



Please find below a summary of the past month's professional development, curriculum updates, Portrait of a Morton Graduate recaps, and personnel updates for each of the departments.

CTE Department – Colleen Del Monaco, Director

October 2025

College Ready:

- CTE students participated in the FC Elective Fair to share program experiences and recruit future students. Their involvement helped promote awareness of college and career pathway opportunities available through CTE courses.

Career Ready:

- Principles of Engineering students designed and built a motorized pulley system. As part of the project, students created a circuit with resistors on a breadboard, applied a direct current (DC) from a power supply, measured voltage drops with a multimeter, and used algebraic calculations to determine the work performed by the motor.
- Introduction to Engineering Design students are designing and constructing prototype targets for a carnival game, integrating design thinking and hands-on problem-solving skills.
- Fire Safety students collaborated with the Early Childhood Education preschool class to teach fire safety concepts, providing authentic experience in community education and public safety engagement.
- Public Safety students had the opportunity to utilize the department's fire engine during their training activities, applying classroom concepts in a real-world setting.
- Culinary Arts students took a field trip to Tony's, where they purchased ingredients for a meal, they later prepared in the school kitchen, connecting lessons on budgeting, sourcing, and culinary technique.
- TSI 1 students worked alongside district technicians to learn device repair skills, gaining real-world experience in troubleshooting and technology maintenance.

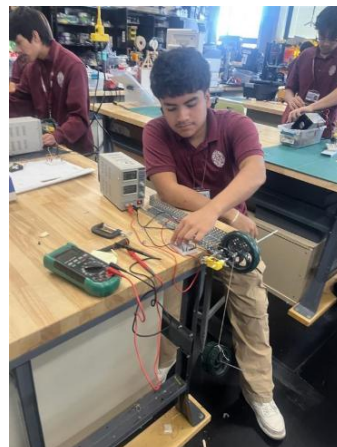
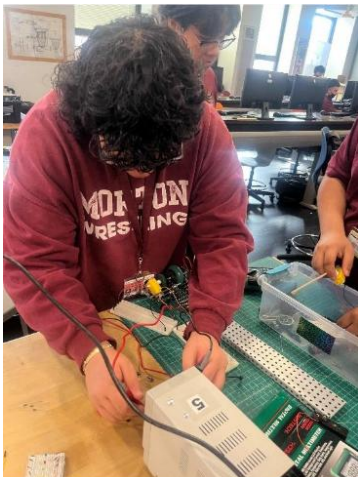
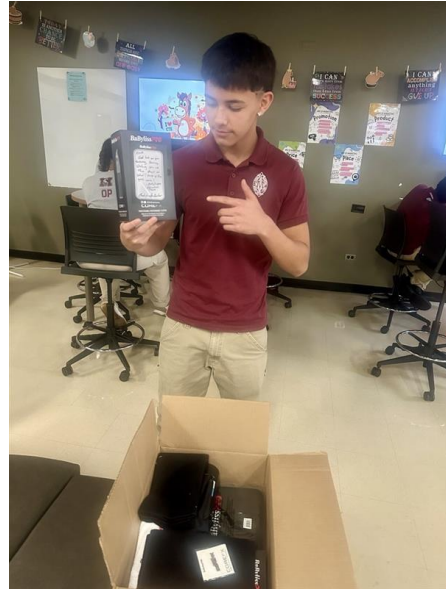
Life Ready:

- CTE students represented their programs and promoted Career and Technical Education opportunities at the Morton East Elective Fair, developing communication, leadership, and advocacy skills through peer and community engagement.
- Entrepreneurship students recently wrote and mailed appreciation letters to local businesses. The class received its first response: a generous package filled with barber-related items sent to a student who operates his own barbering business, reinforcing the value of networking and community partnerships.



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Dr. Josh McMahon
Assistant Superintendent for Educational Programs

Student and Staff Accolades:





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Career & Work Based Learning:

Professional Development:

- On October 23rd, CTE teachers with an ELS participated in their first monthly Profession Developments. The topic was Classroom Management.
- On October 1, Morton College Dual Credit Instructors met at Morton College for a dual credit orientation where they received training on the Morton College platform



Programmatic Updates:

- Met with Wheaton Warrenville North and Naperville coordinators/teachers to discuss Work-Based Learning.
- Morton West Engineering students attended a field trip to Triton College for Manufacturing Day on 10/25.
- Morton West and Morton East Work-Based Learning Coordinators continue to meet weekly with the Work-Based Learning Rep from SchoolLinks to build out that side of the platform.
- Four culinary students participated in the West Suburban Conference cupcake decorating competition on 10/16.
- On October 15th East CTE instructors and club sponsors attended the FC activities fair. The instructors and their students had great conversations with FC students about the CTE activities and programs at the East campus.

Partnership Updates:


- Site Visits
 - Walgreens on Ogden (Berwyn), AAA, Costco, ABC Automotive & Electronics

College & Career Center highlights:

West College & Career Highlights:

- **College Visits at Morton:**
 - University of Notre Dame - Thursday, October 2nd from 11:00 - 1200 PM (4th)
 - Western Michigan University - Thursday, October 2nd from 1:00 - 2:00 PM (6th)
 - Ball State University - Tuesday, October 14th from 11:00 - 12:00 PM (4th)
 - Mount St. Mary University - Tuesday, October 14th from 12:00 - 1:00 PM (5th)
 - University of Illinois Urbana-Champaign - Thursday, October 16th from 11:00 - 12:00 PM (4th)
 - Southern Illinois University-Edwardsville - Thursday, October 16th from 11:00 - 12:00 PM (4th)
 - DePaul University - Tuesday, October 21st from 1:00 - 2:00 PM (6th)
 - Concordia University-Chicago - Thursday, October 23rd from 12:00 - 1:00 PM (5th)
 - University of Chicago - Thursday, October 23rd from 1:00 - 2:00 PM (6th)
 - University of St. Francis - Tuesday, November 4th from 11:00 - 12:00 PM (4th)
 - St. Ambrose University - Tuesday, November 4th from 12:00 - 1:00 PM (5th)
 - Roosevelt University - Tuesday, November 11th from 12:00 - 1:00 PM (5th)
 - Southern Illinois University-Edwardsville - Tuesday, November 18th from 12:00 - 1:00 PM (5th)
- **Military Visits at Morton:**
 - Marines - Tuesday's during lunches
 - Army - Monday's during lunches
- **College Workshops:**
 - Tuesday's and Thursday's during lunches
- **College Field Trips:**
 - University of Illinois Chicago - Wednesday, October 1st (non-attendance day)
 - North Central College - Wednesday, October 1st (non-attendance day)
 - Dominican University - Wednesday, October 15th
 - Loyola University - Tuesday, October 28th



- Elmhurst University - Thursday, October 30th
- **Other Events:**
 - Future Fest! - An opportunity for students to explore various college & career options - Friday, October 3rd all day for students (NO REGISTRATION REQUIRED THROUGH SCHOOLINKS)
- **STUDENT & PARENT EVENTS** 
 - FAFSA Workshops:
 - Thursday, October 16th from 5:00 - 7:00 PM in the Freshmen Cafeteria
 - Thursday, November 6th from 5:00 - 7:00 PM in the Freshmen Cafeteria
 - Thursday, November 20th from 5:00 - 7:00 PM in the Fres

East College & Career Center Highlights:

October Recap:

- Since the beginning of the school year through 10/31/25, the CC Center has had 1618 student visits.
- Held three Morton College application workshops in collaboration with Morton College staff.
- Hosted multiple college application workshops for four-year universities to assist students in meeting early application deadlines.
- Hosted two financial aid application workshops for students/families on the evenings of 10/8 and 10/20.
- Hosted twelve different college rep. visit meetings at MEHS.
- Field trip to Dominican University with 40 students on 10/08.
- Hosted a Portrait of a Morton Graduate resource fair during parent/teacher conferences on 10/9 from 5pm-7pm with over 25 college, career, and community organizations in attendance.
- Presented to all seniors through PE classes on 10/29 to recover post-secondary planning timeline and financial aid graduation requirement. Morton College was on hand to assist students with applying and to share information about their dual enrollment course offerings for the spring semester.

