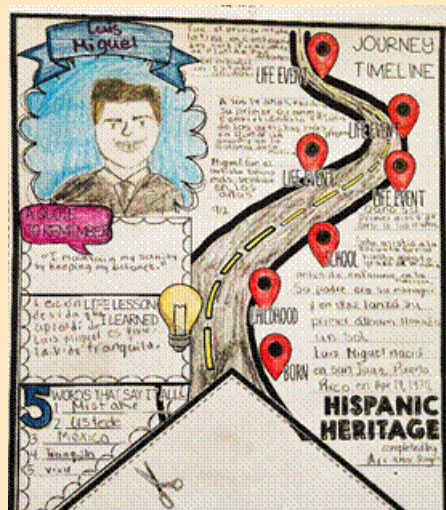


French 1 students made posters on the topic my life as an animal. It is part of Unit 1 Les identités, expressing likes, dislikes, and comparisons. The students also made recordings, focusing on the silent letters in French.



Spanish I and II students are studied historical figures for Hispanic Heritage Month.

SLA V students analyzed the poem “*Autorretrato*” by Pablo Neruda to be able to write their own poem.



AP Spanish Lang. students started exploring the PPP – Products, Practices and perspectives with important events to be able to use their knowledge and do the same thing with everyday events.



Spanish classes learn about the Puerto Rican Coquí and created one.



5. Professional Learning / Support

During PLTs this month, teachers focused on data analysis of Star and PreACT/ACT skills. They are learning several new platforms to support the departments' ACT plans. Through this data analysis, SMART goals have been aligned to the ACT Plans. Most teams are focusing on central ideas and themes to align and reinforce the topics in the Mustang Support classes while addressing the ACT plan.

6. Next Steps

During the month of October, teachers will be implementing the ACT plan by focusing on literacy skills in their classes. Teachers provide explicit instruction and using visuals to help students to deepen their skills in central idea and themes.

7. Board Summary Statement (1–2 sentences)

The English Learners and Modern Languages Departments continue to strengthen student achievement through instruction focused on literacy, language development, communication, and ACT readiness. Walkthrough data indicates strong learning environments, with high levels of positive student interactions, student engagement, culturally responsive classrooms, and clearly communicated learning outcomes. Professional Learning Teams are using assessment data to align SMART goals and instructional strategies, particularly around central ideas, themes, academic language, and communication skills.

Students also participated in authentic learning experiences, including Seal of Biliteracy preparation, multilingual writing projects, Hispanic Heritage Month activities, the Chinese Fall Festival, and world language performance tasks that foster language proficiency, critical thinking, cultural awareness, and student engagement.



J.S. Morton Director's Board Report

Director: Colleen Del Monaco Department(s): CTE

Month: October

1. Instructional Focus (Literacy/Numeracy)

CTE PLTs at both East and West continued to analyze STAR data, identify literacy needs, and collaborate on strategies to strengthen literacy skills within their courses. Strategies included industry-specific vocabulary and word walls, industry "Word of the Day," AP-style practice questions and FRQs, business letter writing, and literacy-focused common assessments (CAs) and classroom activities.

CTE PLTs at both East and West continued to use STAR data to identify areas of need and incorporate numeracy into instruction and assessment. Teachers collaborated on numeracy goals, practice questions, common assessments, and classroom activities designed to provide students with authentic opportunities to apply mathematical reasoning and problem-solving skills within their CTE coursework.

2. Walkthrough Data (Instructional Monitoring)

CTE classrooms demonstrated strong student engagement and positive classroom environments across the district. East and West walkthroughs showed 89% and 78% of classrooms, respectively, with students intellectually engaged in learning outcomes, while 95%+ demonstrated respectful and positive interactions. This reflects a consistent focus on creating productive, student-centered learning environments.

CTE teachers are increasingly incorporating academic skills into authentic, career-focused instruction. Academic vocabulary was observed in 75% of East and 73% of West CTE walkthroughs, while disciplinary literacy/problem-solving was observed in approximately 43–47% of classrooms and number sense in 33–36%. Walkthrough data also showed that learning outcomes were visible in approximately 75% of East and West classrooms, providing a foundation for continued work on making skills, processes, and success criteria more explicit for students.

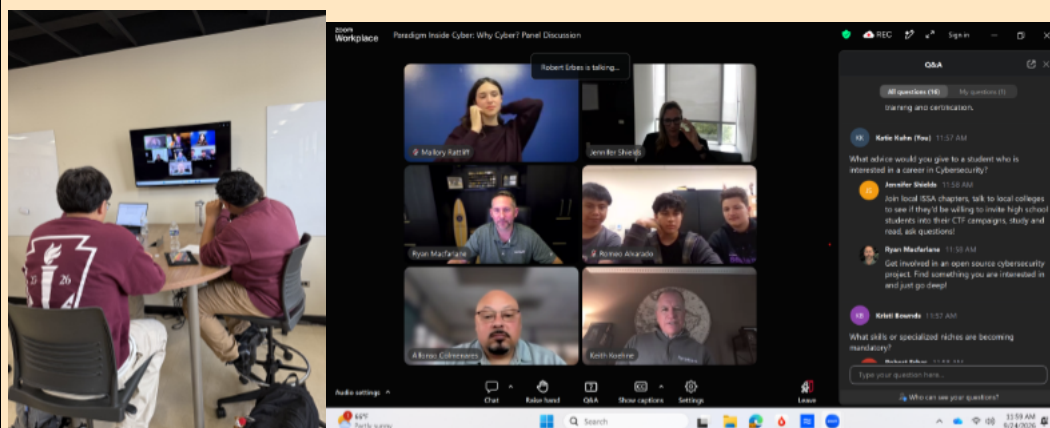
3. PLT Progress (Instructional Improvement Cycle)

PLTs at East and West continued to analyze STAR data to identify areas of need and develop instructional strategies targeting literacy and numeracy. Teams collaborated to plan lessons and implement strategies such as industry-specific vocabulary, word walls, AP-style questions, and FRQs.

STAR data continues to demonstrate a need for targeted literacy and numeracy instruction. In response, PLTs are incorporating these focus areas into common assessments (CAs), classroom activities, and instructional strategies while continuing to monitor data and adjust action steps.

4. Student Highlights

AP Cybersecurity students participated in Paradigm Cyber Ventures’ “Inside Cyber” panel discussion, a virtual career-connected learning event featuring cybersecurity professionals from P&G, TrustedSec, and Idaho National Laboratory. They heard firsthand about the panelists’ career journeys, current cybersecurity challenges, and the different roles involved in protecting data, organizations, and critical infrastructure. Students connected their classroom cybersecurity learning to real-world career pathways and learned about the technical and professional skills that can help them prepare for the field.



