J.S. Morton Director's Board Report

Director: **Eric Bjornstad** Department(s): **Science**

Month: **November**

1. Instructional Focus (Literacy/Numeracy)

At the Freshman Center, Biology, students finished their own ecological investigations and began investigating photosynthesis and cellular respiration. STEM students invited sound, light, and waves. PBS students have been working on Clinical Care, diagnosing patients
At the West campus Earth Science has begun partnering with instructional coach Kevin O'toole to create more engaging Earth Science lessons; students have shown much more engagement. Zoology has started their focus on classes of animals and will visit the Shedd aquarium on Nov. 17th. AP Environmental Science has completed their first major project and has done field research at Proksa Park. At East some chem teachers started using lessons from progress learning to improve ACT scores. The Science job shadowing partnership with MacNeal Hospital has started again for this school year. Human Body Systems students at West and Medical Interventions students at East will be participating at different times.

2. Walkthrough Data (Instructional Monitoring)

At West we have seen lots of great things including personalized periodic tables in chemistry, native animal and plant "baseball cards" in biology, and modeling the geologic time scale in Earh Science. We have seen MLO's and rubrics posted in the majority of classrooms.

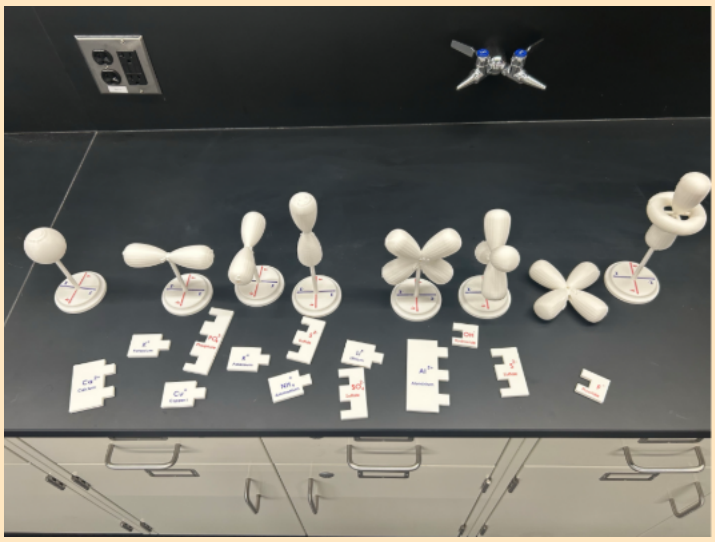
At East we have noticed a lot more student discussions and student lead teaching, especially in zoology and HBS. Also, there are a few cultural and community references in astronomy and zoology.

3. PLT Progress (Instructional Improvement Cycle)

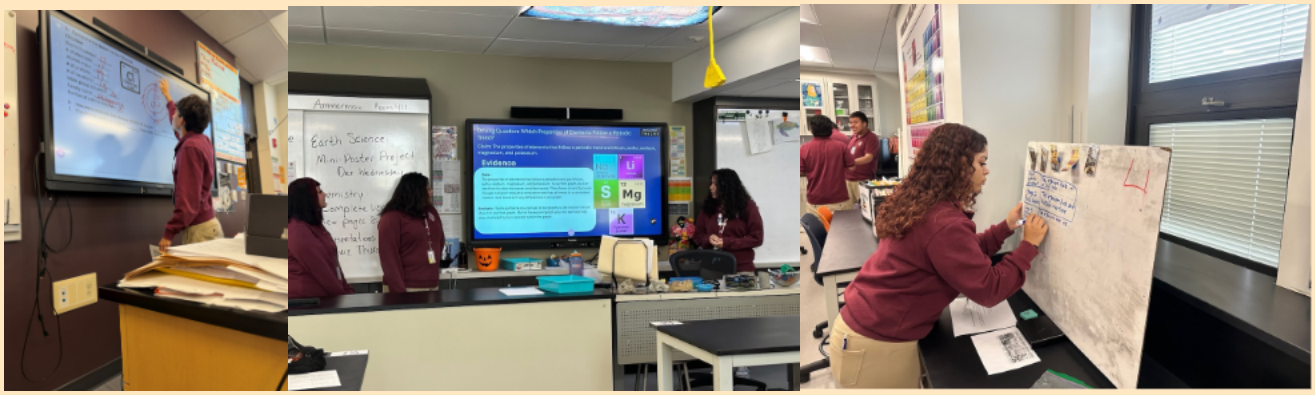
-Teachers are starting to utilize Progress Learning assignments for students. PLT leads are providing support.

Teachers have formulated a plan to use questions from progress learning as bell ringers and are monitoring student growth through assessments that link to our focus of analyzing data.

4. Student Highlights



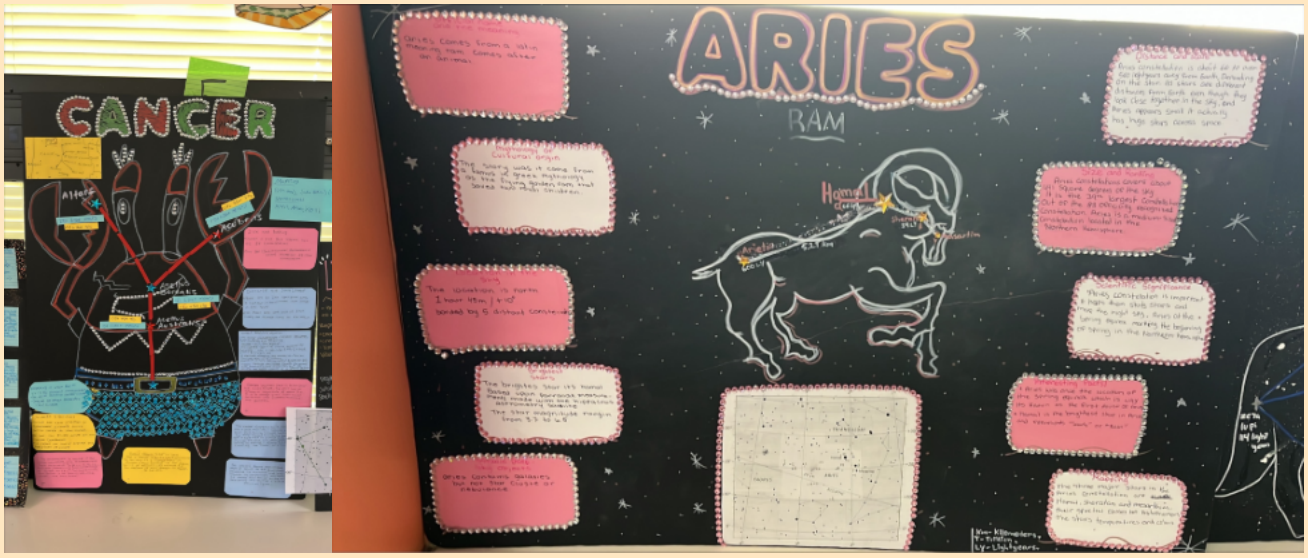
East used their new 3D printer to print out models for students to manipulate.



Students demonstrate their understanding of chemistry in various modes



Students using mannequins in HBS to identify and form muscle groups

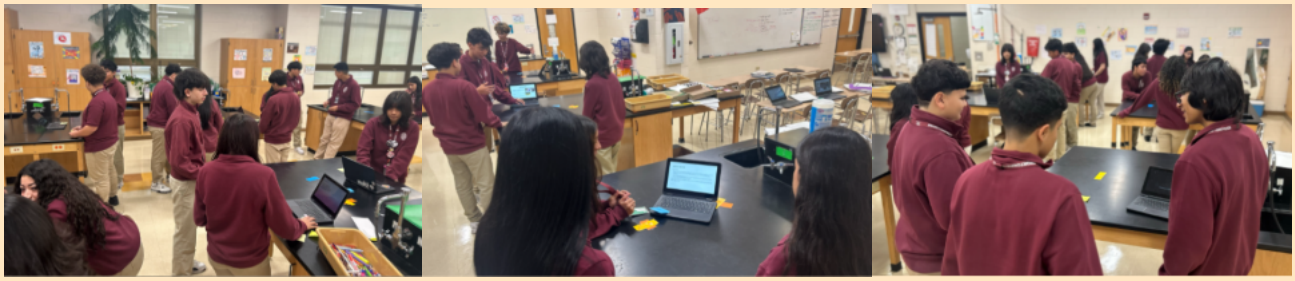


Student constellation project in Astronomy

FC Maroon 2 Field Trip to Brookfield Zoo:

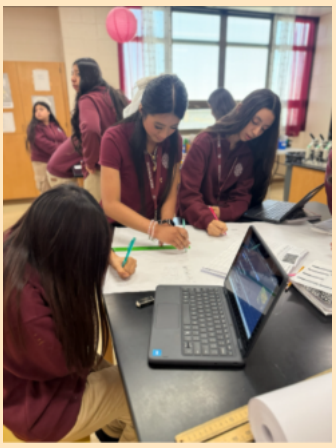


Honors Biology students created an Ecological Relationships PowerPoint and presented to Core students and other Honors students from Blue 2.



FC Gold 2 Biology Students build Models of Food Webs.





STEM Physics students at the FC investigate the properties of waves.



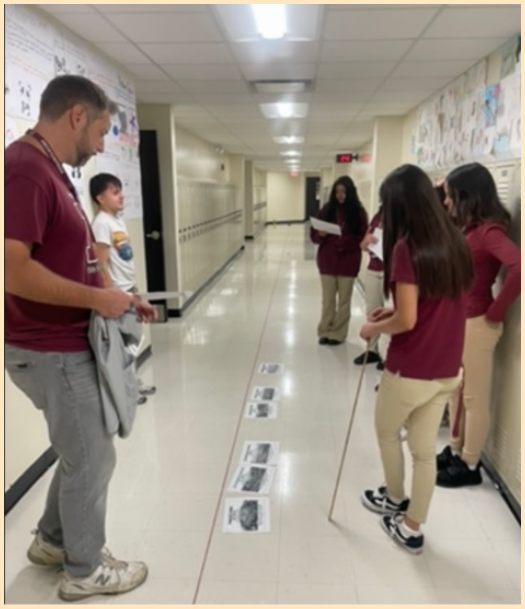




Highlights of the Community Garden at West



Students Modeling the geologic time scale in Earth Science



APES Students at Proksa park



5. Professional Learning / Support

-East Astronomy held PTC on the roof all day and night. Students, families, and staff all had an opportunity to use the district telescopes to look at sunspots, Saturn's rings/moons, and the gorgeous skyline of Chicago

- PLT Leads for Bio, Chem, and Earth attended a PD to engage PLTs in a collaborative professional development session focused on exploring practical instructional strategies for embedding Progress Learning into daily classroom instruction.



