



J.S. Morton Director's Board Report

Director: Megan Holub Department(s): Mathematics

Month July

1. Instructional Focus (Literacy/Numeracy)

The focus for the 2026–2027 school year is **numeracy and literacy** into daily instruction. Teachers will be supported in implementing instructional practices that promote mathematical thinking through reading, writing, speaking, listening, and collaborative discourse. This work also aligns with the district's focus on increasing ACT readiness.

A continued emphasis on **Building Thinking Classrooms (BTC)** will help create student-centered learning environments where students engage in meaningful problem solving, explain their reasoning, and communicate mathematical ideas.

2. Walkthrough Data (Instructional Monitoring)

As July is a non-instructional month, walkthrough data is not available.

During the summer, the walkthrough tool was revised to better align with district instructional priorities. Morton Leaders will utilize the updated walkthrough form during the 2026–2027 school year to provide consistent feedback focused on numeracy, literacy, student discourse, and instructional best practices.

3. PLT Progress (Instructional Improvement Cycle)

Math Teachers across multiple mathematics courses worked with each other to refine ACT alignment, assessments, and instructional resources in preparation for the upcoming school year.

PLTs will begin the year with a clear focus on implementing Building Thinking Classrooms strategies, aligning instruction to district priorities, and strengthening ACT readiness through consistent instructional practices.

4. Student Highlights

Instructional Professional Learning opportunities were completed this summer will provide students with increased opportunities for mathematical discourse, collaborative problem solving, and rigorous ACT-aligned learning experiences. Summer PL Participants practiced these strategies on Summer School students at Morton West.

5. Professional Learning / Support

Approximately **15 teachers** participated the **Carnegie Learning & Engagement Professional Learning**. The sessions introduced a variety of instructional engagement techniques and literacy strategies that teachers can immediately incorporate into mathematics classrooms to increase student participation and comprehension.

Approximately **15 teachers** also attended **Desmos Calculator Professional Learning**, focused on effective classroom implementation of the Desmos calculator, the calculator students will use on the ACT. Teachers explored instructional strategies that support conceptual understanding while building student familiarity with ACT-approved technology.

6. Next Steps

As the school year begins, Megan Holub will communicate a clear instructional vision centered on integrating **numeracy and literacy** across mathematics classrooms while maintaining a strong emphasis on ACT readiness.

Professional learning, walkthroughs, and PLT collaboration will focus on consistent implementation of Building Thinking Classrooms strategies, student discourse, literacy-rich mathematical tasks, and high-quality instructional practices that promote student achievement.

7. Board Summary Statement (1–2 sentences)

The Math Department used the summer months to strengthen instructional strategies, provide targeted professional learning, and prepare instructional systems that support district priorities in literacy, numeracy, and ACT readiness. These efforts position teachers to begin the school year with a consistent instructional vision focused on student engagement and mathematical achievement.



J.S. Morton Director's Board Report

Director: Megan Delaney

Department(s): English

Month: July

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

Finalized district English curriculum revisions for the 2026–2027 school year, including common instructional units, common assessments, proficiency-based grading resources, and aligned instructional materials.

Continued development of the district literacy framework by aligning instructional priorities with disciplinary literacy, ACT readiness, and evidence-based instructional practices to support consistent Tier 1 instruction across all campuses.

2. Walkthrough Data (Instructional Monitoring)

Classroom walkthroughs were limited during the summer months; instructional monitoring efforts shifted toward reviewing instructional expectations, refining walkthrough tools, and establishing focus areas for the opening weeks of school.

Prepared district observation resources aligned to the District Instructional Focus, Danielson Framework, and literacy look-fors to ensure consistency in instructional feedback during the 2026–2027 school year.

3. PLT Progress (Instructional Improvement Cycle)

Collaborated with curriculum writers and teacher leaders to finalize common unit plans, assessments, pacing guidance, and instructional resources for English I and English II.

Developed structures and materials to support Professional Learning Teams in implementing common instructional practices, analyzing student evidence, and monitoring progress toward department SMART goals.

4. Student Highlights

N/A

5. Professional Learning / Support

Planned and developed the Lead Teacher Retreat focused on instructional leadership, collaborative improvement, and implementation of the District Instructional Focus.

Supported summer curriculum writing teams and collaborated with district leaders to prepare professional learning resources, instructional playbooks, and implementation supports for the opening of the school year.

6. Next Steps

Launch district professional learning during August Institute Days, including Lead Teacher Retreat sessions, curriculum implementation, and instructional focus expectations.