Morton 201 students have begun work-based learning internships across a variety of local businesses, gaining valuable hands-on experience in auto shops, restaurants, construction companies, and other community partner organizations. In addition, two Morton West students have been afforded a unique opportunity to work directly with the Vice President of the Technology & Manufacturing Association, an organization representing more than 900 manufacturing corporations. These experiences provide students with meaningful industry exposure, authentic professional learning, and opportunities to build skills and connections as they explore and develop their career pathways.

5. Professional Learning / Support

CTE teachers at East and West engaged in professional learning and support through Progress Learning, STAR data analysis, instructional coach mini-lessons/microlessons, and ongoing PLT collaboration. These opportunities provided teachers with strategies and resources to strengthen literacy, numeracy, and instructional practices.

6. Next Steps

Continue implementing and monitoring literacy and numeracy strategies identified through Star data, including academic/industry vocabulary, targeted practice questions, and skill-aligned classroom activities and common assessments.

Use walkthrough and PLT data to identify and address instructional needs, with continued collaboration, coaching, and professional learning focused on strengthening academic vocabulary, student engagement, and alignment between learning outcomes and skills.

7. Board Summary Statement (1–2 sentences)

Morton CTE teachers continue to use student data to strengthen literacy and numeracy instruction through collaborative PLT planning, targeted classroom strategies, and professional learning. Students are also gaining meaningful career-connected experiences through work-based learning, internships, and industry partnerships that connect classroom learning to future career pathways.



J.S. Morton Director's Board Report

Director: **Megan Delaney**

Department(s): **English & Media Services**

Month: **October**

1. Instructional Focus (**Literacy**/Numeracy)

Across the English department, September focused on establishing baseline literacy data and implementing aligned instructional systems. East, West, and FC completed STAR and No Red Ink benchmarks and trained teachers to analyze STAR results and identify skill trends.

East: STAR and No Red Ink benchmarks were completed by 9/4; seniors also began cycling through Seal of Biliteracy testing.

West: Grade 10 teams are examining author's style/tone across multiple data sources, while the Freshman 1 PLT identified evidence/citation as a foundational need for many students.

FC: English I teachers are on pace for the first Unit 1 common assessment around October 16, which will provide the first shared measure of the new curriculum's effectiveness.

2. Walkthrough Data (Instructional Monitoring)

English Department walkthroughs across the district showed several positive instructional patterns across campuses, particularly visible learning expectations, student use of success criteria, collaboration, and engagement. Continued attention is needed to ensure students can consistently reference learning goals and reflect on their own progress.

East: Strengths included instructional goals posted during walkthroughs.

West: Strengths included student choice, activation of prior knowledge, rubric use, peer feedback, collaborative practice, culturally relevant topics, and structured discourse. A next step is to keep learning objectives visible and usable throughout the lesson.

FC: Strengths included consistently visible learning outcomes. A growth area is strengthening student self-feedback through reflection models or assignment checklists.

3. PLT Progress (Instructional Improvement Cycle)

PLTs are moving from baseline data collection into the instructional improvement cycle. English teams are setting goals, reviewing early assessment evidence, and identifying curriculum and pacing adjustments to support future re-teaching and enrichment.

East: All PLTs created SMART goals related to English ACT Data (10-11) and No Red Ink benchmark data (12) and received administrator feedback and began common assessments.

West: Teams reviewed No Red Ink and Progress Learning practice ACT English results and plan to incorporate identified skills into upcoming learning cycles.

FC: The English I PLT is vetting the new curriculum and pacing. As part of the curriculum implementation process, the team is exploring refinements to Unit 1 pacing to provide earlier CA 1 data and re-teaching opportunities.

4. Student Highlights

East reported a notable student achievement: a former AP Language student is a finalist in NPR's Student Podcast Challenge!

East: The AP Language recognition highlights authentic student communication and the transfer of English skills to a national audience.

5. Professional Learning / Support

Professional learning this month emphasized assessment and data literacy, implementation support, and development of instructional processes. Support was differentiated by campus needs and course/program responsibilities.

East: Teachers received support with Progress Learning, the STAR data protocol, and Seal of Biliteracy processes for teachers of seniors.

West: Teachers new to Mustang Lab and Mustang Literacy received PLT-based orientation and training on MTSS processes and STAR testing through Renaissance; a shared Teams space for daily support lessons was recommended.

FC: Teachers received support with Progress Learning, the STAR data protocol.

6. Next Steps

October English Department priorities will center on turning September baseline data into instructional action while continuing to refine curriculum implementation and common assessment cycles.

East: Use common-assessment data to make reteaching and enrichment decisions and protect PLT time for analysis and instructional planning.

West: Solidify the grade 10-11 ACT benchmark skill sequence so results can be shared to inform PLT cycles.

FC: Administer and review CA results, and use them to evaluate pacing, instructional strategies, and possible curriculum adjustments.

7. Board Summary Statement (1–2 sentences)

September established a strong foundation for our English department's instructional improvement work across East, West, and FC. Each campus is using common expectations, baseline assessment data, and PLT collaboration to identify student needs and move toward targeted instructional adjustments.

East: Building assessment literacy and preparing PLTs to respond to common-assessment evidence.

West: Connecting STAR, No Red Ink, and Progress Learning evidence to specific literacy and ACT skill priorities.

FC: Connecting STAR, No Red Ink, and Progress Learning evidence to specific literacy and ACT skill priorities, as well as implementing and actively vetting the redesigned English I curriculum and assessment system.



J.S. Morton Director's Board Report

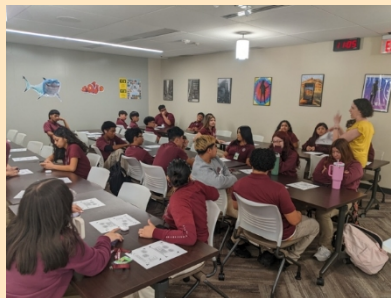
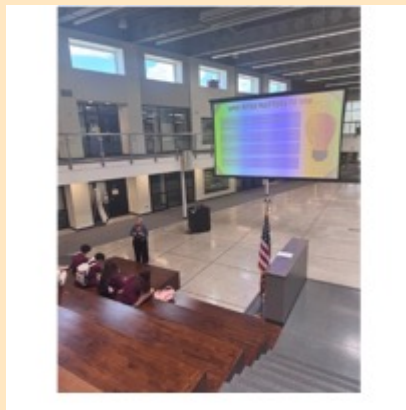
Director: Gloria Ramirez-Solis

Department(s): MTSS

Month: October

1. Instructional Focus (Literacy/Numeracy/Life-Readiness)

A key instructional focus this month was strengthening students' understanding of the supports available to them and the purpose behind those supports. MTSS Coordinators met with students enrolled in Mustang Support literacy and numeracy classes to explain why they were placed in the intervention, how the class is designed to strengthen specific academic skills, and how progress will be monitored throughout the year. These conversations were intended to build student ownership by helping students understand their goals, recognize growth, and see Mustang Support as a targeted opportunity for improvement.