Upcoming November Highlights:

- Field trips to North Central College (11/5) and Roosevelt University (11/14)
- Career Week 2025 (November 17-21)
 - November 17- Resume workshop during all supervisions
 - November 18- Career Expo (student and teacher sign-up)
 - November 19- ASVAB testing date for students considering the military as an option after graduation
 - November 20- Career speakers in the classroom per teacher request
 - November 21- Career trivia during all supervisions



SPED Department – Carol Best, Executive Director

College

- Students in the Emotional Development (ED) Resource program have begun researching postsecondary accommodations and identifying appropriate college contacts to ensure a smooth transition to higher education.
- Junior English: Students engaged in a Socratic Seminar focused on key themes from *The Hunger Games*, demonstrating critical thinking and communication skills.
- Biology: Students explored ecological population dynamics and applied real-world examples to deepen their understanding of environmental systems.
- English II: Sophomore students completed a comprehensive career research project. They identified desired career paths, explored corresponding college and trade school requirements, and presented their findings to peers, strengthening both research and presentation skills.
- Freshman Center Highlights:
 - The ASI Best Buddies program held a successful *meet-and-greet breakfast*, promoting inclusion, friendship, and peer connection among students.
- Students in the FC ED Resource program continued to develop social communication skills through structured interactions with peers and staff. Activities such as social work-guided social circles, interactive games, and one-on-one conversations supported positive relationship-building, empathy, and effective communication.

Career

- Morton Transition Center (MTC) – Student Employment:
Our partnership with the Morton Food Service Department continues to thrive, with two additional MTC students joining the team this month. We extend our congratulations to these students and our appreciation to the Food Service Department for their ongoing collaboration.
- Additionally, our vocational team launched a new internship initiative with Chick-fil-A. Each quarter, two students will participate in a two-hour, twice-weekly internship during the school day. The goal of this program is to provide authentic work experience and prepare students for competitive employment opportunities.
- 2025 Options Fair:
Morton School District successfully hosted the annual Options Fair, providing students with IEPs or 504 Plans—and their families—the opportunity to engage with representatives from colleges, universities, trade schools, college experience programs, and community agencies offering postsecondary services.
This year's event welcomed 100 vendors and over 400 attendees, making it one of our most successful fairs to date. Families expressed gratitude for the valuable information and connections made.
- Community-Based Vocational Learning:
Over 30 students participated in a hands-on retail experience at Old Navy in Berwyn. Guided by managers and team members, students rotated through various roles, including fitting room operations, merchandising, and cashier training. During the visit, students were excited to reconnect with a former Morton student who has been successfully employed at Old Navy for six years.
- Related classes also visited Paisans Restaurant in Berwyn, where approximately 25 students learned about interviewing techniques and various job roles within the restaurant industry. After



presentations by management and staff, students enjoyed a pizza lunch and had the opportunity to complete job applications on-site.

- Functional Skills Instruction (FSI) Department:
- Students volunteered with the YMCA to pack food for the homeless.
- Two Exploration students secured employment at Culver's on Roosevelt Road.
- Staff reviewed important DHS updates with families, including PUNS registration, SNAP benefits, Medicaid, and Social Security processes.
- Continued coordination with District 201 DHS funds ensured support for work programs and job site transportation.

- Learning and Development Instruction (LDI) Department:

Students applied real-world math concepts such as coordinate planes, slope, and geometric relationships in both two- and three-dimensional space.

- Freshman Center Highlights:
- ASI students participated in community-based activities designed to strengthen career readiness and workplace skills.

Life

- Students in the ED Resource program learned about positive affirmations as a strategy for increasing optimism, confidence, and self-awareness. They created "affirmation pumpkins" to display in their classroom as visual reminders of their strengths.

- Financial Literacy:

Thirty-three Related students attended a financial literacy workshop at Marquette Bank in Summit, sponsored by NAMI. Students learned about budgeting, credit, debit, and general banking concepts. Each was assigned a mock career and salary, then challenged to make financial decisions based on real-world constraints—an engaging and practical life-skills lesson.

- Adapted Services and Instruction (ASI) Department:

October was filled with meaningful activities and community engagement, including pumpkin patch visits, Spirit Week, birthday celebrations, Homecoming festivities, and preparation for the upcoming Brookfield Zoo field trip organized by Ms. Kasik.

- Vocational PLT: Students studied the role of a zookeeper in anticipation of their zoo trip.
- Older ASI PLT: Students focused on developing SMART goals and tracking progress through Unique Learning System (ULS) benchmarks, completing pretests and preparing for post-assessments.
- High Supports Multi-Needs PLT: Students worked on ULS checkpoints and seasonal themes such as pumpkins, animals, Halloween, Día de los Muertos, and zoo animals.
- Field Trips: Students enjoyed visits to Sonny Acres Farm and Abbey Farms, both of which provided sensory and social learning opportunities.
- Department-wide Lessons: Topics included the 3M Science Festival, Dollywood's Fall Harvest Festival, and the Elephant and Bee Project, promoting environmental awareness and curiosity.

- Emotional Development (ED) Department:

The department recognized Axel Rodriguez (ID# 480315) as *Student of the Month* for demonstrating exceptional personal growth and resilience. Classrooms have been restructured to further enhance academic engagement and social-emotional support.

- Freshman Center Highlights:
- ASI students participated in weekly fitness classes designed to promote health, movement, and teamwork.



- Special education parents met with teachers during Parent-Teacher Conferences to discuss student progress and celebrate first-quarter accomplishments.
- FSI students created a themed office skills project in celebration of *Día de los Muertos*.
- LDI Edge classes contributed to the celebration by assisting with crafts and decorations.
- SPED Department Highlights:
 - The Options Fair drew over 400 attendees—an outstanding turnout thanks to the dedicated efforts of our SPED staff and community partners.
 - ASI students proudly supported the Morton Mustangs during the Homecoming game and attended the Homecoming dance.
 - Preparations are underway for the SPED Olympics Basketball Season, with games scheduled for November 11, 13, 18, 20, and 26, and a “Pack the Place” event on January 22.

PHOTOS:





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English Learners and Modern Languages- Melody Becker

Curriculum Updates-

College

- EL 2-4 students took the STAMP/AAPPL assessment for the Seal of Biliteracy and as preparation for ACCESS testing.
- EL seniors attended a seminar, a collaboration between the Counseling and EL dept, which reviewed options for students after high school, what they would need to attend college, and answer questions about the college application process. They also had a guest speaker, Melanie Quintero Gonzalez, who was a Morton East graduate who attended Morton College to share her experience and answer questions.
- EL 2 students began their Mythical Monsters unit. They did a short research about a mythical monster from a different country, and they created WeVideo and Canva presentations to share with their classmates. They included the following in their presentations: monster's country, physical description, sensory language, adjectives, abilities, story, and significance. Students were provided with sentence frames to help them with their presentations. [Gorgon Mythical Monster Fatima Roman 2025.mp4](#) / [Quetzalcoatl Mythical Monster Israel Xo Coc 2025](#)
- EL students have been focusing on argumentative writing, compare/contrast skills, and engaging in novels such as Frankenstein, Nevertheless, We Persisted and Everything We Never Had.
- EL Students are adding research skills into their repertoire. They are exploring main ideas and supporting details to support their points of view about important issues in the world.
- EL Students are focusing on writing personal narratives that seek to analyze their lives and highlight their successes, failures and lessons learned.
- AP Spanish Language students just finished their CA for Tema 1 and are now working on the cultural comparison. To practice, students have been working on mini research presentations.
- SLA 5 have begun to read Casa de Bernalda Alba and working on projects for the Casa de Bernalda Alba
- In AP Spanish Lit, students are studying themes in literature and how to begin to cite and research.
- AP Spanish Lang continue to work on the essay with the students by giving them IAs and CAs. They worked on peer editing their essays as well as go to complete corrections with their teacher.
- AP Spanish Lang students also investigated a tradition in a Spanish speaking country and created a presentation to share with their peers as well as working on the cultural comparison.
- AP Spanish Lit continue to practice the FRQs independently.
- SLA V finished the different types of writing to get ready for the STAMP test later in the semester. They gave the students the CA choice board, letting them decide whether they wanted to write a letter or an e-mail.
- During this month, Spanish V students engaged in several meaningful activities. On Wednesdays and Fridays, we focused on reading comprehension, exploring stories such as El archipiélago de luces, La hormiguita viajera, and La camisa del hombre feliz, among others. These readings helped students strengthen their understanding of tone, context, and cultural themes while developing confidence as readers in Spanish.
- We also worked on orthographic accentuation, studying how words are classified according to the number of syllables and the placement of the stressed syllable. Students learned to identify prosodic and written accents, reviewed the categories of agudas, graves, and esdrújulas, and practiced recognizing diphthongs, hiatus, and the use of the diacritical accent.



- SLA IV continues the different types of writing to get ready for the STAMP test later in the semester. Also, some began looking at the
- During the first week of the month, Spanish IV students finished a mural featuring their passports, the final product of their research on Spanish-speaking countries. We then focused on capitalization, punctuation, and the proper use of question and exclamation marks as a bridge to our next unit on transition words.
- Students later worked in groups of four to write short stories that demonstrated how transition words create flow and coherence. Each group received a suggested title and took turns continuing the story until it reached a creative conclusion.
- French students worked on the stories of Joan d'Arc and Marie Antoinette
- French 2 and 3 students worked on Halloween poems.
- French 1 and 2 were preparing for the two final tests at the end of Unite 1.