6. Next Steps

Continue to support PLTs in the use of Progress Learning platform with additional learning opportunities.

Continue to support content specific PLTs in identifying opportunities for struggling students to improve during the last few weeks of Quarter 2.

Revision of Science ACT plan for Quarter 2 based on Progress Learning Results and use of interventions by PLTs.

7. Board Summary Statement (1–2 sentences)

The Science department continues to learn about and utilize the Progress Learning platform to help students reach proficiency on the ACT. The department also continues to find new and improved hands-on opportunities for students.

J.S. Morton Director's Board Report

Director: Gloria Ramirez-Solis Department(s): MTSS

Month: November

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

During October, MTSS teams across the district focused on strengthening Life-Readiness competencies, monitoring student academic progress, and addressing barriers to student success. Teams analyzed Panorama Life-Readiness Survey results to identify students requiring additional support in well-being, life skills, attendance, and academic performance.

At the Freshman Center, 72 students were identified as not reporting a strength in any Life Skills topic, prompting plans for a schoolwide growth mindset initiative. At Morton West, MTSS and BARR teams continued reviewing academic, attendance, and behavioral concerns, while Morton East used Life-Readiness Survey findings to guide student programming and family engagement.

Across campuses, counselors also supported college and career readiness through SchooLinks, financial aid workshops, course planning, and individualized student support.

2. Walkthrough Data (Instructional Monitoring)

Student Support Teams continued monitoring early warning indicators, including attendance, academics, behavior, and social-emotional well-being.

Morton East: Student Support Teams continue to prioritize student well-being through early identification, individualized interventions, and coordinated support. As of October 22, staff responded to 45 mental health crisis incidents, ensuring students received timely assistance and appropriate follow-up services. Additionally, the team completed individualized check-ins with students identified through the Panorama Life-Readiness Survey as needing additional support.

Morton West: Student Support Teams completed 197 individualized follow-ups with students identified through the Panorama Life-Readiness Survey as requiring additional well-being support. Additionally, 24 freshmen participated in individual check-ins following classroom presentations focused on depression and anxiety. Staff continue to provide timely interventions, coordinate services, and connect students and families with appropriate mental health resources.

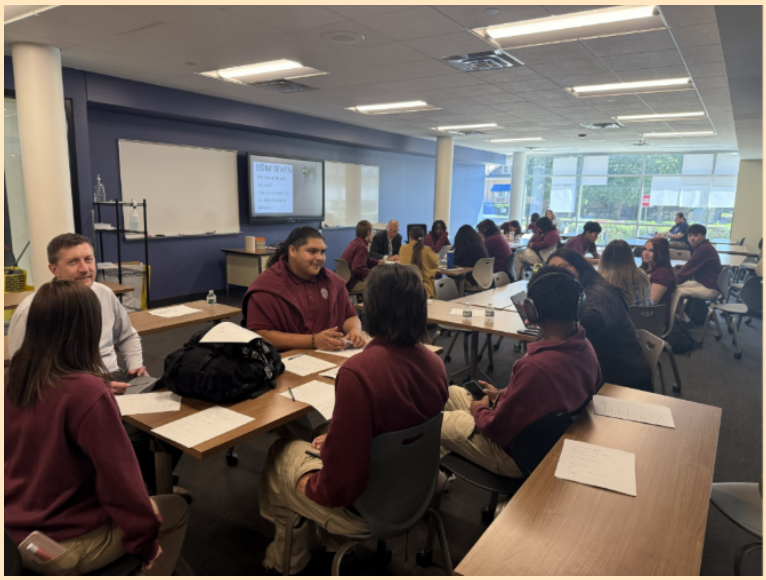
Freshman Center: Student Support Teams utilized Panorama data to identify 162 students requiring additional academic monitoring, including students with overlapping attendance concerns. Additionally, 13 students were prioritized for individualized well-being check-ins. Through ongoing analysis of attendance and behavioral trends, teams are developing targeted interventions to strengthen student engagement, attendance, and academic success.

Morton Alternative School: Expanded student access to community health resources through a partnership with CALOR.

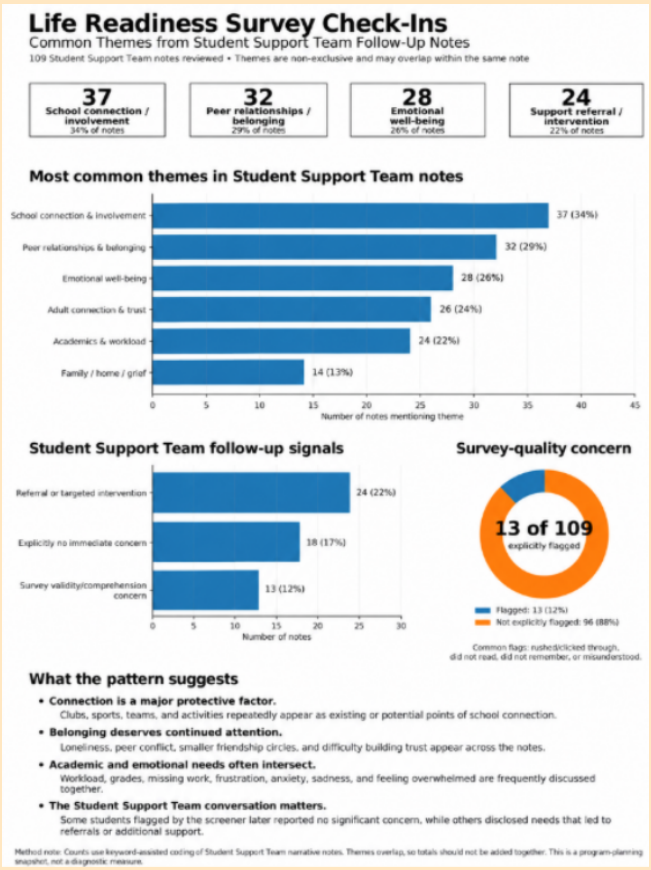
Attendance remains a districtwide priority, with MTSS teams taking proactive steps to strengthen student engagement and improve consistent attendance. At Morton West, particular attention is being given to supporting seniors through targeted outreach and intervention planning. Across campuses, teams continue collaborating with students and families through attendance agreements, personalized check-ins, home visits, and individualized supports to identify barriers and promote positive attendance habits.

3. PLT Progress (Instructional Improvement Cycle)

MTSS Cohorts, BARR teams, and Student Support Team PLTs continued utilizing student data to identify priority needs, coordinate interventions, and monitor student progress. At Morton West, the sophomore team organized a Student Success Workshop for students identified as off track. Students worked directly with counselors to identify missing credits and develop individualized credit recovery plans.



At the FC, the Student Support Team analyzed behavior referral patterns and Panorama results to identify targeted supports for students experiencing attendance, behavioral, and well-being challenges.



At Morton East, multidisciplinary teams coordinated follow-up interventions for students identified through Panorama and continued strengthening social-emotional learning groups, crisis response, and student support services. These collaborative structures continue to strengthen the district's use of early warning indicators and data-driven problem-solving to ensure students receive timely, appropriate interventions.

4. Student Highlights

Districtwide Peer Mediation Training: Morton East hosted its third Peer Mediation Training, bringing together students from Morton East, Morton West, the Freshman Center, and Morton Alternative School. Experienced student mediators led training sessions focused on communication, conflict resolution, and problem-solving, supporting the Life-Ready component of the Portrait of a Morton Graduate.



Morton West College Readiness: Students completed more than 3,000 college applications ahead of the November 1 Early Action deadline. Three students applied for the QuestBridge full-ride scholarship, and four students advanced through the second round of the Posse Scholarship selection process.



Morton West Future Fest

Freshman Center Student Support: Following the loss of a student, the Student Support Team provided a safe space for grieving students, individualized check-ins, and activities to support emotional well-being. These supports helped students process their grief and return to classroom learning. Student-led kindness activities also reinforced a supportive school environment.





Students and staff fostered a culture of kindness, connection, and belonging through BOO Grams, Best Buddies activities, family engagement opportunities, and schoolwide support for one another during a difficult time.

Morton East Community: Students celebrated Hispanic Heritage Month through cultural activities and a student-produced video highlighting home countries, strengthening school belonging and inclusion.



5. Professional Learning / Support

Student support staff continued strengthening their practices through professional learning, collaboration, and family engagement. Student Support Teams participated in grief-response training to enhance their ability to support students experiencing loss, while Morton East and Morton West engaged families through Coffee with the Principal presentations focused on Life-Readiness, SchooLinks, and postsecondary planning.



Counselors also attended Morton College's Counselor Day to stay informed about academic programs, admissions, and financial aid opportunities. At the Freshman Center, counselors supported students through SchooLinks onboarding, elective planning, and individualized attendance interventions. Morton East hosted student-led Peer Mediation Training to strengthen communication, conflict resolution, and problem-solving skills. Across the district, MTSS and BARR teams continued multidisciplinary collaboration to coordinate academic, behavioral, and social-emotional supports that promote student success.

6. Next Steps

Districtwide MTSS priorities for the upcoming month include:

- Continue monitoring students identified through Panorama Life-Readiness Survey results, with particular attention to critical well-being, life skills, and academic concerns.
- Strengthen attendance interventions through individualized student conferences, attendance agreements, family outreach, and ongoing monitoring of early warning indicators.
- Expand Tier 1 social-emotional learning opportunities, including growth mindset initiatives at the Freshman Center and collaboration with NAMI to support classroom-based mental health education at Morton West.



- Begin implementing Peer Mediation following districtwide training and monitor student participation.
- Continue using MTSS Cohorts, BARR teams, and Student Support Team PLTs to coordinate interventions and monitor student progress.
- Support college and career readiness through course selection planning, FAFSA assistance, and student academic progress conferencing.
- Strengthen collaboration across campuses to address student mental health needs, promote positive school climate, and ensure consistent follow-up for students requiring additional support.

7. Board Summary Statement (1–2 sentences)

During October, district MTSS teams strengthened their use of early warning indicators and Life-Readiness data to identify student needs, coordinate targeted interventions, and provide proactive academic, behavioral, and social-emotional support. Through collaborative problem-solving, student leadership opportunities, and expanded family engagement, the district continues advancing its commitment to developing College-Ready, Career-Ready, and Life-Ready graduates.

J.S. Morton Director's Board Report

Director: Colleen Del Monaco Department(s): CTE

Month: November

1. Instructional Focus (Literacy/Numeracy)

Teachers explored how STAR, Progress Learning, and Panorama can inform instruction and continue to review data to identify student needs and guide instructional planning around targeted literacy and numeracy skills.
PLTs strengthened their literacy focus through industry vocabulary, reading, and writing, implementing strategies such as "Word of the Day" and professional business writing activities to support skill development.