Begin classroom walkthroughs, support Professional Learning Teams through the instructional improvement cycle, and monitor implementation of the revised English curriculum across all campuses.

7. Board Summary Statement (1–2 sentences)

Throughout July, the English Department focused on preparing for a strong start to the 2026–2027 school year by finalizing curriculum, developing instructional leadership supports, and planning professional learning around interdisciplinary literacy. These efforts will establish a consistent foundation for high-quality literacy instruction and continuous instructional improvement across the district.



J.S. Morton Director’s Board Report

Director: Eric Bjornstad_____ Department(s): Science_____

Month: July 2026

1. Instructional Focus (Literacy/Numeracy)

Collaborated on development of District literacy/Numeracy plan and priority focus areas.
Created Science ACT action plan as a roadmap to achieving 10% growth in ACT science sub-test.

2. Walkthrough Data (Instructional Monitoring)

Collaborated with Director team to revise walk-through form
Collaborated with TLC to determine building walk-through cadence. Follow up with lead teachers and priority PLT leads.

3. PLT Progress (Instructional Improvement Cycle)

Created 26-27 PLT list based on content area needs and new staffing.
Collaborated on new process for Instructional Support time, formerly content support.

4. Student Highlights

Student part-time maintenance crew continued to work on beautification of Butterfly gardens at Freshmen Center
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Continued maintenance of community garden plots for Berwyn parents and students.

Currently planning the "Community Green Ride" event as part of Berwyn's Sustainability commission with Ruth Green from Berwyn city hall, and Chief Fellows from Berwyn PD.



5. Professional Learning / Support

Provided support and collaboration to Megan/Matt for new teacher/2nd year teacher orientations

Collaborated with the Director team on the schedule for Opening day.

Organized Festival Ignite for opening day.

Facilitated acquisition of potential new ACT platform, progress learning. Currently working on a professional learning plan on Sept. 30th for teaching staff.

6. Next Steps

Complete Opening Day presentation and PD to get departmental instruction aligned to district goals.

Continue to organize "Community Green Ride" with West campus staff, and Berwyn city officials.

7. Board Summary Statement (1-2 sentences)

This past month, the director team collaborated extensively to develop the district improvement plan around literacy and numeracy with the intent to increase ACT proficiency by 10%. The science director also worked to facilitate several outdoor events around the Berwyn/Cicero community.



J.S. Morton Director's Board Report

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

Month: July 2026

1. Instructional Focus (Literacy/Numeracy)

During the summer, teacher teams in AP Psychology, AP African American Studies, and Music collaborated to strengthen intentional literacy and numeracy practices within their courses. Teams reviewed instructional materials, aligned learning experiences to department and district priorities. This work will support consistent instructional practices and enhance opportunities for students to develop critical thinking and communication skills across content areas.

The AP U.S. History team collaborated to review and refine common assessments with a focus on ACT literacy skills. The team aligned assessment tasks to targeted reading, analysis, and evidence-based writing competencies.

2. Walkthrough Data (Instructional Monitoring)

We revised the instructional walkthrough form and monitoring process to more closely align with the district's focus on literacy and numeracy. Key indicators were refined to provide more actionable feedback on student engagement with reading, writing, discussion, problem-solving, and evidence-based learning. The updated walkthrough tool was also aligned to the district's Mustang Musts of Instruction, ensuring a consistent framework for observing and supporting high-quality teaching practices across classrooms.

3. PLT Progress (Instructional Improvement Cycle)

Two new PLTS have been established to support collaboration and instructional alignment. The AP African American Studies PLT was created to support implementation of the new course, and a Theater PLT was formed to strengthen alignment between East and West theater classes.

4. Student Highlights

Throughout the summer, members of the Morton marching band participated in rehearsals and performance preparation in advance of Opening Institute Day and the upcoming fall marching band season. Their efforts have positioned the program for a strong start to the school year and showcase the high level of student engagement and excellence within the Fine Arts Department.



5. Professional Learning / Support

Supported summer teacher teams to design instructional resources, professional learning materials, and implementation supports in preparation for the launch of the school year.

6. Next Steps

As the school year begins, the Social Science and Fine Arts Department will continue to emphasize the district's focus on literacy and numeracy through ongoing collaboration, instructional monitoring, and professional learning. Professional Learning Teams (PLTs) will examine instructional practices, share effective strategies, and monitor student learning aligned to district priorities.