Career

- In Multilingual Resource students researched or used their personal experience to create presentations on Canva about their “dream job”. With a variety of EL level students in Multilingual Resource, some students used sentence starters and others were able to do it on their own. Once completed, students did their best to present mostly in English. **Student Example**
- EL. Students have been doing ACCESS test prep, and have been writing about a future job or career that they desire. They have also written about how employment as a teenager, and the knowledge gained from that employment, will help to shape their future career opportunities.
- Morton West Chinese classes went on a Chinatown field trip last Thursday (10/30). Students explored Ping Tom Park, 88 Market, Chinatown Square, Chinatown Oldtown, and had lunch at Triple Crown. It was a great opportunity for them to connect what we’ve been learning in class with real-life language and cultural experiences. Throughout the trip, students practiced reading Chinese signs, ordering food in Mandarin, and identifying cultural landmarks. They also interviewed locals and reflected on how language connects to identity and community. Many shared that it was their favorite experience of the year so far!
- All ML classes continue to update their honor’s portfolio as assignments come up.
- ML classes are preparing their students to take the Seal of biliteracy test, whether AAPPL or STAMP by the end of the semester.
- Students participated on the electives fair, “selling” the ML classes to their peers.
- Teachers saw an increase in attendance in correlation with the medical non-compliance list in addition to ongoing immigration concerns in the community.

Life

- EL 1 students are working on interviewing their classmates about their favorite hobby. They must create their own five questions using the 5Ws.
- EL 1 students have been studying literary devices through reading and listening to short poems, identifying examples such as simile, metaphor, and allusion. They are now beginning to write and present their own poems to their classmates, allowing peers to analyze and respond to their use of these devices.



- EL 4 students are learning to use AI to help them brainstorm and organize their ideas. They used SchoolAI to help them create various types of discussion questions. They then led the discussion on their own.
- EL 3 students completed a Philippines and Mexico short research using Britannica Chatbot AI. Students collected significant similarities and differences from the Philippines and Mexico and used their own words to present these facts to their classmates in the target language.
- EL 2 students have finished reading *Yummy* finished reading *Yummy* and completed their mock trial.
- Lead teacher is doing home visits with Bilingual Coordinator for students who have a high number of absences. Visits have had good results so far and allowed for communication with parents who had been unavailable prior to visits.
- Students have been engaged in presentations, based on their analysis skills, in effort to express themselves verbally. They are receiving feedback from their peers, as well as their teachers, to help them encourage their strengths and to improve on their weaknesses.
- Students are exploring and analyzing their cultural origins; they are continuing to embrace their backgrounds and are exemplifying pride within their family structures.
- Students are practicing their peer review skills. Through partner work, they are discussing their lives and the importance of their individual stories.
- Many students participated in the Dia de los Muertos event on October 28. They have shown pride in their cultures and have honored their loved ones who have passed.
- **Modern Language classes participated in Día de los Muertos Event.**
- French 3 working on the topic of: How do we assume responsibilities?
- Spanish 1 and 3 did "Speed-dating" short convos in in the hallway that were appropriate to their level. Spanish 1 had conversation starters with them. Spanish 3 also presented their goals for this year and beyond in groups of five.
- Chinese I, II, III and AP Chinese students celebrated Mid-autumn day festival and ate the mooncakes.
- All ML classes worked on different cultural crafts to know how different countries celebrate their family who is no longer with us. Teachers help decorate the hallways and the third-floor knowledge center for teachers in the building to be able to take their students to see the diversity we have in school.
- Spanish 1 worked on wreaths or repujado (embossing aluminum)
- Spanish 2 created piñatas in pairs.
- Spanish 3 had the option of making repujado (embossing aluminum) or wreaths
- SLA IV teachers each did something different: One made small niches, another one did barriletes (kites), one created mini altares (small altars) and the last one, students designed colorful flat candles to represent the light that guides the souls of Latin American
- artists who have passed away, blending this tradition with Venezuelan cultural elements to honor the spirit of remembrance.
- SLA V made piñatas or candles, students completed their Día de Muertos project, which complemented the Spanish IV project. In this version, they designed three-dimensional candles inspired by Venezuelan traditions, using color and symbolism to honor Latin American figures who have passed away and continue to inspire through their legacy.



- AP Spanish Lang (Sr. Rodríguez) created big skulls with a social justice theme to them.
- AP Spanish Lit created nichos (niches)
- Chinese created their wall representing Qing Ming Festival
- French created a cemetery made of creatively designed and decorated paper tombstones, dedicated to the legacy and diversity of francophones who have made a lasting impact on the world.

Student and Staff Accolades



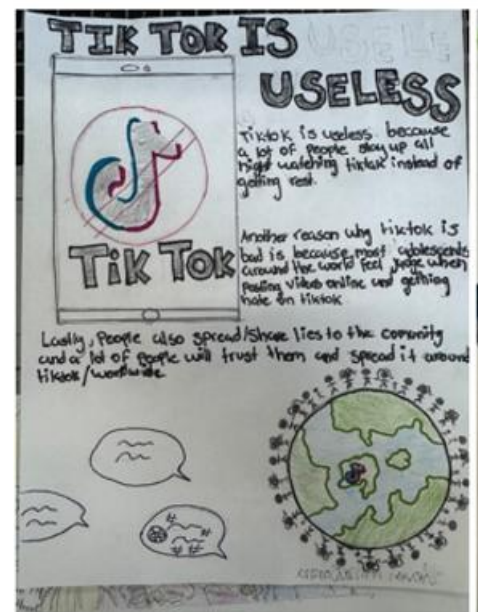
EL1: Students created their own "interview" questions and then practiced with a partner



EL4 Students used SchoolAI to help them create questions for the student-led discussion



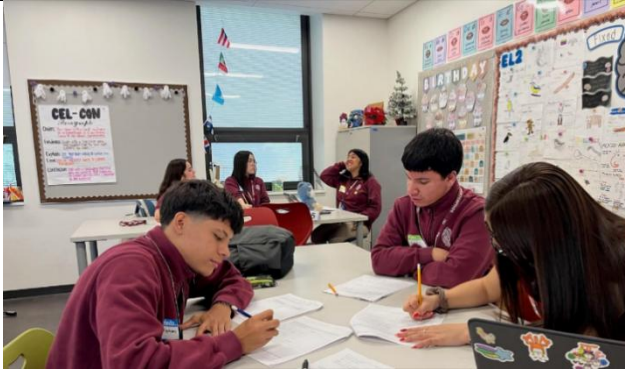
EL4: Students collaborated to decide their position if their topic was “useful/useless”. Students then presented their topic trying to persuade the audience using ethos, logos, pathos in their argument.



EL Seniors: Senior attended a seminar to learn more about college



EL 2: Students completed their *Yummy* Mock Trial.



EL 3: After using Britannica Chatbot AI, students gathered information about similarities and differences between the Philippines and Mexico, and presented these facts to their classmates. When presenters shared their information, listeners took notes



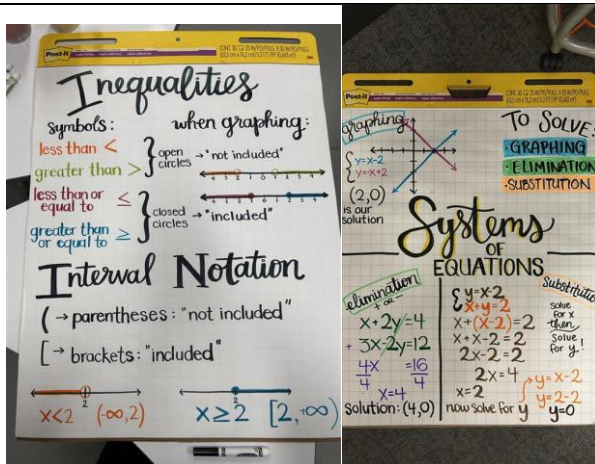
EL 1-4 Student engaged in goal setting for ACCESS Test with West Instructional Coaches.



Morton West Día de los Muertos



EL 4 SPACECAT skill presentations to analyze non-fiction stories



Anchor charts for EL students in Math classes

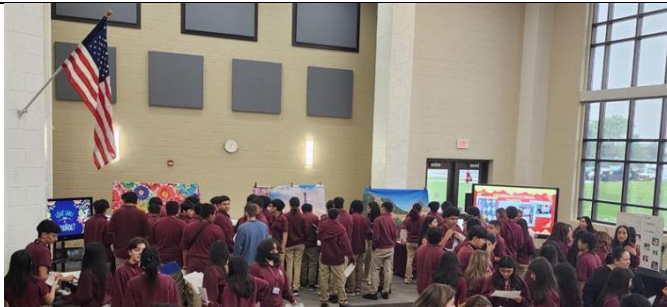


Morton West Chinese Field Trip



Morton West Día de los Muertos Ofrendas

Chinese: Moon Festival project created by the FC Chinese 1 students. They worked hard on their projects, presented them in class, and then celebrated together. It was such a fun and meaningful experience for everyone! ~ [video-20251006-125422-dd2a5c94.mov](#)



Freshman Center Elective Fair



EL 3 Students using placemats of consensus during a speaking and listening activity:



Science Department— Eric Bjornstad, Director

Curriculum Updates –

- AP Physics C and Medical Interventions met on October 7th and worked on converting those courses to skill-based instruction and 90/10 weighting next school year. Both teams were very productive and made significant progress.