2. Walkthrough Data (Instructional Monitoring)

October CTE walkthroughs showed students intellectually engaged in **80%** of visits, with academic vocabulary development observed in **64%**, highlighting instructional practices that support content understanding and industry-specific language.
Walkthroughs identified opportunities to deepen literacy and numeracy instruction: number sense was observed in **47%** of visits, disciplinary literacy/problem solving in **44%**, and writing, reasoning, and discussion in **36%**. These findings will guide continued emphasis on embedding these skills into career-focused learning.

3. PLT Progress (Instructional Improvement Cycle)

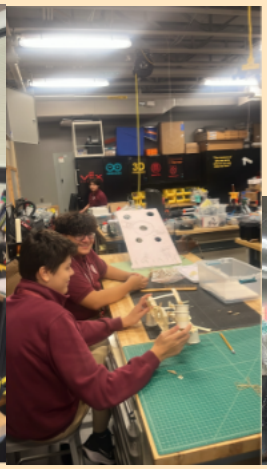
PLTs continued reviewing SMART goals alongside common formative and summative assessment data to monitor student learning, identify literacy and numeracy needs, and adjust interventions and instructional strategies to improve proficiency.

Teams continued sharing formative assessments and effective practices, including vocabulary supports and embedded test-taking strategies, while reviewing pacing guides and comparing gradebooks to strengthen instructional alignment and consistency in grading practices.

4. Student Highlights

Principles of Engineering students applied numeracy and data analysis skills by using digital force sensors to measure and graph their tractors' pulling force in newtons.

Graphic Arts students participated in Harper College's Graphic Arts Boost event, gaining hands-on experience with industry applications in a college setting.



5. Professional Learning / Support

CTE teachers participated in Mustang Micro Lessons as part of their weekly extra duties, exploring instructional strategies to strengthen classroom practice and student engagement.
Follow-up will focus on opportunities for teachers to share strategies implemented, reflect on their effectiveness, and identify additional coaching or support needed to strengthen instruction. Review December STAR results alongside common assessment and walkthrough data to reassess literacy and numeracy needs, realign instructional priorities, and establish a focused Q3 department goal.

6. Next Steps

Review December STAR results alongside common assessment and walkthrough data to reassess literacy and numeracy needs, realign instructional priorities, and establish a focused Q3 department goal.
Continue PLT collaboration to refine interventions, embed literacy and numeracy in career-focused instruction, and share strategies from Mustang Micro Lessons, using student work and assessment evidence to monitor effectiveness and adjust support.

7. Board Summary Statement (1–2 sentences)

Throughout October, CTE teachers used assessment and walkthrough data, PLT collaboration, and professional learning to refine literacy and numeracy instruction, while students applied their skills through hands-on engineering investigations and college-level Graphic Arts experiences at Harper College. Moving forward, the department will review December STAR data to realign instructional priorities, refine supports, and establish a targeted Q3 goal to strengthen student proficiency.

J.S. Morton Director's Board Report

Director: ___Megan Holub_____ Department(s): ____Mathematics_____

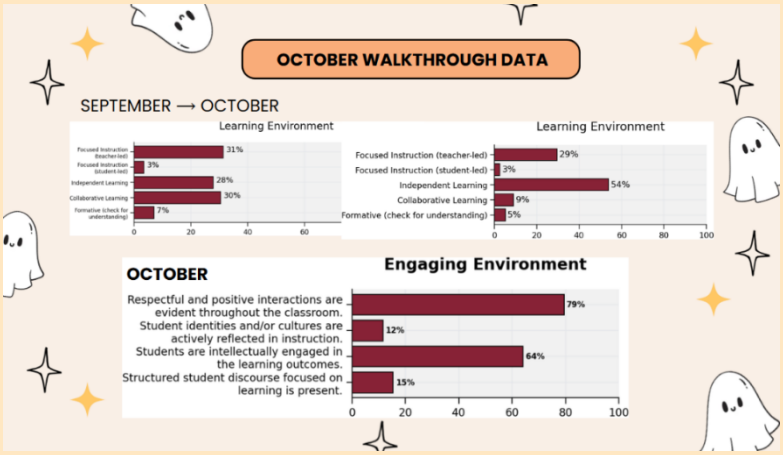
Month __October___

1. Instructional Focus (Literacy/Numeracy)

The Math Department continues to focus on strengthening students' numeracy skills and ACT readiness through consistent instructional practices. Teachers are incorporating targeted ACT practice, emphasizing Geometry skills, and using student performance data to identify areas for additional support.
Math teachers have been using this resources that the lead teachers created: This is 10/11th grades: Fall 2026 Practice ACT Questions.pptx. This is for 9th grade: PreACT Questions.pptx

2. Walkthrough Data (Instructional Monitoring)

West walkthrough data at a glance:



At the FC, the walkthrough data shows Positive and respectful environment, literacy and number sense is present, an the number of learning outcomes present grew from 55% to 71%.

3. PLT Progress (Instructional Improvement Cycle)

At each building, Math teachers met as a department to analyze building PreACT data from Progress Learning, review our quarter 1 ACT plan, and add to our quarter 2 plan.
At the FC, a common formative was developed and will be given before the common assessment to collect data and discuss our strategies to meet out ACT/Star Assessment goal.

4. Student Highlights

Mathletes hosted the first Math League Contest. Our top scorer earned a score of 3! We will have five more contests throughout the year.
We are continuing to see Building Thinking Classroom strategies being used in classrooms, not only in Math, but across the entire district.

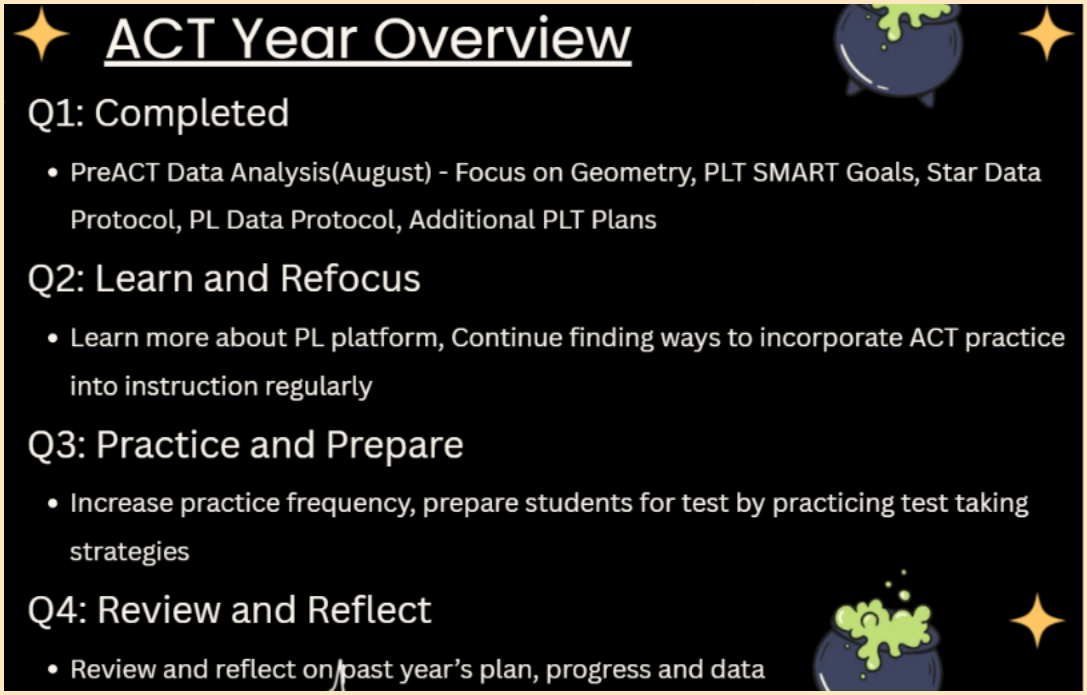
5. Professional Learning / Support

Four Morton West Math teachers attended the Utilizing Progress Learning to Strengthen Instruction PD at the end of October. They learned and shared with their PLT about how Progress Learning can be used in our classrooms to support student growth on the ACT.
Multiple teachers from across the buildings attended a PD with Carnegie Learning. This was given by Carnegie Learning, a BTC partner. Teachers learned how to Building Thinking Classroom instructional strategies with the Carnegie curriculum materials.

6. Next Steps

Math teachers continue to implement Building Thinking Classrooms (BTC) strategies to increase student engagement, mathematical discourse, and problem-solving. These practices encourage students to collaborate, communicate their reasoning, and develop a deeper understanding of mathematical concepts. There are 3 new training dates set for next month for teachers across all content areas: **November 5, November 19, and December 2.**

Math Department ACT Plan:



7. Board Summary Statement (1–2 sentences)

The Math Department is focused on improving student achievement through collaborative teaching practices, data-informed instruction, professional development, and engaging learning experiences that build students' mathematical confidence and problem-solving skills.

J.S. Morton Director's Board Report

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

Month: November 2026

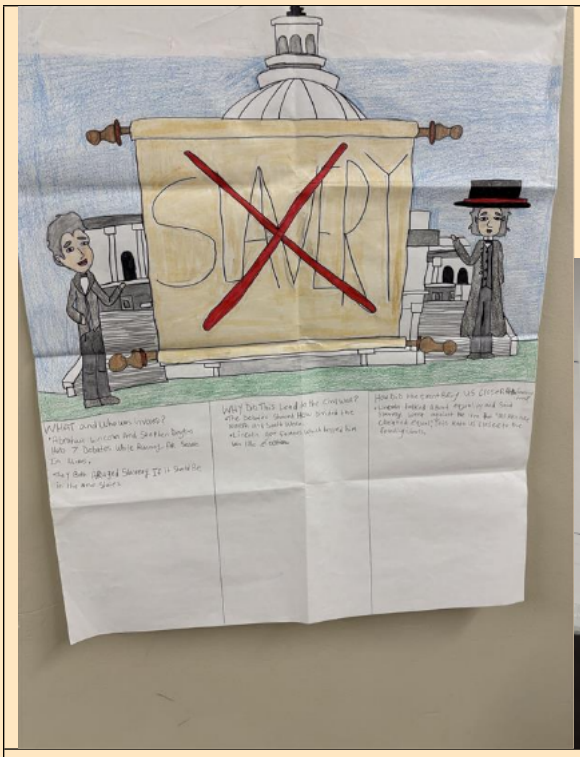
1. Instructional Focus (Literacy/Numeracy)

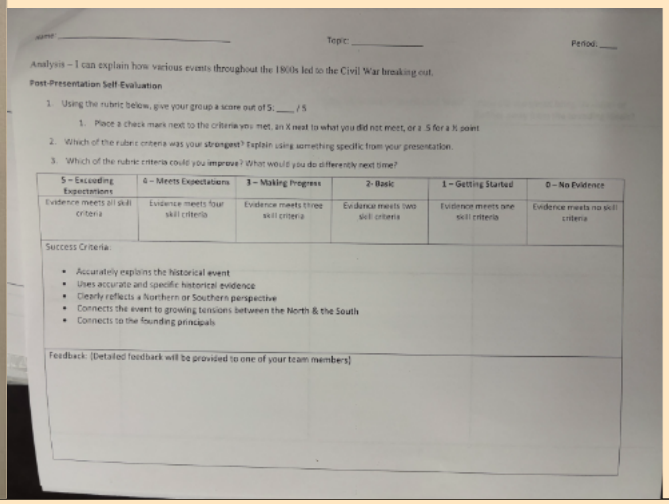
PLTs recently demonstrated strong alignment between their Progress Learning data and their identified SMART Goals. To strengthen collaboration across the department, a shared document was created outlining each team's targeted ACT skill and SMART Goal, allowing PLTs with common focus areas to share strategies and learn from one another as they work to improve student literacy and numeracy outcomes.