7. Board Summary Statement (1–2 sentences)

Over the summer, the Social Science & Fine Arts Department focused on preparing for a successful start to the 2026-2027 school year through summer instructional design work, the development of department leadership supports, and the refinement of instructional monitoring processes aligned to district literacy and numeracy priorities. These efforts create a strong foundation for implementing the district's instructional focus and supporting student success across all Social Science and Fine Arts courses.





J.S. Morton Director's Board Report

Director: Kocourek

Department(s): PE/Health/Driver Education

Month: July 2026

1. Instructional Focus (Literacy/Numeracy)

The PE/Health Department will be forging ahead in planning for embedding literacy and numeracy into their lessons. The first progression will begin on August 10th in PLT's and will continue to progress throughout the school year and most importantly in the PLT process. Some ideas would be to incorporate literacy and numeracy instruction immediately following cardiovascular activity. Students would run the Pacer Test and/or One mile run then would immediately work on their laptops/Chromebook to work on Literacy and Numeracy strategies.

2. Walkthrough Data (Instructional Monitoring)

Due to only a small number of students being present during summer months, Walkthroughs were not performed. The Director team in congruence with building administration worked diligently to put together a new walkthrough form, collaborated, and problem solved the process.

3. PLT Progress (Instructional Improvement Cycle)

The PLT teams and processes will be reviewed on the first Institute Day. Communication will begin with setting up the norms and expectations of the PLT process. Also, emphasizing embedding strategies to incorporate Literacy and Numeracy.

4. Student Highlights

Driver Education Summer School ran fourteen sections of Driver Education classroom sections at both Morton East and West. There were 570 students enrolled in Summer School that will receive their Permit. Once a student receives their Permit they can begin driving with an instructor and any licensed driver that is 21 years or older. Morton is currently running four vehicles out of both campuses in total and the District utilized several instructors to provide Behind-The-Wheel instruction.

5. Professional Learning / Support

The Driver Education teams connected at both West Campus and East Campus collaborated provided support throughout the month in June. The Behind-The-Wheel teachers collaborated and provided support throughout the entire Summer of '26.

6. Next Steps

In the 2026-2027 school year the PE/Health/Driver Education team will communicate the vision that will include embedding literacy and numeracy into the lessons, and throughout the curriculum in all electives.

7. Board Summary Statement (1–2 sentences)

The PE/Health teams will be working on including literacy and numeracy within the curriculum. The Driver Education team will continue providing opportunities to instruct our students that have their Permit and have enrolled in Behind-The-Wheel.



J.S. Morton Director's Board Report

Director: Colleen Del Monaco Department(s): CTE

Month: July

1. Instructional Focus (Literacy/Numeracy)

CTE teachers dedicated time this summer to strengthening instructional planning and student learning experiences for the upcoming school year. Professional collaboration focused on integrating district literacy and numeracy priorities into authentic CTE learning through course-specific reading, writing, communication, data analysis, and mathematical reasoning. Teachers also refined instructional resources and pacing to support student success in new and existing CTE programs, including AP Business with Personal Finance and AP Cybersecurity.

2. Walkthrough Data (Instructional Monitoring)

As students and staff were not in session during July, no instructional walkthroughs were conducted. Summer efforts centered on preparing high-quality instructional resources, classroom organization, and program readiness for the start of the 2026–2027 school year.

3. PLT Progress (Instructional Improvement Cycle)

Department and course teams collaborated throughout the summer to review instructional priorities, align learning experiences, and prepare common resources that will support Professional Learning Team (PLT) work during the first quarter. These efforts position teachers to begin the year with a strong focus on student achievement and continuous instructional improvement.

4. Student Highlights

Four Culinary students representing both Morton East and Morton West High Schools competed at the FCCLA National Leadership Conference in Washington, D.C. Three students competed in the

Baking & Pastry event, while one student represented District 201 in Culinary Arts. Competing at the national level reflects the exceptional talent, dedication, and professionalism of our students. We are especially proud to recognize one Culinary Arts competitor for earning a Top 10 national finish.

5. Professional Learning / Support

CTE teachers participated in summer professional learning and collaborative planning to strengthen instructional practices, enhance course resources, and prepare engaging learning experiences for students. Special emphasis was placed on supporting the successful launch of AP Business with Personal Finance and AP Cybersecurity while ensuring instructional materials align with district priorities and industry expectations.

6. Next Steps

As the 2026–2027 school year begins, the Career & Technical Education Department will communicate a clear instructional vision focused on integrating literacy and numeracy within authentic, industry-aligned learning experiences while preparing students for college, careers, and industry credentials.