College Ready –

- A zoology student from West Campus was accepted into the Brookfield Zoo King's conservation scholar program
- Jon Depke and Eric Mitchell hosted "Night Under the Stars" West on October 7th. There were about 20 students and staff in attendance. Feedback was very positive, and they will host another event in the spring.

Career Ready –

- All three Walgreens Pharmacy partners for clinical rotations for the Pharm Tech students have confirmed participation this year as well.
- MacNeil Hospital Partnership has been pushed back due to change in hospital administration. New start date is Jan 14th.
- Scott Katzberger represented Zookeepers at Morton West Future Fest

Life Ready –

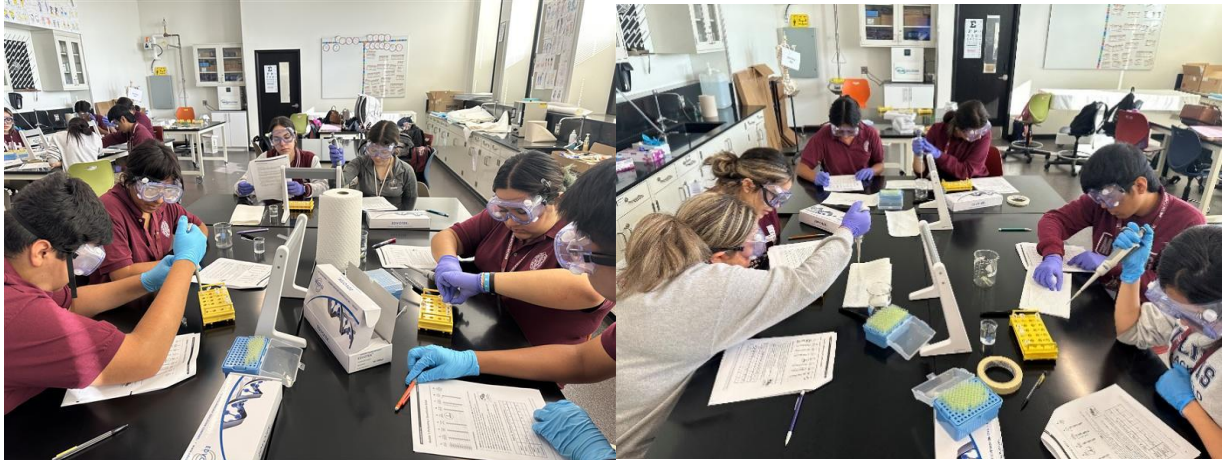
Mrs. Kennedy's students studying Plate Tectonic activity and electron transfer



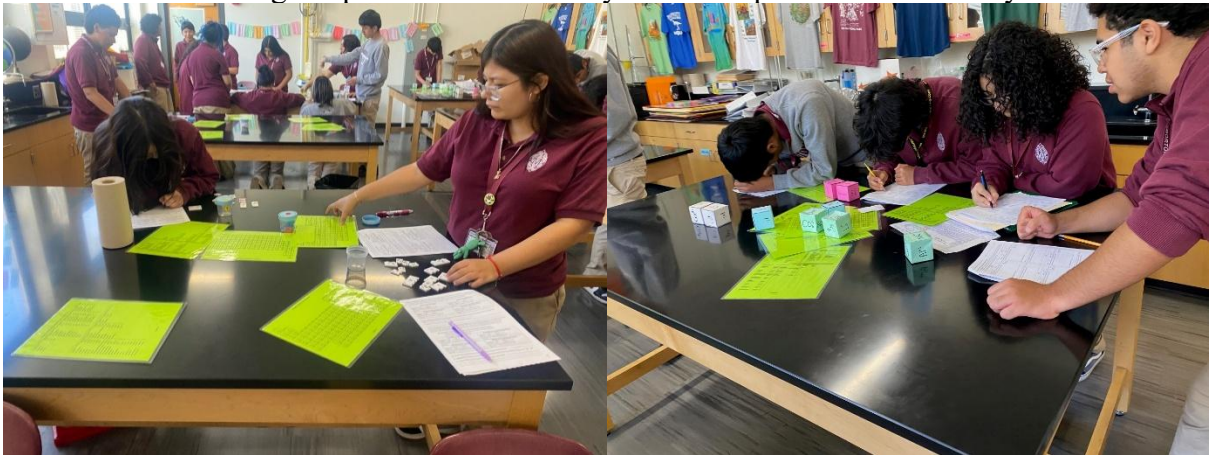


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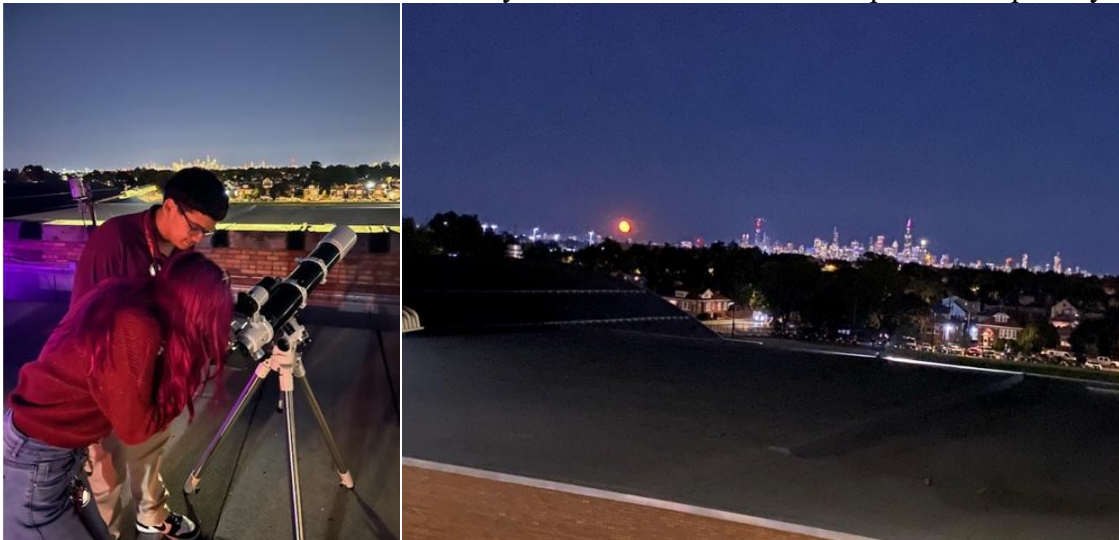
Students performing ELISA lab in Medical Interventions. This is to test for meningitis.



Students using 3D printed cards to study ionic compounds in Chemistry at East

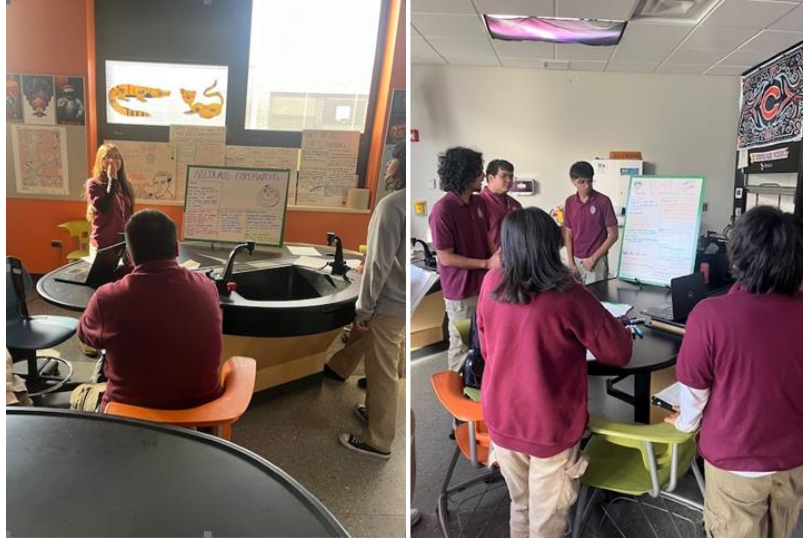


Parent teacher conferences for Astronomy were held on the East Campus Rooftop this year





Students debating the G.O.A.T. of astronomers in Mr. Depke's class



East Campus Teachers dressed up as the pH scale for Halloween this year



Science Section was busy at the East Campus Elective Fair





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“Night Under the Stars” Event at West



STEM Physics students investigate the properties of waves with Slinkys.