PLT	Team Leader	ACT Domain	ACT Skill
AP Human Geography	Kevin Paulus	Statisitcs and Probability	Analyze and interpret tables and charts
Visual Arts (East)	Lucy Jensen	Integration of Knowledge & Ideas	Analyze Evidence for Central Claim
Visual Arts (West)	Ana Sotomayor	Integration of Knowledge & Ideas	Analyze Evidence for Central Claim
Music (West)	Brian Toms	Integration of Knowledge & Ideas	Analyze Evidence for Central Claim
Music (East)	Eric Rauch	Integration of Knowledge & Ideas	Analyze Evidence for Central Claim
U.S. History (West)	Joe Starr Jr.	Key Ideas and Details	Cause-Effect Relationships
Civics & Economics (West)	Dan Delaney	Integration of Knowledge & Ideas	Compare texts
AP African American Studies	Sherrie Brassard	Key Ideas and Details	Draw Conclusions
AP Government & Politics	Brenda Lopez	Key Ideas and Details	Draw Conclusions
AP Pychology	Ryan Fischer	Key Ideas and Details	Draw Conclusions
Civics & Economics (East)	Parry Doogan	Key Ideas and Details	Draw Conclusions
APUSH (West)	Jennifer Morrison	Integration of Knowledge & Ideas	Draw Conclusions from Multiple Literay Texts
World History (FC)	Steve Rauch	Integration of Knowledge & Ideas	Draw Conclusions, Sequence of Events, Compartive Relationships
AP World (West)	David Rose	Craft & Structure	Purpose

2. Walkthrough Data (Instructional Monitoring)

In response to walkthrough data that revealed a need to increase the use of visible rubrics and success criteria, students in U.S. History are asked to use this rubric to self-evaluate their work on an analysis project on causes of the Civil War.





Analysis – I can explain how various events throughout the 1800s led to the Civil War breaking out.

Post-Presentation Self-Evaluation

1. Using the rubric below, give your group a score out of 5: ____ / 5
   1. Place a check mark next to the criteria you met, an X next to what you did not meet, or a .5 for a ½ point
2. Which of the rubric criteria was your **strongest**? Explain using something specific from your presentation.
3. Which of the rubric criteria could you **improve**? What would you do differently next time?

5 – Exceeding Expectations	4 – Meets Expectations	3 – Making Progress	2- Basic	1 – Getting Started	0 – No Evidence
Evidence meets all skill criteria	Evidence meets four skill criteria	Evidence meets three skill criteria	Evidence meets two skill criteria	Evidence meets one skill criteria	Evidence meets no skill criteria

Success Criteria:

- Accurately explains the historical event
- Uses accurate and specific historical evidence
- Clearly reflects a Northern or Southern perspective
- Connects the event to growing tensions between the North & the South
- Connects to the founding principals

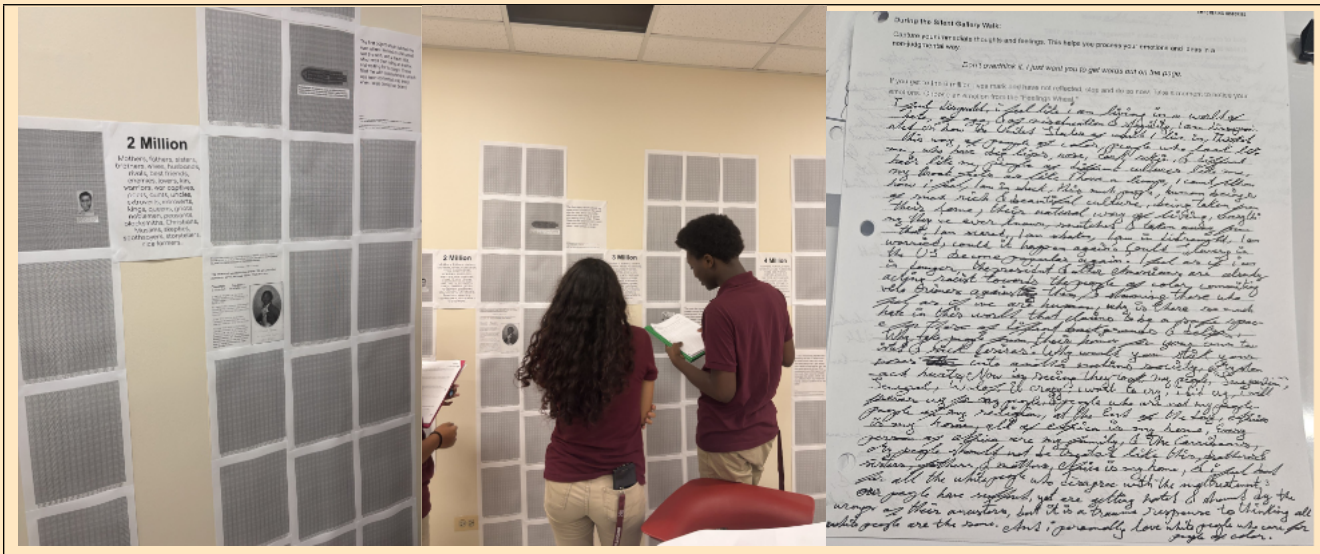
Feedback: [Detailed feedback will be provided to one of your team members]

Fine Arts Classes made significant growth in making learning outcomes visible. Walkthrough data Learning outcomes visible for all students: 38.5% → 80.0% (+41.5 percentage points)

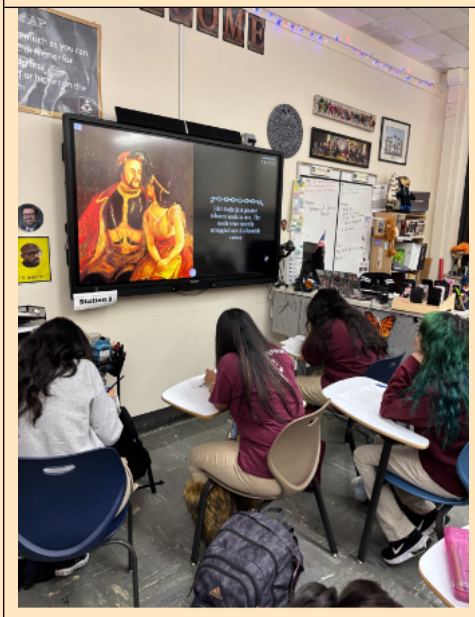
3. PLT Progress (Instructional Improvement Cycle)

East Music PLT created a New ACT Skill Focus: Analyze Evidence for Central Claim; one idea for music classes is for students to verbalize their strengths/areas for growth after an assessment.
After analyzing Progress Learning data, theater found the greatest need for improvement is in the area of writing, with Production of Writing (39.5), Knowledge of Language (29.5), and Conventions (28).
Visual Arts re-worded the SMART goal to align with ACT's "Analyze Evidence for Central Claim." Newly worded goal: 80% of students will proficiently identify the artists' message and support their interpretation with evidence.

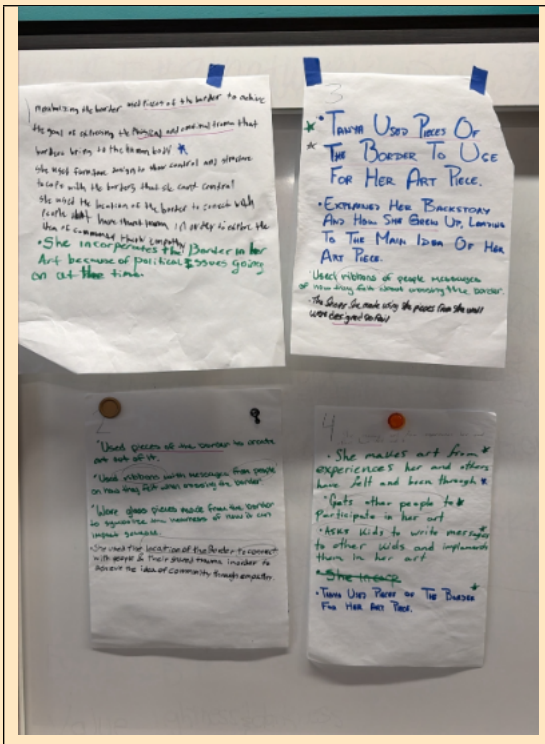
4. Student Highlights



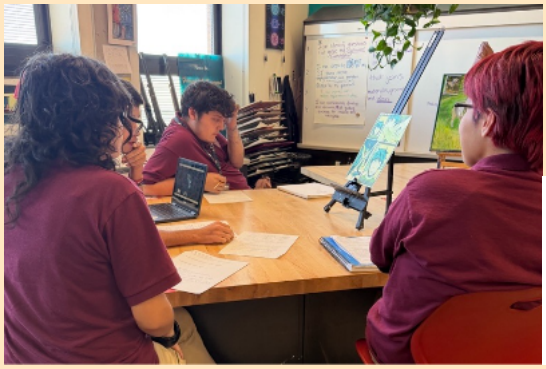
Brassard's AP African American Studies students conducting a gallery walk for students to experience the volume of Africans displaced from their continent. The students then were asked to document their feelings and emotions in order to demonstrate their competency levels of SEL Self-Awareness.