Professional learning, instructional walkthroughs, and Professional Learning Team (PLT) collaboration will emphasize the consistent implementation of high-quality instructional practices, disciplinary literacy, embedded numeracy strategies, student engagement, and skills-based instruction. Teachers will also focus on aligning classroom instruction with district priorities while providing students with meaningful opportunities to develop technical skills, earn industry-recognized credentials, and demonstrate career readiness.

7. Board Summary Statement (1–2 sentences)

The Career & Technical Education Department utilized the summer months to strengthen instructional readiness, support new course implementation, and prepare for a successful school year. We also proudly celebrated our students' outstanding representation at the FCCLA National Leadership Conference, highlighted by a Top 10 national finish in Culinary Arts.



J.S. Morton Director's Board Report

Director: Melody Becker Departments: English Learners and Modern Languages

Month: August

1. Instructional Focus (Literacy/Numeracy)

This summer, Morton East and West offered several enrichment courses for English Learner students, including Academia Bilingue. The purpose of this elective course is to continue building our students skills in Spanish. Students experience field trips and college options.

Freshman Bridge students were exposed to Spanish and French electives through enrichment activities that highlighted language, culture and the Seal of Biliteracy.

2. Walkthrough Data (Instructional Monitoring)

This summer, Morton leadership revised our Walkthrough form to enhance our ability to collect classroom snapshots that relate to our district improvement plan.

3. PLT Progress (Instructional Improvement Cycle)

This summer, Morton leadership reviewed and revised the PLT Handbook to clearly communicate our purpose and expectations for collaboration for course teams.

4. Student Highlights

In July, the AP test scores were released. The AP Spanish/Chinese Language and Literature teachers and students continue to demonstrate their capacity! Their hard work and dedication throughout the school year clearly shines. AP students in Modern Languages continue to earn college credit and experience at the highest rate at Morton.

2026 Morton District 201	Pass Rate	Mean Score	# of 3+	# of test takers
AP Spanish Language and Culture	98.5%	4.31	133	134
AP Spanish Literature and Culture	53.3%	2.70	16	30
AP Chinese Language and Culture	6.5%	1.26	2	31
Modern Languages AP Courses	77.4%	3.58	151	195

5. Professional Learning / Support

In July, teachers attended the PLC Institute in Lincolnshire, IL. This conference is designed to share the purpose and vision for effective collaboration. Nine teachers attended Luis Cruz's session, Embracing English Language Development and Supporting Multilingual Learner with the PLC Process. This session emphasized that being multilingual is a superpower. The teachers learned strategies to support our multilingual students in their core content classes.



In July, three of our Biliteracy Coaches attended WIDA's training to learn more about the new WIDA ACCESS test and contribute their expertise to recommend new cut scores to communicate language proficiency.



Four AP Spanish Language teachers, engaged in professional development to learn about the new format for new AP test. They also collaborated to update their syllabus, pacing guide, and assessments to reflect the expectations of the new test.

Two AP Spanish Language teachers served as AP readers.

6. Next Steps

EL and Modern Language teachers will prepare for the new year during our departmental institute professional learning on August 10th. On this day, the teachers will learn more about our district improvement plan and their role in its success.

7. Board Summary Statement (1–2 sentences)

This summer has focused on renewal and recommitment to our district improvement plan focused on aligning our systems to literacy and numeracy. This involved immense teamwork from our district leadership to establish and communicate a clear vision for the new school year. Additionally, the EL and Modern Languages teachers prepared for the new year by collaborating on district alignment.



J.S. Morton Director's Board Report

Director: Carol Best Department(s): Special Education

Month July 2026

1. Instructional Focus (Literacy/Numeracy)

The Special Education Department is preparing for the upcoming school year with a continued focus on ensuring that students with disabilities have meaningful access to grade-level literacy and numeracy instruction. Department planning is centered on aligning specially designed instruction, accommodations, modifications, and IEP goals with the district's instructional priorities and school improvement plan.

MTSS building-level teams will use student data to identify areas of need and ensure that instructional supports are targeted, purposeful, and responsive to individual student needs.

2. Walkthrough Data (Instructional Monitoring)

As we prepare for the 2026–2027 school year, the department is establishing a consistent approach to monitoring instruction and student support across special education programs. Walkthroughs and instructional observations will focus on student engagement, alignment to IEP goals, implementation of accommodations, use of data, and access to rigorous, standards-aligned instruction.