The district also continued implementation of the Panorama Life-Readiness Universal Screener, which provides an early picture of student strengths and areas that may require additional support. The screener measures areas such as self-efficacy, growth mindset, social awareness, positive and challenging feelings, supportive relationships, self-management, and emotion regulation. Results are not used in isolation to determine interventions; instead, teams review the information alongside attendance, academic, behavior, and other student data to identify schoolwide trends and students who may benefit from additional follow-up.

In September, Life-Readiness results led directly to individual outreach and stronger student connections across campuses. At Morton East, 90% of students completed the screener, providing data that helped the

team prioritize growth mindset, self-efficacy, and individualized follow-up. At the Freshman Center, staff divided follow-up for 118 identified students and completed more than 60 individual check-ins, connecting students to clubs, sports, support groups, academic assistance, and other school resources. At Morton West, 197 students were identified for Critical Well-Being follow-up, and MTSS teams used Panorama data to address early attendance and Life-Readiness concerns. Morton Alternative School continued supporting Life-Readiness through senior planning, dual-enrollment opportunities, college and military exposure, and ACT preparation.

2. Student Support Monitoring

A key benefit of the universal screener is that it provides an additional early signal that can prompt a conversation before a student's need becomes more significant. September monitoring combined Life-Readiness results with Panorama's Early Warning System, BARR and MTSS problem-solving meetings, attendance and grade review, and direct student follow-up. At the Freshman Center, individual check-ins showed that many students were building positive connections while also helping staff quickly identify students needing mental-health, academic, family, focus, or peer support. East staff responded to approximately 30 mental-health-related crises while continuing preventative life and social-skills supports. At West, social workers provided individual services to 245 students while student support teams continued follow-up for students with intensive needs. This layered approach allows staff to move from a broad screening result to a more complete understanding of each student's needs and the appropriate level of support.

3. PLT Progress (Instructional Improvement Cycle- Problem Solving)

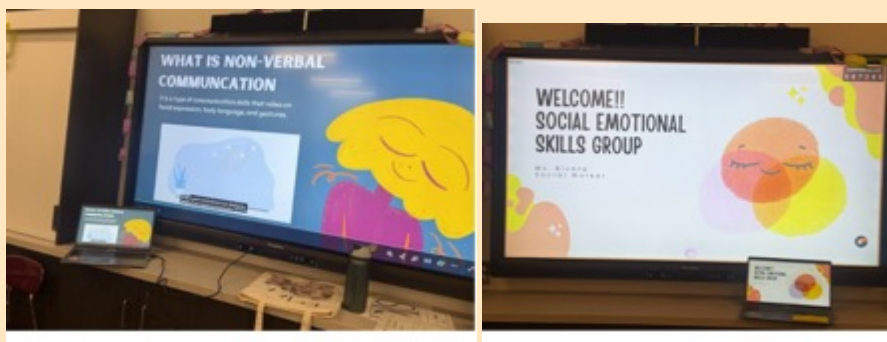
Student support and PLT structures focused on turning screening information into coordinated action. East's Student Services team connected Panorama Life-Readiness results with MTSS Cohort and BARR meetings and created Panorama Smart Groups, which allow staff to organize and monitor students who share common indicators or support needs over time. At the Freshman Center, teams divided responsibility for priority students, identified 11 students for Young Men's Group outreach, and connected an additional 72 students to Tier 2 life-readiness interventions.

BARR meetings, Panorama Early Warning System data, and PLT discussions were used together to guide decisions and follow-up. At MAS, team meetings reviewed incoming students across academic, life-readiness, and college/career needs. West MTSS and PPS teams continued to address attendance, MARP, and intervention needs while counseling teams collaborated across grade levels to strengthen consistency of support. Panorama Life-Readiness results provided valuable insight into how students were feeling and connecting to school at the start of the year.

The data highlighted students experiencing loneliness or limited connections, allowing staff to respond early by connecting students to clubs and school supports, making referrals to Youth Crossroads and Tapestry, and identifying students for continued monitoring and follow-up.

4. Student Highlights

Student highlights across campuses reflected strong engagement, connection, and postsecondary readiness. At East, the September FAFSA workshop connected students and families with ISAC support, while ongoing life and social-skills groups strengthened emotional regulation, communication, problem-solving, and self-awareness.



At the Freshman Center, both newcomer groups maintained attendance above 90% through roughly the first third of their sessions, while students built relationships by sharing culture, traditions, and migration experiences.



Students participated in our first mental health awareness event in recognition of Suicide Prevention Month. A total of 127 students pledged to be supportive friends, signed the awareness poster, and received suicide prevention resources, including 988 information and awareness ribbons.



MAS juniors and seniors participated in dual-enrollment and college/career exploration opportunities, including UIC Spark FEST and the NEIU open house.

At West, four of six POSSE scholarship nominees advanced to second-round interviews, and college field trips reached full participation, demonstrating strong student interest in postsecondary opportunities.

5. Professional Learning / Support

Professional learning and collaboration supported more consistent use of district tools and student data. East counselors participated in the State Articulation meeting and received ACT and ISAC updates, while Student Services collaborated around stronger use of Panorama and Life-Readiness data to guide supports and progress monitoring. West staff participated in Progress Learning ACT training, SchoolLinks and FERPA training, and college-admissions learning through the College and Career Center. Student Support staff also participated in training with Grief Connection focused on supporting students experiencing grief and loss, including practical interventions and strategies that can be used within the school setting. Across campuses, BARR, Panorama Early Warning System, PLT, and team meetings provided additional opportunities for staff to review student needs, coordinate supports, and strengthen shared problem-solving practices.



6. Next Steps

Next steps will continue the shift from screening and identification to intervention, connection, and progress monitoring. East will continue tiered Panorama interventions, strengthen documentation, monitor effectiveness, and prepare for the Portrait of a Graduate Fair. The Freshman Center will continue Life-Readiness check-ins, support students who are failing classes or have attendance concerns, connect students to activities and groups, continue newcomer cohorts, and expand SchoolLinks and elective awareness. MAS will review ACT results as available, continue dual-enrollment and postsecondary planning, review Senior Fall Survey findings, and provide additional college exposure. West will continue Critical Well-Being, attendance, and academic follow-up while expanding college application, essay, campus-exposure, ISAC, Morton College, and mental-health awareness supports.