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Current PLTW students in the Biomedical Pathway visit the FC to promote the elective.



FC Science Teachers travel back in time to the 90's and early to 2000's to celebrate HOCO.

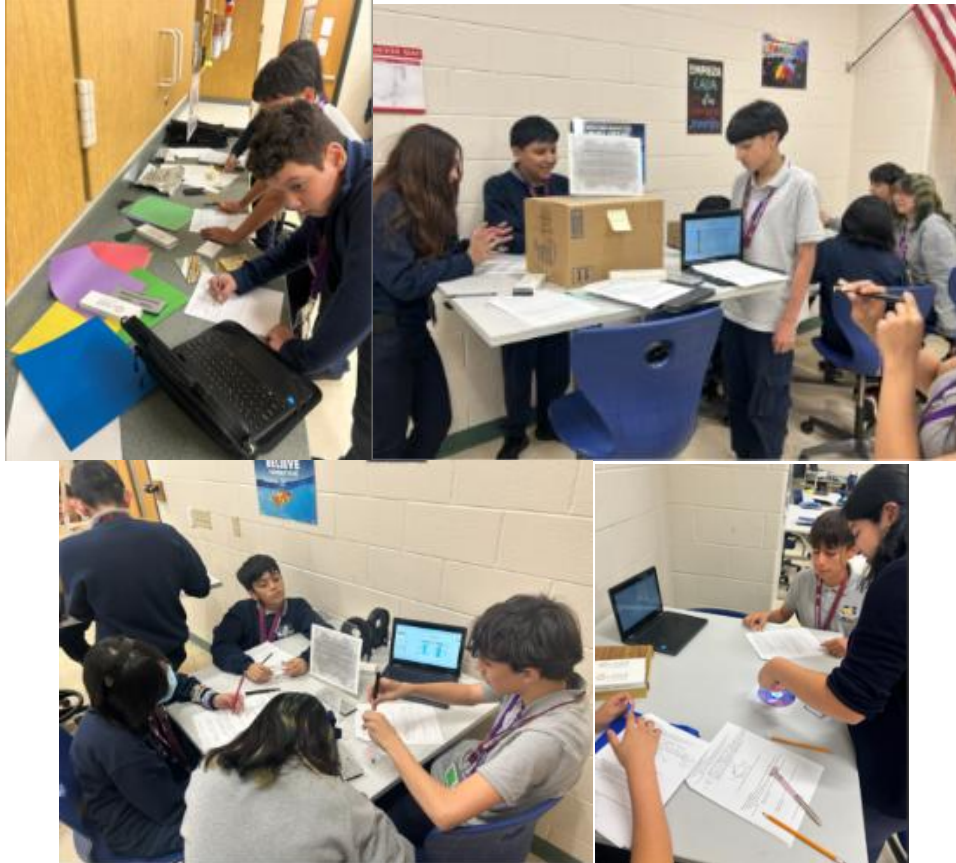


Principles of Biomedical Science students dissect hearts





STEM students investigate the properties of light waves.



Mr. Valdivia passes out marigolds grown by Blue 1 students at Dia de los Muertos.





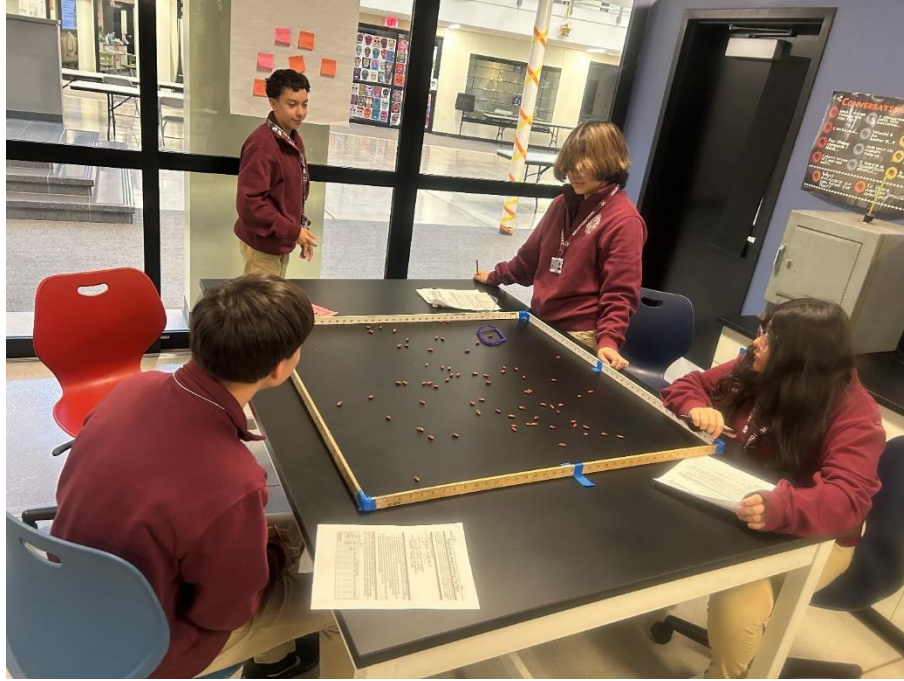
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Maroon 2 takes a field trip to Brookfield Zoo.





Biology Students at West learning about carrying capacity



Ms. Levine made a great Bob Ross for Halloween





English Department – Megan Delaney, Director

Professional Development

English teachers have responded to a teacher professional development needs assessment to determine shared areas of professional development. Their responses will shape professional development offerings at the building institute. Junior and senior English teachers collaborated in their PLTs to establish shared expectations for writing. These responses have been used to inform the curricular choices of the freshmen and sophomore curriculum writing teams to ensure a common approach to writing that builds across grade levels.

Curriculum Updates

English I curriculum writers have been refining and adapting skill-based proficiency rubrics to be explicit and lay out clear learning progressions and success criteria. The language rubric was rewritten to incorporate the additional ACT English exam language subsections of “knowledge of language” and “production of writing.” This expanded instruction was coupled with adjustments to common assessments regarding language to feature paired passages, giving students further familiarity and practice on ACT-style questions. An additional rubric for research will be added to introduce source collection, evaluation, and research integration in the freshman year, aligning with and preparing students for the sophomore curriculum. English II and AP Seminar will begin revamping their curricula in November, focusing on vertical alignment, increasing rigor, and building on skills established in the freshman curriculum.

Great things we’ve done this month:

Teachers and students across all campuses have had an exciting, purposeful month filled with rigorous learning, creative engagement, and collaboration. Our English teams continue to align curriculum, share best practices, and support student success through reading, writing, speaking, and listening, language, and critical thinking.

Morton East

At Morton East, English II classes launched literary analysis units featuring a range of texts. Teachers have introduced new scaffolding for C.E.R. writing to reflect students’ needs better and align writing skill language across departments. Staff collaboration continues to grow through shared folders containing rubrics, exemplars, and instructional materials. AP Seminar students presented their first major projects of the year, mock Team Multimedia Presentations, then reflected on teamwork, research, and delivery. English III classes explored identity and maturity through *The Catcher in the Rye*, debating philosophical questions like “Is life a game?” and showcasing creativity through Literary Pumpkin projects. In AP Language and Composition, PLT results revealed nearly 70 percent proficiency on multiple-choice assessments, underscoring strong progress toward AP exam readiness. Interactive lessons, such as Line of Reasoning Jenga and argumentative gallery walks, enriched students’ understanding of structure and style. AP Literature seniors earned more than 400 Seal of Biliteracy awards and successfully completed early college applications with extensive teacher support on essays and revisions. Senior electives also showcased high levels of engagement, as Journalism students participated in the library’s Literary Pumpkin Contest and the campus Elective Fair, while science fiction and argumentative writing students deepened collaboration and reasoning through mentor-mentee activities and Four Corners debates.



Morton West

At Morton West, both teachers and students have maintained strong academic momentum across all grade levels. AP Literature students refined their personal statements and college essays with support from visiting counselors, while Seal of Biliteracy testing continued under the guidance of EL Coordinator, Magy Ramirez. In AP Language, classes concluded their rhetorical situation unit, collaboratively scored interim assessments, and prepared for their next common assessment. English III students demonstrated notable growth, with more than half achieving proficiency on the Reading Common Assessment, supported by monthly ChalkTalk lessons that reinforce literacy consistency across classrooms. AP Seminar students presented their Team Research Projects, building skills in communication and academic reasoning, as English II classes transitioned from synthesis work to their new research units. English I students completed persuasive essays and explored ways to incorporate AI literacy tools into instruction. Senior electives also thrived, with Journalism students launching their news writing unit and publishing over 30 articles through the school's digital content management system.