Students in U.S. History and Biliteracy U.S. History shared materials from the previous Enslavement in History Museum and used as almost a traveling 'trunk' of supplies and created mini-museums in their classrooms.



AP Drawing students work toward understanding synthesis of materials, process(es) and idea by studying work by Tanya Aguiñiga.



Part 1: Observe and interpret (2 minutes)

The artist listens without explaining their work while the other two students discuss (use the attached paper for your answers to other students):

1. What do you notice first about this artwork?
2. What ideas, emotions, or questions does the artwork communicate?
3. What visual evidence supports your interpretation?

AP Drawing students later analyzed each other's work in small groups. Critique work supports the Visual Art SMART goal and strengthens student understanding of portfolio rubric.



Student Alex Gutierrez' artwork was selected to be a part of the Illinois Art Education Association student show that will tour the state including the State Capitol building in Springfield. Ms. Kirsch and his family attended the Opening Celebration at the IAEA Annual Conference.



Morton West Theater is preparing for the Mary Poppins Musical. Will be a great production. Please make sure you support the Theater students hard work and see the musical.

5. Professional Learning / Support

A PD video was created to demonstrate how Social Science teachers can tag ACT Standards to their assessments and daily work in Formative. This helps embed ACT Skill directly into the day-to-day work our students are already doing. (not sure how to upload video onto this document)

6. Next Steps

Theater will add to the Playwriting rubric conventions and clarity in addition to the current focus of plot, character, voice, and script formatting.
Visual Art PLT decided to split FAME in half this year to coordinate the event to run alongside Posada and Dia del Nino.

7. Board Summary Statement (1–2 sentences)

October's work focused on aligning instruction to ACT skills, using Progress Learning data to guide PLT decision-making, and increasing the visibility of success criteria in classrooms. Student highlights across Social Science and Fine Arts demonstrate the department's commitment to academic growth, critical thinking, creativity, and authentic learning experiences.

J.S. Morton Director's Board Report

Director: Megan Delaney Department(s): English

Month: October

1. Instructional Focus (Literacy/Numeracy)

Campus reports this month centered on two literacy priorities: ACT English skills and reading comprehension (main idea and supporting details):

- **Freshman Center:** The English I PLT set a SMART goal, based on the NoRedInk diagnostic, to move average student scores from "priority need" to "developing" on the ACT English heavily tested skills. STAR data identified reading and comprehending complex texts and identifying and summarizing the main idea as priority skills. Teachers are also using a targeted reteach plan for student remediation.
- **MAS:** Instruction focused on main idea and supporting details, identified through STAR data.
- **East:** Teachers continue to build ACT preparation into daily instruction through NoRedInk, Newsela, and Progress Learning.
- **West:** West teachers are adjusting instruction based on ACT English and Reading skill data from the Pre-ACT 9,10 and ACT #1 via Progress Learning.

2. Walkthrough Data (Instructional Monitoring)

East (54 walkthroughs in Oct)

- Strong growth in student learning practices: students articulating what they're learning rose from 50% to 74%, and disciplinary literacy rose from 68% to 89%.
- Students were intellectually engaged in 93% of walkthroughs, the highest campus-wide rate in the department!

West (79 walkthroughs in Oct)

- Respectful, positive interactions held steady at 94%, and disciplinary literacy remained strong at 80%.
- Success criteria/rubrics visible rose from 19% to 30%, which was West's biggest gain.

Freshman Center (27 walkthroughs in Oct)

- Feedback practices made the largest gains: students using feedback to plan next steps rose from 19% to 48%, and student self-feedback from 17% to 41%.
- Respectful interactions (100%), disciplinary literacy (96%) and connections to prior learning (96%) are near-universal.

3. PLT Progress (Instructional Improvement Cycle)

- **East:** PLTs are analyzing common assessment data to inform ACT plan impact, along with No Red Ink Data. Common assessment data is also used to inform Tier 1 intervention.
- **West:** PLTs analyzed data sent by building administration related to students who are within two points of proficiency on the ACT English test. PLTs then used that data to create targeted group interventions.
- **Freshman Center:** The English I PLT reviewed the new Unit 1 common exam after its first administration and identified revisions: removing the summary task, adding a dependent clause to answer options on two items, and rewording two items so responses can be scored consistently. The PLT also aligned Unit 1 and 2 assessment pacing.
- **MAS:** PLT goal: 80% of students will demonstrate skills in setting and monitoring personal and academic goals by December 7, 2026, as measured by a staff-created rubric. Students have set goals, with a formative check-in on October 7 and a summative check-in on December 7.

4. Student Highlights

- **East:** 418 students have earned their Gold or Silver seal towards the SEAL of Biliteracy

  East students have mastered 27,996 grammar, punctuation, and syntax topics related to the ACT English heavily tested skills.
- **West**: West students have mastered 17,574 grammar, punctuation, and syntax topics related to the ACT English heavily tested skills.
- **FC**: FC students have mastered 4,328 grammar, punctuation, and syntax topics related to the ACT English heavily tested skills.
- **MAS**: Students visited the Cicero Public Library and created ofrendas to honor their families, continuing the campus's community partnership with the library.

Current ACT Practice Stats for the English Department

No Red Ink

- 49,898 Topics Mastered

- 2,114 ACT Writing Samples Submitted

5. Professional Learning / Support

- **East:** Teachers are attending weekly micro-lessons.
- **West:** PLT leads engaged in training to maximize ACT prep through Progress Learning.
- **Freshman Center:** English I teachers coordinated the Unit 1 common exam across campuses.
- **MAS:** Staff hold weekly MTSS presentations, and a LanSchool training has been scheduled for teachers. MAS has also reached out to the Cicero Public Library to continue its community partnership.

6. Next Steps

Next-month priorities

- **East:** PreACT results show students struggle most with commas around extra information, writing clearly and concisely, and matching a passage's tone. Teachers will continue targeted practice on these skills in NoRedInk.
- **West:**
- **Freshman Center:** Teachers will write bell ringers in which one of every four sentences is already correct, so that "NO CHANGE" is a real option. They will also build partner conversations into lessons, practice pacing weekly with one timed passage, direct NoRedInk toward appositives, concise writing, and apostrophes, and add one writing sample or Read-Write-Reason task per unit. Student discourse will be the next walkthrough focus.
- **MAS:** Students will meet with staff to review their goals and the rubric, and staff will review Progress Learning data. Staff will also help students complete job applications and update their resumes.

7. Board Summary Statement (1–2 sentences)

During the month of October, the English Department focused on ACT English skills and reading comprehension at every campus, using STAR, NoRedInk, Progress Learning, and common assessment data to target instruction, with structured student discourse as the next shared focus. Highlights include 26,082 NoRedInk topics mastered at East, 418 students earning the Seal of Biliteracy, and gains in student feedback practices at the Freshman Center.





MAS students working on the ofrenda at the Cicero Public Library

J.S. Morton Director's Board Report

Director: Melody Becker Departments: English Learners and Modern Languages

Month: November

1. Instructional Focus (Literacy/Numeracy)

On October 30th, the Illinois School Report Card was published. **English Learners** are the only subgroup that are highlighted for accountability as part of the elevating indicators. In 2026, English Learners represented **40.2%** of the student population, or 2,894 of our 7,182 students. Of this group, 2,153 or **74.4%** are considered long term English Learners. This is a significant percentage of students in comparison to our neighboring districts.

The elevating indicator for English Learners is called **EL Progress**, which measures student growth from year to year on the ACCESS test. The State has created a formula that determines an annual growth goal for students based on their previous ACCESS test scores and the amount of time they have been in Illinois schools.

Campus	FC	East	West
EL Progress	43.75 Approaching Exemplary	26.04 Commendable	32.21 Commendable

When analyzing the data, some key findings have been noted:

1. Most English Learners are enrolled in core and honors content classes taught in English.
2. English Learners who are enrolled in EL English 4 and Honors/AP English classes demonstrate the most growth.
3. English Learners who are served by two or more ESL and/or Bilingual Certified teachers demonstrate the most growth.
4. English Learners enrolled in biliteracy and/or Spanish Language Arts courses earned significantly more points on the school report card.

Current English Learners, as a subgroup, are also measured for proficiency and growth on the ACT, Graduation Rate, Attendance and Climate Survey. It is important to study the data on these areas and determine best practices that support student growth and success.

Current English Learners Summative Designation	FC- Commendable	East- Developing	West- Comprehensive

Percent of Student Population	51.9%	46.8%	30.5%
ACT Proficiency	Comprehensive	Comprehensive	Comprehensive
ACT Growth	Commendable	Commendable	Developing
Graduation Rate	Commendable	Commendable	Developing
Consistent Attendance	Approaching Exemplary	Commendable	Commendable
Climate Survey	Exemplary	Exemplary	Approaching Exemplary

When analyzing the data, some key findings have been noted:

1. English Learners needs should be addressed within the system as a whole. Therefore, **capacity** for serving them needs to be visible within every system.
2. English Learner programming is provided through the student schedule. Therefore, a **guaranteed level of service** needs to be provided to all English Learners. This means that students need to have access to at least one or two ESL or Bilingual Certified Teachers.
3. English Learners have access to **accommodations** on the ACT test. This includes time and a half extended time, translated directions and bilingual dictionaries. Therefore, all should have access to these accommodations during practice and state testing sessions.
4. English Learners demonstrate more growth on ACT when they are in EL 4 or English Honors courses. One reason for this growth is that students have access to **grade level content** and **rigor.**
5. Spanish-speaking English Learners demonstrate more growth on ACT when they have access to **learning in Spanish**. This means that they take one or two content classes in Spanish, through the biliteracy program. Brain research shows that skills and knowledge that are developed in either language can be transferred to the other.

The State of Illinois has begun to monitor the success of Former English Learners, students who have met the exit criteria on the ACCESS test in any grade. The exit criteria on ACCESS is designed to align with grade level proficiency or proficiency on a state standardized test. When students meet the exit criteria, it indicates that the student is ready to participate fully in their classes without language support. Morton's data aligns with larger research findings that show that former English Learners perform at a higher level than their never English Learner peers.

Here is the Overall School Report Card Subgroup data for **Former English Learners:**

Campus	FC	East	West
All Student- Overall Summative Designation	Commendable	Developing	Commendable

Former English Learner Subgroup	Exemplary	Approaching Exemplary	Approaching Exemplary
Percent of Student Population	20.5%	29.7%	21.0%

This information is important to understand the longitudinal impact of English Learner programming. Former English Learners data helps us to understand the strengths of multilingual learners and how they will perform when they have met English Language Proficiency.

At the FC, the Biology PLT decided to use bell ringers from Progress Learning. The EL Lead Teacher shared the EL ACT test taking strategies. Teachers gave helpful feedback and said students did well with the strategies.