7. Board Summary Statement (1–2 sentences)

The Panorama Life-Readiness Universal Screener gives the district a proactive way to hear directly from students about skills, relationships, and well-being that can affect their engagement and success in school. In September, this information led to individual check-ins, stronger school connections, targeted supports, and coordinated academic, attendance, and well-being follow-up across campuses, while MTSS Coordinators also strengthened students' understanding of the purpose of their Mustang Support intervention classes and how their progress will be monitored throughout the year.

J.S. Morton Lead Report

SPED

Department Lead: Carol Best

Reporting Month: October

1. Instructional Focus (Literacy/Numeracy)

Campus focus/action: What literacy and/or numeracy priority was addressed this month? Briefly describe the work completed.

Inclusion resource students all worked on literacy and numeracy this month. Students began using the Freckle intervention program with adaptive and targeted literacy practice with main idea and numeracy practice with fractions. Both skills are being utilized in their math and English and World History class this month. Students answered basic skill questions in resource class at their levels and brought that skill into the classroom. (Freshman Center)

The LDI English teacher continues to provide direct reading comprehension and decoding lessons via the READ180 reading intervention program. Students are guided through lessons to identify the central idea, supporting details, and vocabulary words in context. The program is differentiated for each student to address specific reading supports and needs. (Freshman Center)

Inclusion and LDI teachers have been discussing literacy and numeracy strategies in their PLTs. First round of STAR data is done. We've also been analyzing our ABC data and monitoring how to better serve our students in their content classes. (East)

PLTs established literacy/numeracy priorities using STAR and Unique Learning System data. Inclusion identified citing strong and thorough textual evidence as a priority skill and began targeted Freckle instruction. ASI selected Math/ELA through Unique Learning System as its instructional focus, with a goal of measuring student growth through benchmark assessments. (West)

Additional baseline data was collected on functional literacy and numeracy data through various assessments. The focus is on reading functional materials (ex: recipes, job applications, menus, etc.) and functional numeracy (ex: money management, budgeting, etc.) (MTC)

Evidence and impact: What data, student work, participation, or other evidence shows progress or identifies a need?

As students continue to utilize the Freckle program, we will be able to progress monitor growth and areas of need for our students. Students have completed their first target literacy and numeracy skill and will be monitored to see what level they need to progress to, or if they need continued practice at the target level set. (Freshman Center)

At East we discussed the importance of really trying to get across to the students how they need to give full effort on STAR. We found that some kids rushed through the first round of STAR and doesn't give an accurate measure of their achievement. We continue to monitor STAR data as well as use Panorama to see a more complete picture of where are students are at. (East)

Teams analyzed STAR performance data to identify instructional priorities and establish progress-monitoring plans. ASI will measure growth through pre/post assessments. (West)

Students participated in cooking activities that required them to read and follow a recipe. They also practiced budgeting skills by shopping for ingredients and staying within a \$5 budget to prepare a lunch they could make independently. (MTC)

2. Walkthrough Data (Instructional Monitoring)

Walkthrough findings: Summarize the strongest campus patterns observed during instructional walkthroughs.

The highlight of the Freshman Centr building was on the class environment. All classes were positively observed being welcoming and safe for students. (Freshman Center)

East is doing a really good job in our classrooms of having a welcoming environment and building student identity and culture (East)

Walkthroughs continued to monitor implementation of expectations, including posted learning objectives, skills, and lesson targets. Teachers reviewed expectations and adjusted classroom postings as needed. (West)

Learning objectives were present and students were engaged in all settings. (MTC)

Growth area/support: Identify a trend that needs continued attention and the support being provided or planned.

The area of growth that we noticed at the Freshman Center was around both teacher feedback and student feedback. Special education teachers in the LDI setting discussed focusing on increasing student-to-student feedback in their classrooms. They will be implementing strategies to help students work with one another to provide feedback on assignments and in class projects. (Freshman Center)

We noticed that rubrics was something we need to discuss and figure out how to implement in our classrooms as well as how to possibly make accommodations more “visible” to walkthroughs (East)

Continued focus on ensuring objectives and skills are consistently posted and aligned to instruction, with walkthrough feedback supporting consistency across classrooms. (West)

There are a significant number of students with social emotional needs and we will continue to address and work with them individually and in groups. (MTC)

3. PLT Progress (Instructional Improvement Cycle)

PLT progress: What progress did campus PLTs make within the instructional improvement cycle?

At the Freshman Center, the special education department all meets with their content areas for PLT. We contribute to the PLT cycle for each of our specific content areas. (Freshman Center).

At East, we meet switch off between Content and SPED PLTs. Content is productive and focused on our SPED students meeting a specific content area curriculum. While SPED PLTs have been focusing on larger picture strengths and weaknesses on working on literacy and numeracy with our students. (East)

PLTs established norms, identified instructional priorities, analyzed student data, and developed measurable goals and progress-monitoring plans. Teams also prioritized student-centered decision-making and identified specific actions to address academic and support needs. (West)

Staff received Panorama training and discussed monthly outings to plan our calendar. PLT Goal was finalized. (MTC)

Evidence and adjustment: Share the evidence reviewed, what was learned, and any adjustment to the PLT action steps.

STAR and classroom data were used to identify priority skills and determine instructional responses. Inclusion selected targeted textual-evidence instruction; ASI established a Unique Learning System growth goal; LDI aligned its cycle to STAR Math and Reading data. PLTs will continue monitoring data. (West)

PLT Goal is as follows: 80% of students will be able to access and utilize the PAES Lab independently from start to finish with no more than 1 teacher prompt by May 14th, 2027. Students are currently still learning the PAES Lab in order to complete the necessary steps independently. We also were able to finalize our October calendar. (MTC)

4. Student Highlights

Student success: Highlight a campus student achievement, growth trend, or meaningful success connected to this work.

All Inclusion resource students have been introduced to and begun to work with the Freckle program. Students' initial thoughts on the program are positive. Feedback has been good from the students who have used the program. They like the platform, the length of assignments, and that it is at their level.

Vocational classes have been doing a great job on job placement and sending students out for real-world interviews. Also, the ASI/FSI classes have done a great job transitioning into life here at Morton East. East has welcomed them with open arms and so far, there hasn't been many issues. (East)

Vocational programming continues to provide meaningful opportunities for students to develop employment and community-readiness skills. (West)

Our vocational program is up and running for the year, along with the starting phases of our new micro-business. (MTC)

Board-ready story/evidence: Provide a brief example or data point that illustrates the impact. Do not include student names.