Freshman Center

The Freshman Center has focused its efforts this month on ensuring academic readiness and alignment for all students through the lens of college, career, and life readiness development. Freshman Center teachers contributed to reading, writing, and language curriculum writing days, producing vertically aligned assessments and lessons that create clear pathways from English I into English II while strengthening academic proficiency, ACT preparedness, and college readiness. Instruction continues to highlight transferable language and literacy skills that build success in both academic and real-world contexts. Additionally, "I Time" lessons remain a cornerstone of advisory work, fostering emotional wellness, critical reflection, and responsible decision-making among freshmen.

Morton Alternative School

Morton Alternative School has cultivated a positive, student-centered environment this month by celebrating progress, building community, and expanding opportunities beyond the classroom. Twelve students were recognized for maintaining attendance of 90 percent or higher, and the Student Support Team hosted its "Sundae Stand Up to Bullying" event to promote inclusivity and empathy. Students also took part in a PBIS field trip to the Morton Arboretum focused on environmental learning, while counselor-led visits to Lincoln Tech offered firsthand insights into trade programs and post-secondary pathways. The campus also celebrated Hispanic Heritage Month in partnership with the Freshman Center through a hands-on cultural event, making homemade tortillas and exploring cultural storytelling through food and music. The school's Día de los Muertos Ofrenda, created collaboratively by staff and students, is proudly displayed in the main entrance, honoring the importance of community and remembrance.

Student and Staff Accolades

At Morton East, students demonstrated impressive engagement in their novel studies and AP preparation, while shared resource folders continue to grow with rubric and instructional materials.

At Morton West, leadership teams supported extended learning by hosting after-school essay workshops and providing individualized feedback sessions for seniors applying to college.



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Assistant Superintendent for Educational Programs

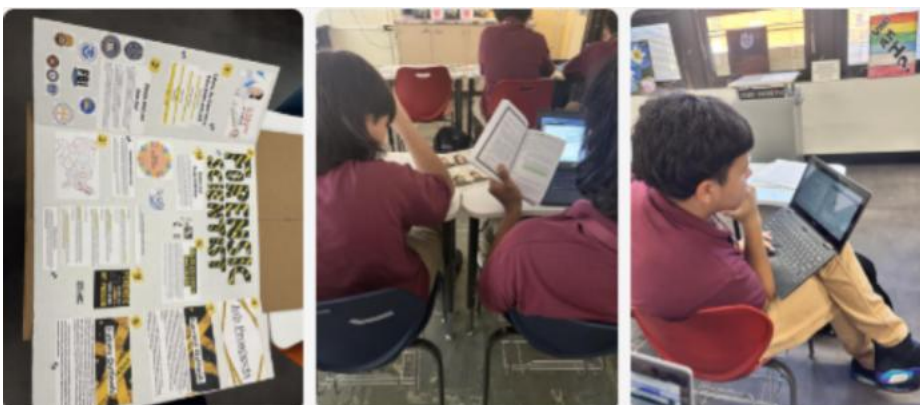
At Morton Alternative School, student success was celebrated through multiple initiatives, including perfect attendance recognition for 12 students and the “Sundae Stand Up to Bullying” event, which encouraged a supportive and inclusive school environment. Students participated in career exploration trips to Lincoln Tech, cultural events for Hispanic Heritage Month, and community-building projects such as the *Día de los Muertos* Ofrenda displayed at the main entrance.

Morton Knowledge Center staff collaborated to create a Morton Literacy Strategy hub featuring ready-to-use strategies, lessons, and practice activities regarding high-leverage literacy skills across disciplines.

Students participating in the Elective Fair on 10/29/25.



English II students engaged in research and analysis at the East campus





AP Sem students take place in a mock TMP and AP Lang students evaluate lines of reasoning at East campus.

Students participated in mock TMPs.

ENG 3:

Students created Literary Pumpkins based off of their independent reading books.

Ms. Saucedo's students learned how to incorporate a quote into a sentence and cite it properly through a Thesis Statement showdown. For the showdown, students were divided into groups. They are provided with a thesis statement and a Source. Together they have to write their quotes, and a representative of the group will write on the board while other groups discuss a debatable question. The teacher will edit the quotes and whoever has the least number of errors with the most use of evidence wins.

Ms. Duvvuri's students are about halfway through *Perks of Being a Wallflower*. Similar to Charlie, they made mixtapes and described the emotions the songs cause them. They designed a hand drawn cover based on the songs and created a title for the "vibe."

AP Lang:

Mr. Brusveen's class is playing Line of Reasoning Jenga in which they have to build their tower using the correct order of ideas, if not, Brusveen gets to knock it down and they start over.



Math Department - Megan Holub, Director

Curriculum Updates

Integrated Math III Core and Honors teams have been working on aligning their curriculum to the 90-10 grading process. Quantitative Literacy is also engaging in curriculum writing this year to transition to a skills-based approach and the 90-10 grading model. In addition, AP Statistics will be refining its skills-based course to ensure consistency and clarity in grading practices. We plan to dedicate time during second semester to begin refining our Integrated Math II curriculum as well—pending availability of curriculum days.

ACT Data and plans:

See the Math Department ACT Plan beginning October 1st: [ACT Math Practice Proposal Final.docx](#)

Megan Holub is attending a meeting in November with the Math Leads from the Western Suburbs. Therewith a presentation centered around:

- Reports and how to use them
- Practice resources
- Test breakdown and changes
- Possible Growth Measurements

West coaches with ACT Prep: Instructional Readiness Committee is also beinging to plan an after school ACT Prep program that will run January to March. More information to come.

College Readiness: ACT preparation is a key component of our students' postsecondary success plan. By offering structured support and access to practice resources, we help students strengthen the skills colleges value most—problem solving, reasoning, and data analysis.

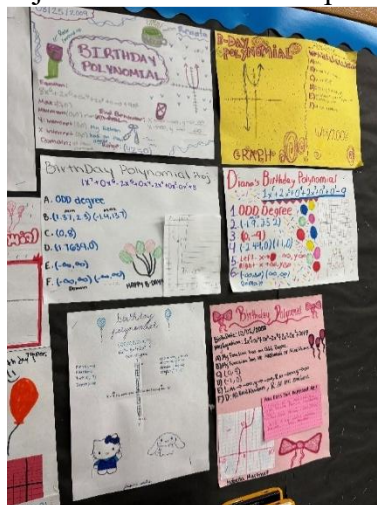
Great things we've done:

Math II Core: Katie Morris from West has been making Retake Review Formative assignments. They are broken up by skill. They have hints imbedded and auto grade so that students know if they are on the right track. They have been super helpful in implementing Unit Test Retakes. Here's the [Unit 2 Retake Review](#).

Quantitative Literacy: Quantitative Literacy Mini-Me Projects:



Math III Core: Birthday Polynomial Projects that students completed in Integrated Math III Core.



Life Readiness: Students are learning to connect abstract mathematical concepts to personal and real-world data, promoting curiosity and mathematical thinking beyond the classroom.

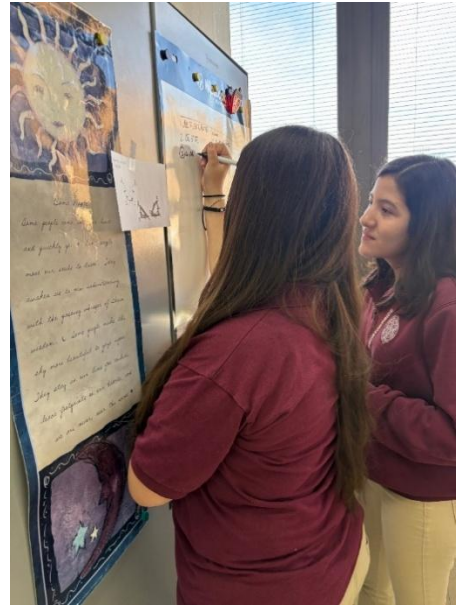
Math II Honors: students working collaboratively to analyze and solve similar triangle work problems.



Math II Honors: students working with partners to write proofs on Vertical Non-Permanent Surfaces



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Career Readiness: Collaborative proof-writing promotes communication and teamwork—skills critical in STEM-related careers.

Algebra 3: students solving inequalities and representing the solutions in multiple ways and working on SEL standards.



West Drop-In Math Help Center: It is open! This is the [updated flyer](#) that now includes science. The committee is also sending out invitations to students currently earning an E in math 3 core. See the [invitation here](#).



Building Thinking Classrooms at FC: Ms. Tracy is an excellent resource at the Freshman Center in doing routine Building Thinking Classroom activities. She is also incentivizing her students to participate more in class by giving them a raffle ticket every time they participate in class. She picks three tickets in each class every Friday. Her prizes options include chips, candy, or different passes (headphones, extra study day, choose your seat) and the students can choose one thing if they win.