EL 1 and EL 3 are using Newsela to build skills like literary devices, annotation, identifying the central idea, and explaining supporting details.

EL 3 is also considering using bell ringers for ACT practice. Some team members will pilot the test taking strategies and Progress Learning bell ringers and will report back to the team. Teachers are aligning the bell ringers to the current Mustang Support skills.

EL 4 has developed a few common lessons to support their SMART goal.

Spanish 1-3 students continue to work on their speaking, listening, reading, and writing skills in the content language to better comprehend and understand the language.

Spanish Language Arts IV and Spanish Language Art V students are practicing writing and reading skills both in the bell ringers and class content like small stories, articles, to poems.

AP Spanish Language and AP Spanish Literature continue practicing for their AP exam by completing Free Response Questions (FRQs) and essays in class.

2. Walkthrough Data (Instructional Monitoring)

Morton West EL classrooms maintain a positive, engaging learning environment with a strong emphasis on academic vocabulary and literacy. Walkthrough data suggests opportunities to strengthen checks for understanding, clearly communicate success criteria, and use student feedback to adjust instruction. While structured student discourse was observed less frequently, students regularly engage in peer discussions and collaborative text annotation to support language development and deeper learning.

At East, Modern Language walkthrough data highlighted several strengths, including classrooms demonstrating respectful and positive interactions, increased visibility of learning outcomes, and strong student engagement in academic vocabulary development. Areas for continued growth include strengthening learning outcomes by clearly incorporating procedures, increasing opportunities for student-led instruction, and expanding the use of meaningful feedback practices.

3. PLT Progress (Instructional Improvement Cycle)

EL 2: Priority Skill: Students will use descriptive language and textual evidence to communicate ideas and support their thinking.

EL 2 English Skill Focus: Accurately use adjectives in complete sentences to describe their monsters and explain their abilities in their FA Monster Graphic organizer.

- **EL 2 Reading Skill Focus:** Identify themes and how to find/use evidence to support an argument.
- **Common Instructional Move**- EL 2 English students will have structured practice using their new workbooks during daily bellringers. EL 2 Reading students read *Yummy* to practice identifying themes and textual evidence.

Spanish 1 students achieved their first SMART Boal of earning an 80% average on their Interpretive Reading Unidad Preliminar test.

French 1 & 2/3 achieved their first SMART Goal of 80% or more earning a 3.0 or above on their reading assessment.

Chinese 1 and 2 PLTs have identified their next SMART Goals:

4. Student Highlights

FC Maroon 2 Field Trip to the Brookfield Zoo: Students visited the zoo to apply concepts from their Biology Ecology Unit by using academic science vocabulary and observing animal behaviors in different environments.

FC Dia de Muertos Preparations: Houses have been busy creating Dia de Muertos items for the ofrenda.





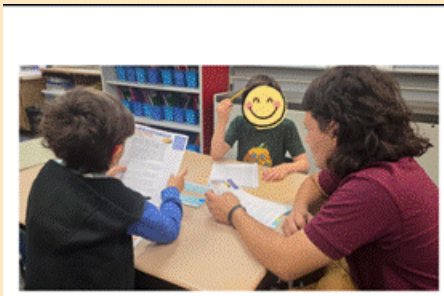




Morton East School Psychologist Dr. Jim Loerzal partnered with Multilingual Resource students in a **Positive Community Engagement** program serving approximately 180 students. Sessions focused on goal setting, mental health, community resources, employment opportunities, and support services through collaboration with Cicero Family Services. Through interactive activities, Newcomer English Learners have developed stronger connections to both the school and the Cicero/Berwyn community. Future sessions will address mental health stigma, coping strategies, social influences, decision-making, and college and career readiness.

Morton West EL 2 Field Trip: Biliteracy Buddy Day brought together high school bilingual students and second grade students for a collaborative literacy experience focused on reading, writing, and speaking in two languages. Student pairs participated in partner reading, co-authored bilingual stories, and completed a

pumpkin-themed language activity, promoting cross-age mentorship and authentic language practice. The event strengthened biliteracy skills, communication, and community connections across grade levels.






At Morton East, Modern Language students have been working on their Día de Muertos, La Toussaint, and Qing Ming projects to get the hallway and the third-floor Knowledge Center decorated. In the Modern Language hallway, the projects will remain visible for the rest of the school year.

At Morton West, students are working on Día de los Muertos as well. Morton West will host their family engagement event on Friday, October 30th.

Spanish Honor Society members have started classroom presentations to recruit new members.

5. Professional Learning / Support

EL Support Teachers are collaborating with content support teachers on their team to implement and increase Micro Learning strategies that the coaches are hosting.

Several EL teachers are attending the Building Thinking Classroom workshops.

At West, the EL Lead Teacher attended Progress Learning PD to see how PLTs can embed the tool into their lesson plans. The Lead teacher will share low-stake strategies to increase familiarity with test questions. Some examples were bell ringer activities, standards-based practice assessments, data-driven student grouping, and classroom game ideas. It was helpful to include EL scaffolds such as sentence

frames, vocabulary supports, and structured discussion prompts so students can continue developing language skills while engaging with grade-level, test-style questions.

East Modern Language teachers engaged in a micro mini-lesson presentation with the coaches to review how the Learning Outcomes should be written.

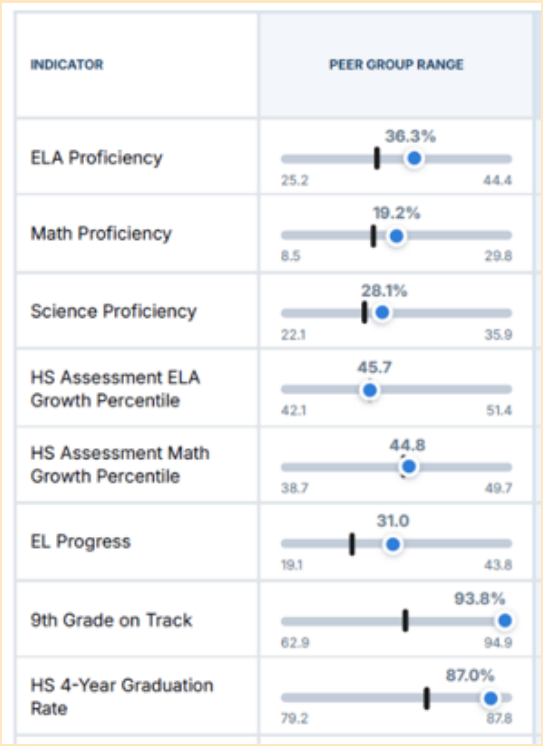
Over the past five years, the district has been collaborating with Dominican University to offer an ESL/Bilingual Endorsement cohort. Additionally, the district provides an annual stipend, increased tuition reimbursement and a hard-to-fill stipend to increase the expertise of our faculty. In 2026, Morton employed 494 faculty members, 201 or **41%** of which were certified to serve English Learners. In 2021, Morton employed 428 faculty members, 68 or **15.9%** were certified to serve English Learners. This is an increase of 133 teachers. The change in the percent of ESL and/or Bilingual certified teachers is **25.1%.**

Count of Certifications: ESL, Bilingual, ESL Special Education Approval, or TBE	EAST	FC	MTC	WEST	Grand Total
Faculty Total	103	34	2	62	201

6. Next Steps

During September and October, the district hired a consultant to conduct in a voluntary audit to adopt a comprehensive multilingual learner strategy focused on guaranteed access to certified staff, rigorous coursework, and data-driven intervention for long-term English Learners.

As a result of the audit, the district has decided to phase out the biliteracy program in favor of a Transitional Bilingual Program Model. The district has created an English Learner Continuum Placement Matrix that guarantees at least one certified teacher. EL1 and 2 students will have access to bilingual classes for graduation requirements. All other students will no longer have access to biliteracy instruction.



INDICATOR	PEER GROUP RANGE
ELA Proficiency	36.3% (25.2 – 44.4)
Math Proficiency	19.2% (8.5 – 29.8)
Science Proficiency	28.1% (22.1 – 35.9)
HS Assessment ELA Growth Percentile	45.7 (42.1 – 51.4)
HS Assessment Math Growth Percentile	44.8 (38.7 – 49.7)
EL Progress	31.0 (19.1 – 43.8)
9th Grade on Track	93.8% (62.9 – 94.9)
HS 4-Year Graduation Rate	87.0% (79.2 – 87.8)



INDICATOR	PEER GROUP RANGE
Enrollment	7,182 (930 – 7,182)
Attendance Rate	90.8% (78.5 – 92.0)
Consistent Attendance	68.9% (26.3 – 72.9)
Mobility	17.0% (6.5 – 19.2)
Average Class Size	22.3 (18.2 – 24.4)

Morton uses a data analysis platform called ECRA. This year, the Comparative District Analysis Report is available to customize schools to compare with Morton. By selecting eight nearby high schools that have a similar percentage of English Learners and similar socio-economic status, a comparison can be made to understand how Morton is performing compared to similar high schools.

The table to the right shows the results of this analysis. Each of the blue data points represents JS Morton High School District 201, the black line represents the average of all the selected high schools. The reason that Morton's data point is blue is because the district exceeds the average of the selected high schools.

7. Board Summary Statement

The October 2026 Illinois School Report Card highlights English Learners (ELs) as a critical accountability subgroup, representing 40.2% of the district's enrollment, with 74.4% identified as long-term English Learners. District data indicates that our EL students demonstrate the greatest academic growth when provided:

1. rigorous grade-level coursework taught by bilingual and ESL-certified educators,

2. access to biliteracy coursework, and
3. appropriate instructional and assessment accommodations.

When these conditions for learning are in place for English Learners, they earn more points on the Illinois School Report Card. Instructional monitoring and Professional Learning Team work remain focused on strengthening literacy, academic language development, student engagement, and evidence-based instructional practices. The district has significantly expanded its capacity to serve multilingual learners, increasing the percentage of ESL and bilingual-certified staff from 15.9% in 2021 to 41.0% in 2026.