LDI English students actively engaging with the read 180 program to support literacy. (Freshman Center)



Students are connecting with local business, and students are already interviewing for jobs in related instruction and employment. The businesses are S3 and Monterray Security, Old Navy, and JCPenny. (East)

Multiple students secured or began employment experiences, including placements at Pierre's Banquet, Chick-fil-A, and the YMCA. Teams are expanding community-based opportunities through the Berwyn Public Library, food-service sites, and other local partners. (West)

All students participate in a vocational class each Thursday focused on developing and strengthening employability skills. Students also attend weekly community-based job sites to apply their skills in real world settings, build confidence, and gain valuable work experience. Additionally, 8 students in our program have been actively participating in and exploring opportunities through our microbusiness. (MTC)

5. Professional Learning / Support

Learning/support provided: What professional learning, coaching, collaboration, or direct support occurred at your campus?

We received the whole staff Progress Learning training for the SAT test coming up at the end of the Month. (Freshman Center)

The East SpEd department received a whole department Panorama training and staff is excited on how this data can help us help our students succeed! (East)

Staff engaged in professional learning and collaboration around STAR data analysis, IEP documentation, inclusion practices, learning objectives, Unique Learning System, and progress monitoring. Inclusion teams also clarified roles across push-in, resource, and case-management responsibilities. (West)

Staff participated in training and received an overview of Panorama. Given the collaborative nature of our work, staff maintain ongoing communication and collaboration to ensure consistency, support student needs, and work effectively as a team. (MTC)

Impact/follow-up: How is the support strengthening practice, and what follow-up is needed?

Staff requested more training on the specifics of how to administer the test. (Freshman Center)

Panorama has in depth features that can help us see an entire portrait of individual student success and areas of need while also developing strategies and goals for our IEPs (East)

PLTs are increasingly using student data to identify instructional priorities and establish measurable next steps. (West)

All staff have Panorama accounts and are able to access the platform. (MTC)

6. Next Steps

Next-month priorities: List the key action(s) your campus will take before the next report.

Teachers will begin to look at the Star data and Freckle lesson progress monitoring data to determine what next steps are for student intervention. Inclusion teachers will meet to discuss trends and possible next Freckle targeted lessons to assign. (Freshman Centr)

Teachers will monitor STAR data, Panorama data, and encourage students to give full effort on the next round of STAR assessments. (East)

The department will implement targeted instruction based on STAR/Unique data and monitor student progress. Staff will continue the PLT instructional improvement cycles while collecting evidence of student growth and strengthening consistency in learning objectives, skills, and instructional expectations. The department will also continue expanding career-readiness and community-based learning opportunities to support students' post-high school skills. (West)

Continue collaborating as a team to best support our students, with a specific focus on addressing student behaviors and implementing appropriate strategies in partnership with our social worker. (MTC)

District support/coordination: Note any resources, decisions, or cross-campus support needed to move the work forward.

More detailed support on how to administer the PACT on the 30th. (Freshman Center)

Continued coordination is needed around STAR/Panorama access, student placement and IEP implementation, case-management information in Skyward, and community-based vocational opportunities/job-coach support. (West)

We received the additional computers, chargers, and splitters needed. We still require a few additional items and have communicated with IT regarding our remaining technology needs. (MTC)



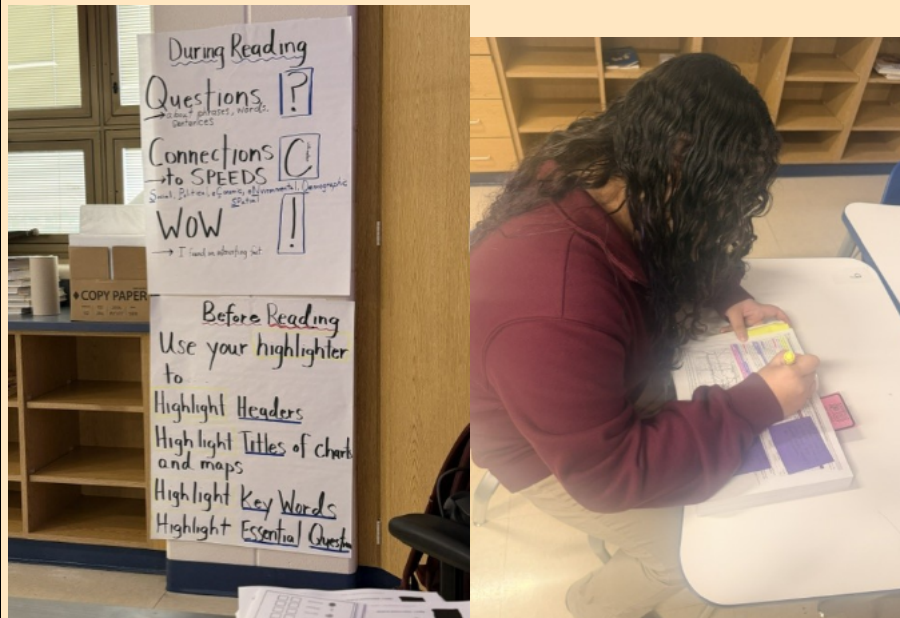
J.S. Morton Director's Board Report

Director: Kevin Vesper Department(s): Social Science & Fine Arts

Month: October 2026

1. Instructional Focus (Literacy/Numeracy)

The AP Human Geography PLT is focusing on improving literacy by following a uniform reading, annotating, and highlighting system that students use while doing their assigned readings. The annotating strategy matches what English teachers are doing and provides students with steps to read more actively, instead of passively.



West Chicago History students practicing ACT Literacy Skill (Analyze Perspective and Point of View) by creating Lego mini-figs of famous Chicagoans and writing biographies of the important figures.



East APUSH is implementing vocabulary strategies to improve comprehension. Members of the PLT plan on using vocabulary strategies learned in the next three micro lessons, which all focus on vocabulary.

AP GoPo and History of Pop Culture students have been focusing on the skill of key details and summarizing. Students have used three different strategies, for example ABC Brainstorm, SWTBS conflict organizers and student created word banks for summaries.

2. Walkthrough Data (Instructional Monitoring)

Social Science – 239 Walkthroughs

Top 3 Indicators

Rank	Indicator	Observed
1	Respectful and positive interactions are evident throughout the classroom	88.7%
2	Students are intellectually engaged in the learning outcomes	81.2%
3	Students are engaged in disciplinary literacy and/or problem solving	80.3%

Bottom 3 Indicators

Rank	Indicator	Observed
1	Students provide self-feedback using success criteria/rubrics	7.9%
2	Students provide peer-to-peer feedback using success criteria/rubrics	8.8%

3	Students use feedback to plan next steps for learning	12.6%
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The department's greatest strengths continue to be classroom culture, intellectual engagement, disciplinary literacy, and academic vocabulary development. The largest growth opportunities remain in the feedback cycle (self-feedback, peer feedback, and using feedback for next steps) and in making targeted differentiation more visible during instruction.