The department will use walkthrough data to identify strengths, opportunities for growth, and professional learning needs. This process will support a consistent instructional vision across programs and ensure that special education classrooms are contributing to the district's broader school improvement goals.

3. PLT Progress (Instructional Improvement Cycle)

Click or tap here to enter text. The Special Education Department is working to strengthen the role of Professional Learning Teams (PLTs) in supporting continuous instructional improvement. As teams prepare for the upcoming school year, emphasis will be placed on collaborative analysis of student data, identification of student needs, implementation of targeted interventions, and monitoring of student progress.

4. Student Highlights

The department continues to celebrate the progress and accomplishments of students with disabilities across the district. Planning for the upcoming school year includes a continued focus on student voice, self-advocacy, independence, postsecondary readiness, and meaningful participation in the school community.

5. Professional Learning / Support

Click or tap here to enter text. Summer planning is focused on preparing staff for a successful start to the 2026–2027 school year. Professional learning will reinforce the district's vision, school improvement priorities, and expectations for high-quality instruction and student support within special education.

6. Next Steps

The Special Education Department will continue preparing for the upcoming school year by aligning department goals, building-level priorities, and special education programming with the district's vision and school improvement plan. Department leadership will work with building teams to establish clear expectations for instruction, collaboration, data use, and student support.

7. Board Summary Statement (1–2 sentences)

The Special Education Department is actively preparing for the 2026–2027 school year by embedding the district's vision and school improvement priorities into our instructional practices, professional learning, and systems of support. Our focus remains on strengthening collaboration, using data to drive decisions, and ensuring that every student with a disability has access to rigorous instruction, meaningful opportunities, and the supports necessary to achieve their individual goals.



J.S. Morton Director's Board Report

Director: Gloria Ramirez-Solis

Department: MTSS

Month: August

1. Instructional Focus (Literacy/Numeracy)

All Tier 2 and Tier 3 Mustang Support interventions have been fully developed for districtwide implementation. These credit-bearing interventions provide targeted instruction in literacy, numeracy, academic habits, executive functioning, and Life-Readiness while supplementing students' core English and mathematics courses.

Over the summer, teachers collaborated across campuses to establish common literacy and numeracy learning progressions, identify priority skills, and develop consistent seven-week instructional cycles. This ensures students receive focused, skill-based instruction aligned with their individual needs.

2. Walkthrough Data (Instructional Monitoring)

The MTSS Department will collaborate with other district departments and campus teams to oversee the implementation and instructional use of the District's universal screeners: Star Assessments for literacy and numeracy and Panorama Life-Readiness for Life-Ready skills.

Following each screening window, teams will examine completion rates, skill-level performance, student-group trends, and growth. The findings will guide Tier 1 practices, identify students who may need Tier 2 or Tier 3 intervention, and monitor whether supports are effectively responding to student needs.

3. PLT Progress (Instructional Improvement Cycle)

Professional Learning Teams (PLTs) will implement a new structured data-review process following each fall, winter, and spring universal-screening window. Using the Star Assessment Data Analysis Protocol, teachers will analyze class-level skill strengths and needs, identify students requiring reteaching, targeted support, or enrichment, and review student growth over time. This new process will ensure universal-screening results move beyond data collection and are translated into timely instructional actions that respond to student needs.

4. Student Highlights

Click or tap here to enter text.

5. Professional Learning / Support

Mustang Support teachers participated in summer curriculum development to create shared learning experiences, pacing expectations, assessment practices, and progress-monitoring tools. This collaborative work strengthens consistency across campuses while allowing instruction to remain responsive to student needs.

Student Support Team members also completed summer curriculum-development work focused on Life-Readiness and postsecondary planning. Their work strengthens the alignment among academic interventions, executive-functioning supports, Panorama, Schoolinks, and the District's Portrait of a Morton Graduate.

6. Next Steps

Fall universal-screening and classroom data will be used to confirm student placement, establish baseline performance, and set individualized goals. At the end of each seven-week cycle, teams will review assessment results, classroom performance, teacher feedback, and student reflections to determine continued or adjusted support.

7. Board Summary Statement (1-2 sentences)

Over the summer, the District completed the development of its Tier 2 and Tier 3 Mustang Support interventions and established common literacy, numeracy, and Life-Readiness structures. This work advances the District Improvement Plan by strengthening data-informed instruction, moving universal-screener data into action, and providing consistent supports that prepare students to become college ready, career ready, and life ready.