J.S. Morton Lead Report

SPED

Department Lead: Carol Best
Reporting Month: November

1. Instructional Focus (Literacy/Numeracy)

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

At the Freshman Center all resource classes were very busy making sure every special education student took the star reading and math quarterly assessment. (Freshman Center)

The East campus worked through the second window of STAR and expressed to our students the importance of doing their best on these assessments (East)

PLTs focused on using student performance and early warning data to target academic needs. Freshman Inclusion used PreACT 9 data to develop targeted bell ringers addressing skill gaps across all four subject areas. Upper Inclusion reviewed EWS data to identify supports for students in Integrated Math II, Integrated Math III, and Civics. (West)

Literacy instruction focused on developing functional reading skills through activities involving recipes, job applications, and menus. Functional numeracy instruction emphasized money management skills, including balancing check registers and budgeting for community outings. (MTC)

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

Once all students are finished taking the star reading and math assessment resource teachers will be able to look closely at the data to assign appropriate freckle assignments. These assignments will help increase student practice with numeracy and literacy. (Freshman Center)

Teachers looked at the data between the first and second assessment to measure progress. Teachers spoke with classes about the importance of giving full effort on the STAR assessment. Teachers will now begin assigning Freckles. (East)

PreACT 9 results informed targeted instruction, while grades, attendance, and Panorama data were used to identify students needing additional intervention. (West)

Student participation and completed classroom activities demonstrate progress in applying functional literacy and numeracy skills to real-world situations. Through classroom instruction and community-based learning experiences, students have practiced interpreting recipes, job applications, and menus, as well as budgeting and balancing check registers. Continued instruction and hands-on practice will focus on improving accuracy, confidence, and independence in applying these skills to everyday situations. (MTC)

2. Walkthrough Data (Instructional Monitoring)

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

The data suggest that our teachers are strongest during teacher-led instructional segments, with Focused Instruction showing the highest observation rates. This aligns with what we would expect in ASI/FSI classrooms, where explicit instruction, modeling, repetition, guided practice, and individualized supports are critical components of effective teaching. The data also indicate that collaborative learning opportunities are occurring in many classrooms, demonstrating that staff are creating opportunities for student interaction despite varied communication and learning needs. Additionally, many of our classrooms successfully implement strong routines, predictable structures, and adult support systems that help students access learning. These foundational practices are essential and should continue to be recognized as strengths within the department. (Freshman Center)

Our data shows that culture and climate is a strength in our classrooms. It also shows that our special education math classes, both inclusion and LDI, are doing a great job of collaborative work. The BTC has been observed to be very successful in inclusion math classes. We also see a lot of more teacher directed classes in the LDI sections, but we believe this is to be expected as some students need more direct instruction. We will push for more student driven and collaborative work as the school year moves on. (East)

Instructional monitoring continues to emphasize learning objectives, targeted skills, and alignment between instruction and student needs. (West)

Instructional walkthroughs reflected consistent implementation of clearly identified learning objectives and active student engagement across all instructional settings. (MTC)

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

The most significant trend in the data is the low observation rate during Independent Learning segments. While student independence can look very different in ASI/FSI settings, this finding suggests that observers may not be consistently seeing students taking ownership of their learning, making choices, monitoring progress, engaging in peer interactions, or demonstrating learning with reduced adult support. The middle portion of lessons also appears to be an area for growth. This may be when instruction transitions from whole-group teaching to individualized support, and it is possible that engagement and rigor become less visible to observers during these periods. We should consider ways to make student learning more visible throughout the entire lesson cycle. (Freshman Center)

At East, as stated above, an area of improvement that was identified was the amount of direct instruction for the LDI sections. We understand that early on, these students and classes do need more direction instruction, and there are a lot of other variables that may impact this. However, we believe our teachers have shown progress in the first few months, and we will push them to continue with this progress as the year progresses. (East)

Continued attention will focus on ensuring instruction addresses identified skill gaps and that students at academic or attendance risk receive appropriate interventions. (West)

Supporting students' social-emotional needs remains an area of continued focus. Staff will continue to address these needs through individualized support, small-group interventions, and collaboration with the school social worker to promote students' social-emotional growth and success. (MTC)

3. PLT Progress (Instructional Improvement Cycle)

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

The ED PLT follows a pacing plan organized around monthly themes and activities designed to promote social-emotional development and executive functioning skills. Each theme lasts approximately one month, allowing students to explore and practice skills connected to their individual and academic needs. October's theme is self-care, which addresses the importance of recognizing personal needs and developing healthy strategies to support emotional well-being so people and students can be successful in other areas of their daily lives. (Freshman Center/District)

Students are reading workplace materials, interpreting information, using math to solve employment-related problems, and applying critical-thinking skills.

Rather than teaching these skills in isolation, we are connecting ACT-related literacy and numeracy skills to situations students will actually encounter in the workplace. This has helped make the skills more meaningful and relevant to students.

In senior English, we are working with Seal of Biliteracy practice questions. It has been cool to see the teachers give the students practice questions, and walk them through how to answer them and give them strategies to provide better responses. This applies to the ACT as students learn how to use text evidence and also just how to sit through a test. (East)

PLTs reviewed student performance, early warning data, attendance, and grading concerns to identify needed interventions and supports. (West)

Staff collaborated to review first-quarter student data and discuss upcoming community-based learning opportunities, supporting instructional planning and the development of the monthly activity calendar. (MTC)

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

Students engaged in a structured discussion designed to encourage participation, reflection, and the identification of healthy self-care strategies. Student responses and participation provide opportunities to assess understanding of self-care and help students identify which strategies best meet their individual needs. Follow-up activities will reinforce these strategies and encourage students to apply them to everyday situations. (Freshman Center/District)

In Senior English, classes are preparing for the Seal of Biliteracy by taking practice tests and answering practice questions. Students are practicing using evidence to support their answers and also learning how to expand their answers and provide more information. (East)

Upper Inclusion reviewed D/E/F grades to distinguish failed skills from other factors and evaluated attendance interventions using EWS and Panorama data. Freshman Inclusion incorporated PreACT 9 findings into targeted instruction. LDI continued IEP goal updates and STAR assessment planning. (West)

First-quarter PLT data indicated that 48% of students can independently access and utilize the PAES Lab from start to finish with no more than one teacher prompt. Students requiring additional support have been identified, and instructional adjustments will include targeted instruction, visual supports, and individualized accommodations to increase independence and successful participation. (MTC)

4. Student Highlights

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

Freshman Center ED Resource students participated in a guided discussion circle focused on understanding self-care and identifying healthy ways to manage stress and support emotional well-being, with support from the school social work department. The activity provided opportunities for students to share ideas, learn from peers, and build self-awareness and self-regulation skills. (Freshman Center)

We have had tremendous success connecting students with employment opportunities this year. We are working with Bridges from School to Work, JCPenney, and S3 Security, as well as participating in hiring events. Thirteen students have already been hired. Hiring managers have also been coming directly to Morton to interview our students, giving them authentic interview experiences in a familiar environment. Next week, we will be onboarding students for JCPenney, which provides an excellent opportunity to combine our literacy and numeracy instructional goals with an actual employment experience. Our Morton Arboretum field trip was also very successful, providing students with exposure to different jobs, careers, and workplace expectations. (East)

PLTs continued identifying individualized supports to improve student engagement, academic progress, and school participation. (West)

A location was secured for our student-led microbusiness to roast their coffee beans out of. (MTC)

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

Through a structured discussion circle, students reflected on their self-care habits and identified opportunities to make self-care a more intentional part of their daily lives. Students also worked to develop a more focused approach to prioritizing their well-being and identifying strategies that best meet their individual needs. This activity demonstrates how Freshman Center ED Resource instruction extends beyond academics to address students' social-emotional needs and build self-awareness, self-regulation, and practical life skills that support student engagement, independence, and academic success. The activity was planned and facilitated in collaboration with the school social work department. (Freshman Center)

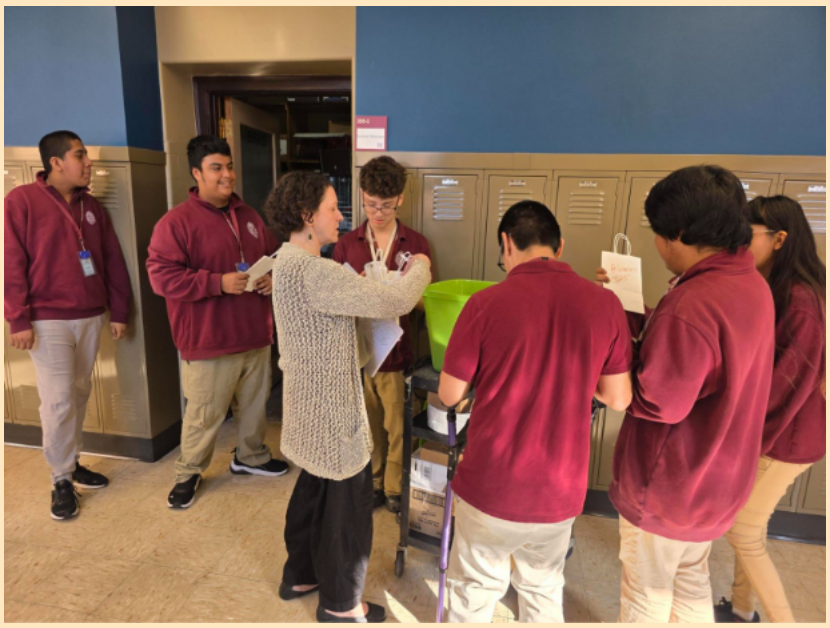


(FC)

Our FSI Employability 2 students had another opportunity to practice their employability skills through a hands-on job within the school! Students helped Mrs. Genge organize and prepare “swag bags” for teachers who have Student Support classes, including MTSS, Morton Prep, Literacy, Numeracy, and others.

Students worked together to sort materials, count items, organize the bags, follow directions, and complete the task as a team. Once the bags were ready, students delivered them directly to teachers. This also gave them an opportunity to practice navigating the school independently, locating classrooms using room numbers, communicating with staff, and completing a job from beginning to end.

It was a great real-world opportunity to reinforce teamwork, communication, organization, following directions, problem-solving, independence, and responsibility—all of the skills we have been working on in Employability 2. (East)



Freshman Inclusion translated PreACT 9 assessment findings into targeted bell ringers, allowing instruction to directly address students' demonstrated areas of need. (West)

Through a valuable community partnership, Pizza Loco, a local Cicero business, has generously offered the use of its commercial kitchen for students and staff to roast coffee beans for our student-led microbusiness. The owner has been incredibly supportive and eager to assist in bringing this opportunity to life. This partnership represents an exciting step forward in providing students with authentic vocational experiences and opportunities to develop real-world employment skills. We are grateful to Pizza Loco and everyone involved in making this possible. (MTC)

5. Professional Learning / Support

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

Special education lead teachers were able to participate in a professional development opportunity together with a special education lawyer. This was a great opportunity to talk with a professional about any legal issue regarding education. (All campuses)

Teams reviewed gradebook expectations, IEP documentation, STAR assessment procedures, and student support strategies. ASI also planned to explore DLM data and daily instruction, while staff prepared to visit the Morton Transition Center. (West)

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?