Fine Arts – 118 Walkthroughs

Top 3 Indicators

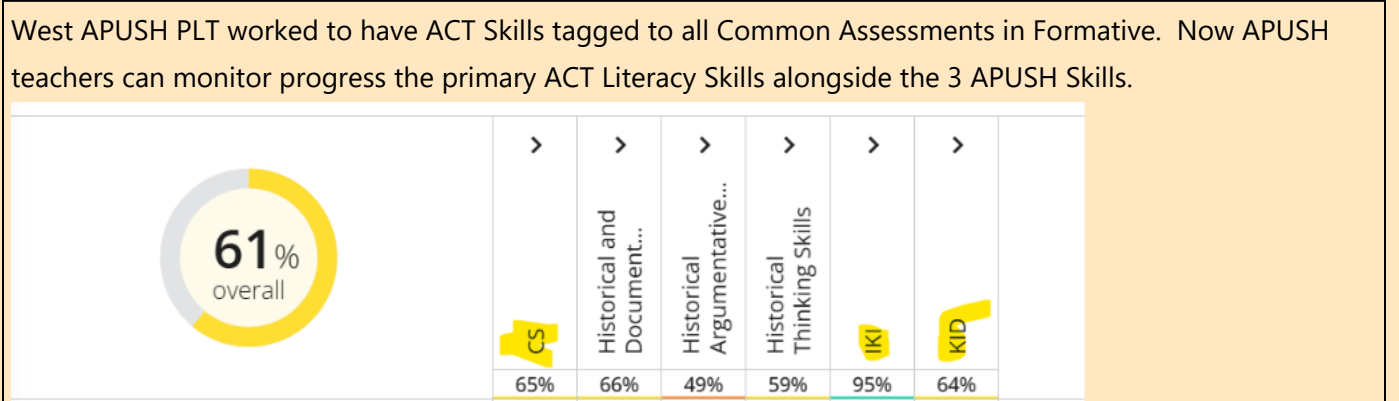
Rank	Indicator	Observed
1	Respectful and positive interactions are evident throughout the classroom	96.6%
2	Students are intellectually engaged in the learning outcomes	83.9%
3	The content is clear and visible in the outcome	67.8%

Bottom 3 Indicators

Rank	Indicator	Observed
1	Students provide peer-to-peer feedback using success criteria/rubrics	16.1%
2	Students provide self-feedback using success criteria/rubrics	20.3%
3	Teacher provides targeted instruction and/or intentionally groups students based on learning needs	24.6%

The Fine Arts department's greatest strengths continue to be classroom culture, student intellectual engagement, and the clarity of learning outcomes. Nearly all classrooms demonstrated positive learning environments, and teachers were consistently making the content, skills, and processes of learning visible for students. While feedback practices such as self-assessment, peer feedback, and using feedback for next steps did not rank among the department's highest indicators, they remain stronger than those observed in many other departments and represent an area where Fine Arts teachers can serve as a model for effective feedback practices across the district.

3. PLT Progress (Instructional Improvement Cycle)



East AP Gov and Politics met their SMART goal with 90% of students earning a 2/3 or better on their concept application free-response question. Success is attributed to creating a clear rubric and practicing using key action verbs in the question.

4. Student Highlights



Laisha Dominguez with her painting



Joanna Mojica with her mom during the reading.



Morton students join the author along with Fenwick high school students.



Ilynn Bernal's painting on display.



All four paintings are now on display in the art room corridor near 370.

Four of our talented painters, Alejandro Romero Gonzalez (c/o '26), Joanna Mojica, Ilynn Bernal and Laisha Dominguez, participated in an exciting event on September 1st at the Book Loft in Oak Park (across from the theater on Lake Street). Author, Mark Benson, invited young artists to illustrate chapters of his new book, *The Scattering*, in paintings. These paintings were on display as part of his book launch and available for purchase at the event.



Morton's Mariachi Los Jinetes, under the direction of Mr. Andres Cervantes, were honored by Cook County Treasurer Maria Pappas for their commitment to promoting and celebrating Mexican culture within the community. In addition to receiving this recognition, the ensemble performed at the event, showcasing the talent, dedication, and cultural contributions of Morton students through the Fine Arts program.

Morton East Civics Students took part in a Q & A with Lisa Hernandez, state representative. Students were able to connect questions to what they were learning about the legislative process in class.

5. Professional Learning / Support

Morton West Band Director Andy Boland was recently nominated for the Country Music Association (CMA) Music Teachers of Excellence Award, a national recognition honoring outstanding music educators. If selected, the award would provide funding to support the music program while recognizing the impact of high-quality music instruction on student learning and achievement. This nomination reflects the continued excellence of

the Fine Arts Department and the dedication of its educators to providing meaningful opportunities for students.

Several Social Science teachers participated in a professional learning session, *The American Revolution as World History*, hosted by Northeastern Illinois University. The program explored the global impact of the American Revolution through historical scholarship, primary sources, and classroom applications, providing teachers with strategies to strengthen instruction in U.S. and World History courses.

6. Next Steps

Based on recent walkthrough data, the Social Science & Fine Arts Department will focus on making success criteria more visible throughout instruction. The director will work with the lead teachers to provide PLTs with strategies and examples to help students better understand learning targets, monitor their progress, and identify what success looks like during a lesson.

Department leadership will begin developing the Quarter 2 instructional plan in collaboration with lead teachers. This work will include reviewing department priorities, analyzing current data, and identifying action steps to support continued growth in teaching and learning.

7. Board Summary Statement (1–2 sentences)

September walkthrough and PLT data indicate continued strength in classroom culture, intellectual engagement, and disciplinary literacy across the Social Science & Fine Arts Department. As the department continues to strengthen literacy instruction through collaborative planning and data analysis, teachers are also beginning a focused effort to increase the visibility and intentional use of success criteria to support student ownership of learning.



J.S. Morton Director's Board Report

Director: **Eric Bjornstad**

Department(s): **Science**

Month: October

1. Instructional Focus (Literacy/Numeracy)

All Campuses: Science PLTs utilize a similar data tool to compare their local assessment results with the STAR data obtained from their students. All PLTs will be adding four or more instances of data-based intervention from the Progress Learning platform to focus on the ACT skill of "Interpretation of Data".

FC Specific SMART Goals:

Department: By the end of December 2026, the FC Science Department will increase the use of structured student self-feedback from the August–September baseline of 7% to at least 30% of classroom walkthroughs, as measured by walkthrough data. Teachers will provide students with regular opportunities to evaluate their own learning using lesson success criteria, rubrics, checklists, exit tickets, or written reflection prompts.

HONOR: 70% of students will earn a 4.0 or higher on Analyzing and Interpreting Data by the end of 1st semester.

CORE/SPED: 70% of students will earn a 4.0 or higher on Analyzing and Interpreting Data by the end of 1st semester.