Reflection at FC: Mr. Dezotell is implementing a weekly reflection piece to his instruction that involves reading a problem to solve, writing, speaking, and listening components, in attempts to further practice and increase scores in the ACCESS test. (see below) **Unit 4 Reflection Journal**

REFLECTION JOURNAL

MASTERING: READING, WRITING, SPEAKING, AND LISTENING

READING

Consuela went to the grocery store and purchased a couple items. She knew that she needed to get a gallon of milk and a bunch of tomatoes. She did not know how many tomatoes she could purchase. A gallon of milk cost \$4.50 and a tomato cost \$1.25 each. If Consuela has \$19.50 in her pocket how many tomatoes can she purchase?

Based on this problem write an equation to represent Consuela. (You do not need to solve it, but you may)

WRITING

Antonio is having difficulty solving the equation below. Help him by writing steps he needs to take to solve the equation.

$$4(x+2) = 3x - 12$$

SPEAKING - OPTION 1

3 facts about what you learned to share with a partner. (This must include vocabulary and written in complete sentences)

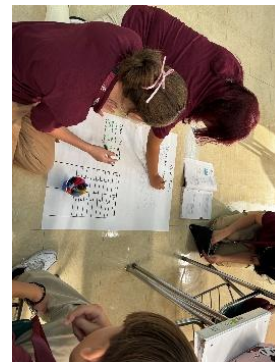
LISTENING - OPTION 2

I heard _____ say _____ about Linear Equations.

I (agree or disagree), because _____

•
 •
 equation of the line representing the situation.

students work in
 ate a table and



groups to look
 determine the

Integrated Math II Honors PLT: currently has a ABC rate of 74.8% on October 15th. This is a good start, but we are not content with having about 25.2% of students not yet earning an A, B, or C.

The Algebra 3 PLT: met their SMART goal for the second unit in a row! See the team's data below:

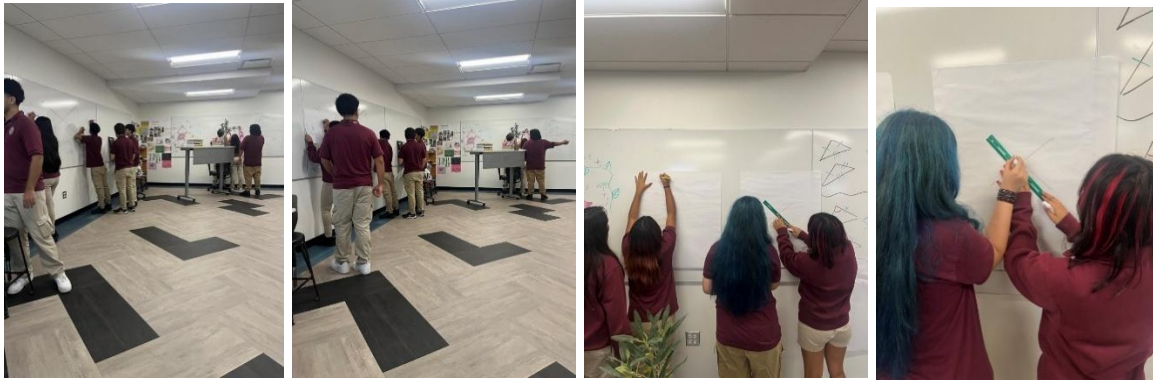
SMART Goal 2 - Students can solve multi-step equations at 70% (2.0 or above) accuracy using the addition principle, multiplication principle, combining like terms, distributive property, clearing fractions, and variables on both sides.

Teacher Name	Total Number Passing (2.0 or above)	Total Number of Students in Class (do not count absent students)	Pass %	Above 70%?
Anthonsen	61	63	0.968253968	Yes
Fronimos	48	63	0.761904762	Yes
Hansen	45	51	0.882352941	Yes
Pearson	20	28	0.714285714	Yes
Vail	80	91	0.879120879	Yes

Carnegie: Mr. Elkins' students are working on an activity from the Carnegie textbooks about vertical angles and their linear pairs.



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Assistant Superintendent for Educational Programs



Professional Development:

FC Math I PLT: All math teachers were trained on how to read and use STAR reports by Beth Degraff during the October 15th PLT meeting.

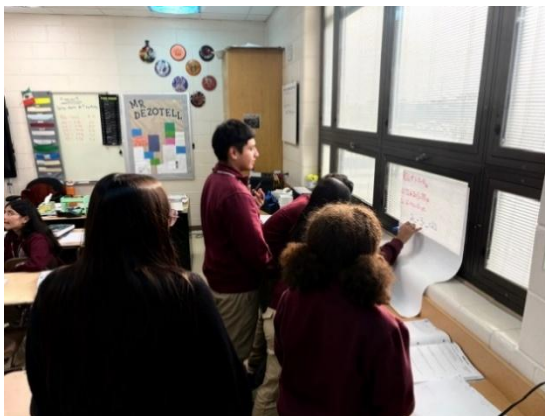
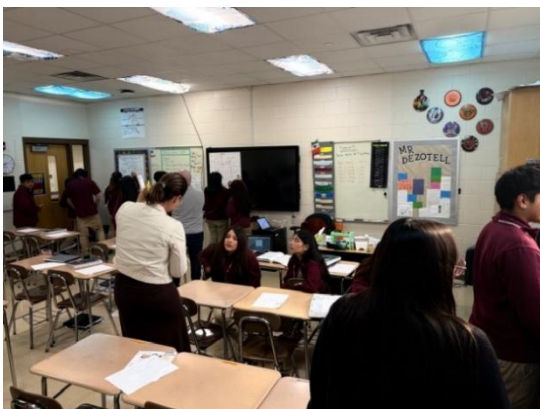
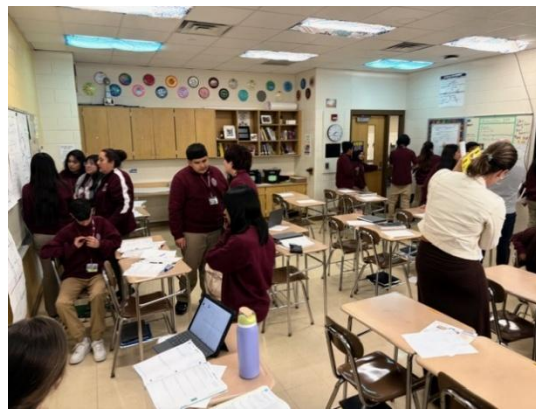
Carnegie PD: Many Math teachers took place in a 2 day Carnegie PD with our representative from Carnegie Learning. Patti (Carnegie rep) did a total of 7 lessons throughout the district. Morton teachers were able to observe and complete a lesson study on her lesson and then took part of a debrief afterwards. The teachers had a lot of takeaways. We took debrief notes in this padlet: [Debrief Padlet](#)
Here is the document of the outlines schedule for the days: [Carnegie Expedition Schedule- final.docx](#)

See some photos from the day:





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Assistant Superintendent for Educational Programs



Co-teaching:



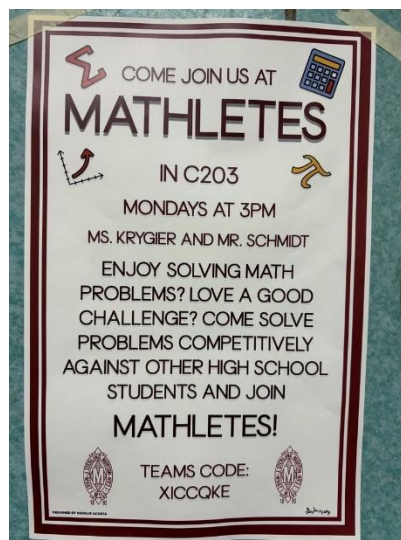
See some data below from the first unit assessment in Integrated Math II Core. The yellow highlighted rows are the co-teaching classes. The other rows are not co-taught. As you can see the scores from the co-taught classes are on the higher end, compared to some of the other non co-taught classes.

	CA 1 / SKILL 2 (probability)	CA 1 Part 1/ SKILL 3	CA 1 Part 3 /SKILL 3	# OF STUDENTS	Average grade
Teacher 1	2.6	3.2	2.4	28	2.733333333
Teacher 2	3.1	2.5	1.4	29	2.333333333
Teacher 3	3	2.2	2.7	25	2.633333333
Teacher 4	3.1	2.5	2.6	18	2.733333333
Teacher 5	3.1	1.9	1.8	22	2.266666667
Teacher 6	2.8	1.8	1.8	25	2.133333333
Teacher 7	2.6	2	3	15	2.533333333
Teacher 8	2	2.1	3.4	10	2.5
Teacher 9	3	3.3	2.4	22	2.9
Teacher 10	2.5	2.2	1.8	25	2.166666667
Teacher 11	2.6	2.3	2.3	25	2.4
Teacher 12	2.2	2.3	2.3	18	2.266666667
Teacher 13	2.4	2.3	2.4	30	2.366666667
Teacher 14	2.6	3	2.6	28	2.733333333
Teacher 15	2.7	1.8	2.2	27	2.233333333
Teacher 16	1.8	1.4	1.3	29	1.5
Teacher 17	2.2	1.8	1.7	24	1.9

Life & Career Readiness: Co-teaching supports inclusive practices and differentiated instruction, preparing all students—regardless of learning style—to engage collaboratively, think critically, and apply problem-solving strategies useful in any career field.