This professional development opportunity helps leads get a better understanding of special education law and how we can best support our students. The more informed we can be, the better we can serve our specific and unique population of students. (All Campuses)

Continued collaboration will strengthen data-informed instruction, consistent documentation, and individualized academic and functional supports. (West)

6. Next Steps

Next-month priorities: List the key action(s) your campus will take before the next report. We will continue to work with the numeracy and literacy skills in all resource classes. Students will be well into the freckle program for progress monitoring. Teachers will also be utilizing panorama, star, and progress learning data to help write goals that are appropriate for individual students. (Freshman Center) East will continue to monitor data through our PLTs. We will utilize Panorama, Star, and Progress Learning data. PLTs will implement and monitor targeted instruction based on assessment data, reevaluate attendance interventions for at-risk students, complete IEP goal updates and required documentation, review DLM data to inform daily instruction, and continue evaluating student academic, behavioral, and placement needs. (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. Continued coordination is needed to address student placement concerns, attendance concerns, access to assessment data, and appropriate individualized support across programs. (West)

J.S. Morton Director's Board Report

Director: Jim Connelly Department(s): PE & Health

Month: November

1. Instructional Focus (Literacy/Numeracy)

East Campus

Teachers have pre-tested students on key Physical Education vocabulary terms and will administer post-assessments in December to measure growth. Walkthrough data indicates literacy and numeracy are not yet consistently embedded into instruction, making vocabulary development, academic discussion, and communication of fitness and wellness concepts key areas of focus moving forward.

West Campus

Teachers have pre-tested students on Physical Education and Health vocabulary terms and will conduct post-testing in December. Walkthroughs showed the strongest evidence of literacy and numeracy implementation in the district, with vocabulary development and communicating-to-learn observed in approximately 35% of classrooms and numeracy-related activities in 18%. The next step is increasing opportunities for students to analyze fitness and health data and communicate their learning.

Freshman Center

Teachers have pre-tested students on fitness and wellness vocabulary and will complete post-testing in December to monitor growth. Current literacy and numeracy efforts focus on vocabulary development and the analysis of FitnessGram data, with students using assessment results to set and monitor personal fitness goals. Future work will emphasize increasing student discussion and reflection around fitness concepts and performance data.

2. Walkthrough Data (Instructional Monitoring)

East Campus

East PE walkthrough data shows a strong foundation of student engagement and classroom culture, with 96% of observations reflecting respectful and positive interactions and nearly 46% of students observed as intellectually engaged in learning outcomes. However, literacy and numeracy practices remain an area of focus. No walkthroughs captured students engaged in disciplinary literacy tasks such as identifying key information, analyzing text, evaluating evidence, or problem solving. Additionally, structured academic discourse and student self-feedback were observed in only 2% of visits. As a result, the department is prioritizing the integration of fitness vocabulary instruction, student discussion protocols, and opportunities for students to analyze and communicate about fitness and wellness data as part of Quarter 2 planning.

West Campus

West PE and Health classrooms demonstrated strong student engagement and collaboration, with 94% of observations showing respectful interactions and 56% reflecting collaborative learning and intellectual engagement. From a literacy and numeracy perspective, approximately 35% of observations included vocabulary development or communicating to learn, while 18% incorporated number sense activities. The data also indicates opportunities to increase student reflection, self-assessment, and data analysis practices. As PLTs review ACT, PreACT, and Progress Learning results, the department is focused on expanding student use of fitness and health vocabulary, performance-data analysis, and structured discussions that require students to explain and justify conclusions using evidence.

Freshman Center

Freshman Center PE and Health classrooms demonstrated particularly strong academic engagement, with 97% of observations showing respectful interactions and 88% showing students intellectually engaged in learning. Literacy and numeracy efforts this semester have centered on FitnessGram vocabulary instruction, health content vocabulary, and the analysis of fitness and assessment data. Students complete pre-, interim-, and post-assessments on key terminology and use FitnessGram results to establish and monitor personal fitness goals. Walkthrough data indicates opportunities to increase student discourse, peer and self-feedback, and the use of formative checks for understanding. These areas are being incorporated into ongoing PLT discussions as the department develops Quarter 2 intervention strategies.

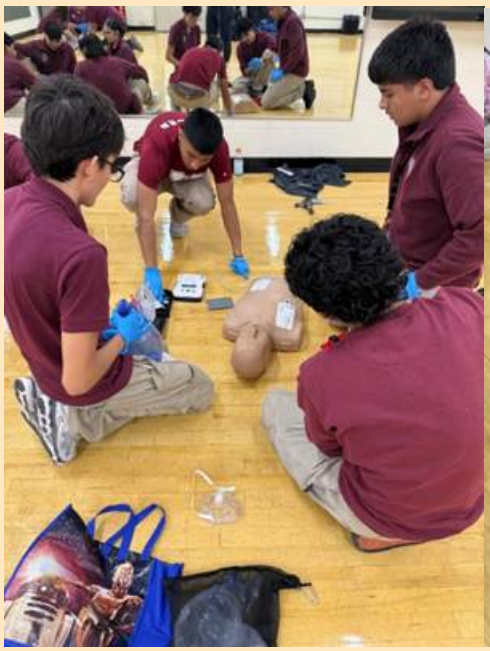
3. PLT Progress (Instructional Improvement Cycle)

The Physical Education and Health departments continue to strengthen the Professional Learning Team process through a greater focus on data analysis, instructional planning, and accountability. This month, a new district PLT documentation tool was developed to provide teachers with a clearer structure for reviewing assessment data, identifying trends, developing SMART goals, and documenting instructional responses. In addition, a dedicated Microsoft Teams site was created to serve as a centralized location for PLT agendas, meeting notes, data analysis, intervention plans, and resource sharing across campuses.

While several teams are effectively utilizing the PLT process, walkthroughs and meeting reviews have identified inconsistencies in implementation and adherence to established PLT protocols. To address these needs, the new documentation process and Teams platform are being paired with targeted professional learning that will be provided during the January 4 Institute Day. The goal is to improve the quality and consistency of collaborative inquiry, ensure instructional decisions are driven by student performance data, and strengthen the impact of PLTs on student achievement across the department.

4. Student Highlights

Students are practicing a water rescue scenario. CPR is being administered using a BVM (bag valve mask) and an AED.





Life Guarding:

- Lifeguards that are currently certified and lifeguard the PE classes attend weekly in-services to continue to review skills. Skills that are reviewed include:
- Ways to get into the pool – jumps
- Spinal (deep end/shallow end)
- Rapid extrication
- How to use a whistle
- How to write an incident report
- Laps to work on endurance
- Different ways to rescue victims

Practicing Spinal Rescues:

Spinal rescues involve multiple team members

Each role is essential to a rapid rescue ensuring the victim gets the appropriate and necessary care

Each rescuer in this picture has a specific role

1. bring the victim to the backboard

2. keep the victim's head immobile

3. place head immobilizer on victim







In Physical Education at the Freshman Center, classes completed a mid-term FitnessGram assessment. This assessment is completed a second time prior to post testing in December to accomplish a few goals. The first is for students to get used to the testing procures, a reminder on how the tests are performed, and the standards that need to be met for each portion of the assessment. The second is for students to see how they are currently performing in comparison to their pre-test, and if they are already seeing any improvements in their scores.

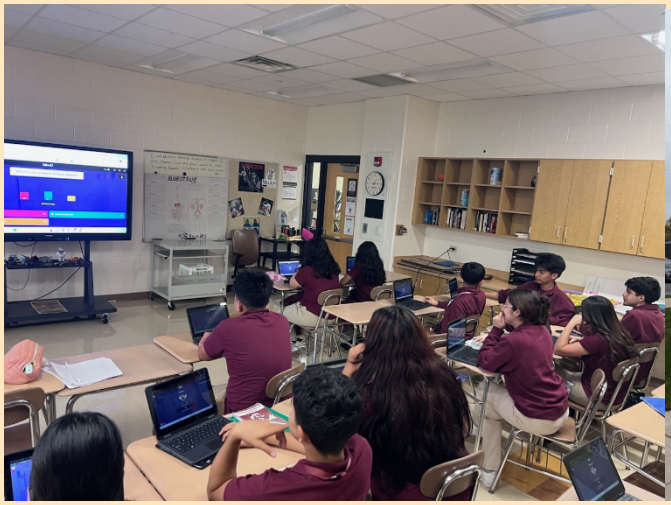
We continue to implement grade checks every Friday while students engage in one of two reading options. Students can read a book of their choosing and silently read for enjoyment, or they engage in reading a short article, with comprehension questions to follow. This is all aimed at increasing our literacy scores across the Freshman Center building.

PE pictures attached: took our Wednesday cardio day outside to enjoy the warm weather October has given us this year.

In Health classes, in order to address our literacy goal, we have taken some of the information in which we may have lectured on in the past and have turned it into reading work, along with comprehension and higher-level thinking questions.

Students are beginning their post tests on Unit 3, Nutrition and Lifestyle Diseases. We are aiming to meet our SMART goal, as this is the most difficult unit for our students.

Health picture attached: Students engage in a teacher-led Kahoot review for Unit 3 post-test.





5. Professional Learning / Support

Several teachers will be attending the Illinois Association for Health, Physical Education, Recreation and Dance (IAHPERD) Convention in December. The conference provides professional learning opportunities focused on updated state and national standards, instructional strategies, student engagement, and assessment practices. Teachers will bring back resources and strategies to support curriculum development and instruction across the PE and Health departments.

6. Next Steps

- Implement Quarter 2 literacy and numeracy interventions based on ACT, PreACT, Progress Learning, vocabulary assessment, and walkthrough data, with a focus on academic vocabulary, student discourse, and analysis of fitness and health data.

- Strengthen PLT implementation across all campuses through use of the new PLT documentation process and Teams platform, ensuring consistent data analysis, SMART goal development, progress monitoring, and instructional planning.
- Provide targeted PLT training at the January 4 Institute Day to address inconsistencies in protocol implementation and build staff capacity in collaborative inquiry, data-driven decision making, and instructional intervention planning.

7. Board Summary Statement (1–2 sentences)

The Physical Education and Health departments continue to strengthen instruction through data-driven collaboration, with PLTs analyzing FitnessGram, vocabulary, ACT, PreACT, and Progress Learning data to identify priorities for Quarter 2 interventions. Across campuses, walkthrough data shows strong student engagement and positive learning environments, while highlighting opportunities to expand literacy and numeracy through vocabulary development, student discourse, data analysis, and self-reflection practices. To support consistent implementation, the department has launched a new PLT framework and Teams-based collaboration system, with additional training planned for the January Institute Day to strengthen data analysis, SMART goal development, and instructional decision-making.