2. Walkthrough Data (Instructional Monitoring)

FC Walkthrough Glows and Grows:

Glows: Students are intellectually engaged; focused on academic vocabulary; learning outcomes are visible

Grows: Targeted/adjusted instruction, students' identities/culture present in lessons, overall feedback (students and teachers)

West Walkthrough Glows and Grows:

Glows: In August and September, we saw around 88% of students engaged in respectful and positive interactions

In September we saw an increase from 67%-92% in students intellectually engaged in learning outcomes.

Grows: Structured student discourse was 33% in August and 36% in September.

3. PLT Progress (Instructional Improvement Cycle)

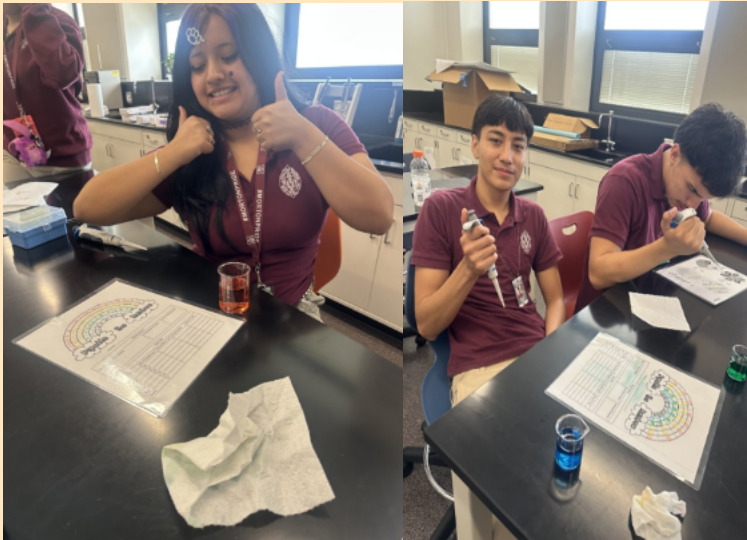
West Plts have linked star assessment data to curriculum and are using data collection tool to track progress.

East PLTs are using the practice ACT data analysis to break down specific questions majority of the students in the room got wrong. Teachers will ask students why they thought the wrong answer and then give advice on how to break down the question to get to at least a 50-50 guess rather than a 33% guess.

At the FC, In Biology, students were out in the garden collecting data for their own investigations and writing up their investigations including ecological concepts discussed in class. STEM designed two of their own investigations: optimal blade design to maximize power output in wind turbines and solar ovens. After collecting their evidence, PBS analyzed fingerprints and blood types to investigate who killed their victim

4. Student Highlights

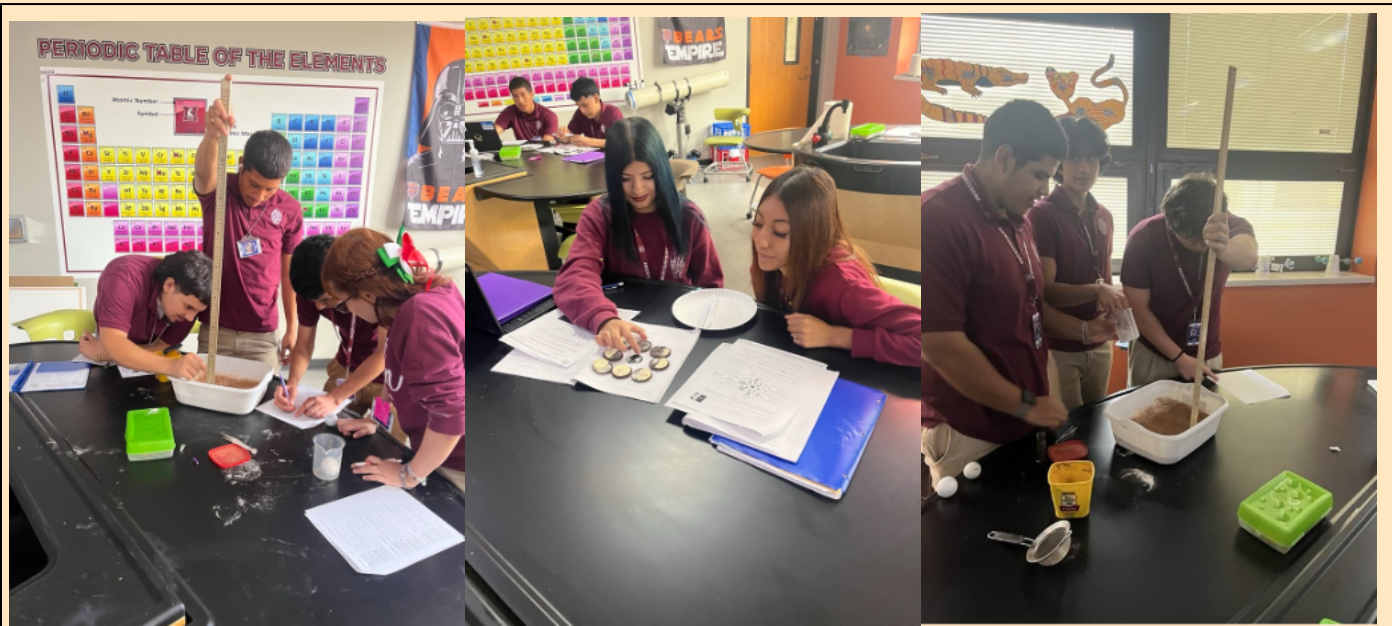
Students practicing their pipetting skills with colored water before our ELISA lab at the end the week



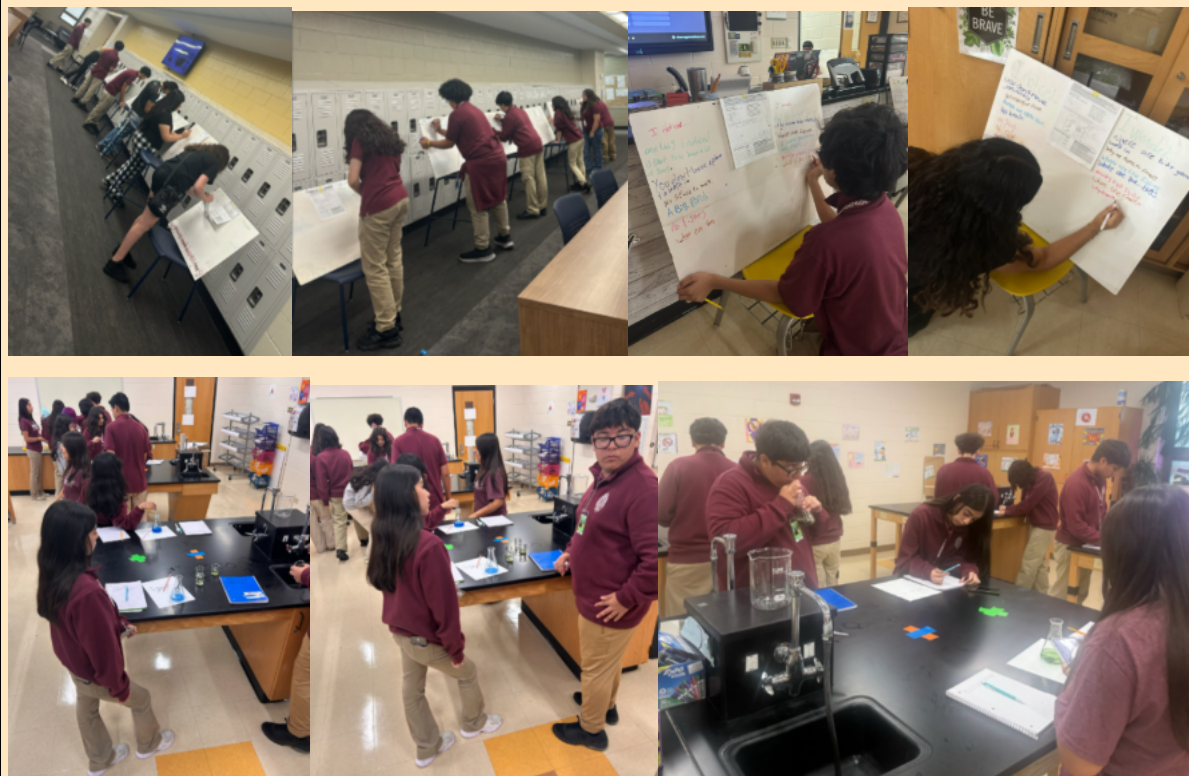
Students in Medical Interventions at East Campus work on phlebotomy skills



Students in Earth Science at East campus work on a fossil project



FC Biology students work on the Chicago school yard garden project. I notice...I wonder.... on student first draft of models.



FC Honors Biology Students planned and developed a lab for the core students



PBS phlebotomist lab at FC



Students using microscopes to determine the Butterfly garden pond's biodiversity



FC Biology Students in the garden.



Brookfield Zoo trip for students in Zoology classes at East and West Campus



Freshman students checking temperatures of their surroundings in Biology class at West



5. Professional Learning / Support

Loyola Health Career Collaborative will be recruiting students in Chemistry and PLTW classes on October 6th. This program is a nonprofit organization that helps students from underrepresented communities explore healthcare careers. HCC exposes high school students to career opportunities through mentorships with medical students, hands on health and science activities, student led projects and field trips to medical schools and healthcare facilities.

The science instructional coach, Kevin O'Toole, has completed his partnership with our new Biliteracy/EL Biology teacher at West campus, and began his partnership with Mrs. Bura, an Earth Science teacher at West campus.

6. Next Steps

A sustained focus for the science department in attempting to spend less time on independent learning and more time on structured discourse, as measured by the walk through data.

Continued implementation of ACT style interventions in science classes that address our District Science skill focus: Interpretation of data

7. Board Summary Statement (1–2 sentences)

The science department continues to focus on increasing ACT proficiency by focusing on priority sub-skills as identified by the Fall benchmark ACT, and improving instructional practices required for implementation fidelity.



J.S. Morton Director's Board Report

Director: **Jim Connelly**

Department(s): **PE/Health**

Month: **October**

1. Instructional Focus (Literacy/Numeracy)

PE is focusing on improving literacy through the implementation of fitness and wellness vocabulary instruction. Students complete pre-, interim-, and post-assessments on key physical education terminology used throughout the semester and in FitnessGram testing. Teachers reinforce vocabulary through daily instruction, posted word walls, and fitness-related learning activities, allowing students to build content knowledge while improving their ability to understand and apply fitness concepts. PLTs are currently reviewing ACT, PreACT, Progress Learning, and vocabulary assessment data to identify priority literacy and numeracy skills for Quarter 2 intervention planning.

2. Walkthrough Data (Instructional Monitoring)

All Campuses

- High levels of student engagement during physical activity.
- Positive student-to-student interactions and sportsmanship.

Grows:

- Increased opportunities for student self-assessment and reflection.
- More frequent use of fitness and performance data during instruction.
- Greater use of questioning strategies that promote student ownership of learning.

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3. PLT Progress (Instructional Improvement Cycle)

West PLTs have reviewed star assessment data and are adjusting curriculum accordingly. They continue to progress monitor.
Physical Education PLTs are reviewing FitnessGram baseline assessment data and establishing student growth targets for the first semester. Teachers are collaborating to identify strategies that increase student engagement while promoting improvements in cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. At the Freshman Center, teachers completed the first round of FitnessGram testing and are using the results to develop individualized student fitness goals. Students are working on fitness components aligned to the FitnessGram assessments and will complete post-testing in December to measure growth. Additionally, PE staff have implemented fitness and wellness terminology supports, including a word wall aligned to fitness testing concepts and daily instruction. Health teachers have completed Units 1 and 2, with post-assessment data indicating departmental SMART Goal targets were met. Students are currently studying Nutrition and Lifestyle Diseases, focusing on the relationship between personal habits, nutrition, disease prevention, and overall wellness.

4. Student Highlights



West:

- Students practiced proper weight room safety procedures and resistance training techniques.
- Classes participated in activities focused on teamwork, sportsmanship, and lifelong wellness habits.

- Students analyzed their fitness assessment results and developed plans for personal improvement.

FC:

- Students completed baseline FitnessGram assessments and established personal fitness goals.
- Freshman PE students participated in cooperative team-building activities designed to develop communication and leadership skills.
- Students engaged in cardiovascular fitness units and tracked personal performance data.
- Adaptive PE students demonstrated growth in individual motor skill and fitness objectives.

5. Professional Learning / Support

CPR certification records have been reviewed and plans are being developed to ensure all required staff maintain current certification status.

PE staff continue to collaborate through PLTs to review student fitness data, develop common instructional practices, and share strategies that increase student engagement and achievement.

6. Next Steps

- Continue implementation of FitnessGram assessments and student goal-setting processes.
- Increase opportunities for students to reflect on fitness data and monitor personal growth.
- Expand the use of common assessments and data discussions during PLT meetings and ensure teacher development and tracking of SMART goals.
- Develop Quarter 2 ACT Plan

7. Board Summary Statement (1–2 sentences)

The Physical Education Department continues to focus on improving student fitness outcomes through data-driven instruction, goal setting, and student reflection. Department teams are using assessment data and collaborative PLT processes to strengthen instructional practices and promote lifelong health and wellness