Mathletes:

Morton West Mathletes:





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Dr. Josh McMahon
Assistant Superintendent for Educational Programs

Morton East Mathletes: Please read below the results from the first IML math contest from mathletes coach Mr. Volk:

The October Illinois Mathematics League contest took place yesterday after school. Thank you for taking the time to advertise the contest for us. We had a turnout of **46 students!** Please congratulate your students for their participation. **Our team total (sum of the top five scores) was 15 points. The top scorers for this contest were Jesus Brito and Pedro Alvarez with 4 points!** Melinda Vazquez scored 3 points, and many of the participants scored 2 points.

The individual results are attached to this email in a spreadsheet. A digital copy of the contest and solutions is also attached to this email as a PDF file. In your mailbox, you will find the contests taken by students in your class. If your students participated, please hand back their papers and share the correct solutions with them.

Special thank you to Barb Kane, Matt Horvath, Pat Gierut, & Rachel Hosek for proctoring the contest! Please remind your students that the next IML contest will be held on Tuesday, November 11th at 3:00 pm in room 302. New participants are always welcome.

Morton East Mathletes Calendar for September 2025:

IML Math Contest: #2: Tues, November 11, 2025

WSML Meet #2

Tues, November 18, 2024

5:30pm @ York

vs. ,ROM and WB

***Career Readiness:** Mathletes builds teamwork, problem-solving under pressure, and leadership—all skills valued in future careers.

***College Readiness:** Mathletes also fosters analytical thinking and precision, helping students prepare for advanced coursework and college entrance exams.



Social Science and Fine Arts- Kevin Vesper, Director **Curriculum & PLTs - College Ready**

- Over the past month, Lead Teacher Justin Jacobek has greatly expanded the number of ACT Reading Comprehension stimuli and questions available in Formative for our U.S. History Core, A.P. U.S. History, and World History teachers. These resources are now being used weekly in classrooms to help students strengthen their comprehension skills and better prepare for the ACT Reading test in the spring. Details of his work include:
 - Created a library of questions for all nine eras of the A.P. U.S. History curriculum.
 - Created a library of questions for all six units of the U.S. History Core curriculum, along with several cross-unit stimuli and questions.
 - Created a World History question library featuring stimuli and questions that can be applied across multiple units.

Here is what an example stimuli and set of questions looks like (students can zoom in on the reading).

The screenshot displays a digital reading platform. On the left, a passage titled "Social Science—Technological Eurocentrism in the Cult of Ancient Astronauts" is visible, discussing the Nazca lines and the theory of extraterrestrial influence. The passage is numbered 1 through 40. On the right, a question is presented: "3. In mentioning Dr. Joe Nickell's recreation of the Nazca lines, the author's primary goal is to:". Below the question are four multiple-choice options, each with a radio button: A Provide proof that extraterrestrials helped build the geoglyphs. B Illustrate how simple tools could have achieved such precision. C Undermine the credibility of archaeology. D Demonstrate that technology was unavailable to the Nazca people. The interface includes a search icon, a document icon, and navigation buttons at the bottom: "Previous", "3 of 10", and "Next".

Curriculum Day Updates

- On October 8th, the Civics & Economics Curriculum Team met and continued to strengthen key components of their course. The team created media literacy assessments designed to help students demonstrate the critical thinking skills needed to navigate today's complex media landscape. They also developed an assessment guide organized by skill to ensure consistency across classrooms and revised the service learning project to better align with course goals and student engagement.
- On October 23rd, the U.S. History Curriculum Team focused on strengthening student learning across the curriculum. The team identified underrepresented skills and developed additional common



assessments to ensure these skills are consistently addressed. They also created poster rubrics for classrooms to provide clear, visual guidance for both teachers and students on expectations and mastery of key concepts.

- On October 28th, The AP Government and Politics Curriculum Team held their second curriculum writing day and made significant progress. They have completed multiple-choice exams for all five units and finalized the associated historical comprehension rubrics. The next step for team members is to individually create vocabulary quizzes to assess how well students are demonstrating the knowledge they have learned.
- The AP Human Geography also met on October 28th and focused on refining assessments during their recent curriculum work. They updated multiple-choice tests and free-response questions for Units 3 through 7. They also plan to revise the free-response section for the practice exam scheduled in April to ensure students are well-prepared.
- On October 30th, the AP African American and Animation Studio curriculum teams met to begin developing the curriculum for these new courses, which will launch in the 2026–27 school year. During the session, they identified essential skills, established criteria, and created rubrics to assess those skills. The teams also began drafting common assessments, planning to work backward from these assessments to complete the curriculum. The goal is to have the full curriculum finalized using two additional curriculum days in the second semester.

Professional Development

- On the October 1st Half-Day Teacher Institute Day, the department reviewed the four Tier 1 Mustang Musts, focusing specifically on establishing clear routines. The key outcome of the day was that each PLT agreed to identify and intentionally implement a common classroom routine to help drive instruction.
- Teachers Martin Reyes, Jennie Crownson, Marlo Rohde, Nicole Jameson, and Sony Thevalakara are participating in the Literacy Incubator group. This group meets throughout the semester to explore effective literacy strategies and implement them in their classrooms. Classroom observations are also conducted, allowing participants to share best practices with colleagues across the scho

Department Highlights

- Congratulations to Mr. Patrick Riley, the recipient of the Carolyn Pereira Civic Leadership Award! Presented by the Illinois Democracy Schools Network, this award recognizes teachers who have a significant civic impact on their students.
- Morton East senior Maria Tinoco Sandoval was selected as an exceptional student contestant from last year's History Fair to speak to teachers from across the Midwest at the History Fair Kickoff event at the Chicago History Museum. This event is part of a national competition that recognizes outstanding student work in history, and Maria's selection highlights her achievement and leadership.
- The Morton East Theater Department recently staged a phenomenal production of *Electricidad* for their fall play. The performance was a tremendous success, receiving high praise from students, staff, and the community. The strong performances, creative staging, and the overall energy of the production, made it a memorable highlight of the season.



- Students from across the department participated in elective fairs to showcase and promote the variety of electives offered at Morton East. These events provided an opportunity for students to learn about different courses, ask questions, and explore options that align with their interests and passions, helping to increase engagement and enrollment in elective programs. Morton West will hold their fair in November.



On the left, students are engaged in a word sort activity to strengthen their map comprehension skills. Using cards with map-related vocabulary, pictures, and definitions, they work together to organize the cards into categories based on key concepts. This activity was shared by Mr. Kevin Paulus at West; feel free to reach out to him if you'd like to learn more!

Yaritza, Julian, Merida

Who/What?	Where?	Why There?	Why Care?	EVALUATIONS TO DATE
<div>DESCRIPTIVE</div> <div>→ CONCEPTUAL</div>				
VARIABLE What are the variables that the stimulus shows? Most common language spoken at home per country	LOCATION Site factors, Situation Factors, distribution, scale The United States Local	S.P.E.E.D.S. AGENTS Consider the SPEEDS causes behind the occurring phenomenon. social	S.P.E.E.D.S. IMPLICATIONS Consider the SPEEDS effects/affects of the occurring phenomenon. Social	EVALUATIONS Evaluate the limitations and effectiveness of the information provided.
PHYSICAL/CULTURAL PHENOMENON Cultural-Measures language	DISTRIBUTION Patterns: Both East and west have people who immigrated from nearby. SCALE Local: Broken down by countries	PROCESSES *Coasts are easier to get to *Less travel ASSOCIATIONS Economic opportunity	RELEVANCE *Too find people who speak the similar language *To learn to communicate work functions	LIMITATIONS/EFFECTIVENESS

Skill: Geographic Analysis
Yaritza, Julian, Merida

I can analyze and interpret geographic patterns and processes using maps, images, and data sets.

5- Exceeds All 5 criteria met AND evaluated limitations of stimuli.	4- Meets Accurately addresses 4-5 of the success criteria.	3- Basic Accurately addresses 3 of the success criteria.	2- Making progress Accurately address 2 of the success criteria.	1- Getting Started Accurately addresses 1 of the success criteria.	0- No Attempt Student provides no evidence.
		Meets Expectations Success Criteria 1. Describe the map, image, or data set. 2. Accurately uses geographic terms to describe patterns and processes. 3. Explains spatial patterns. 4. Connect maps, images, and data set real life examples. 5. Reflect on the consequences and/or impacts of the stimuli.	Needs Improvement Still learning these two. It will come w/ time		



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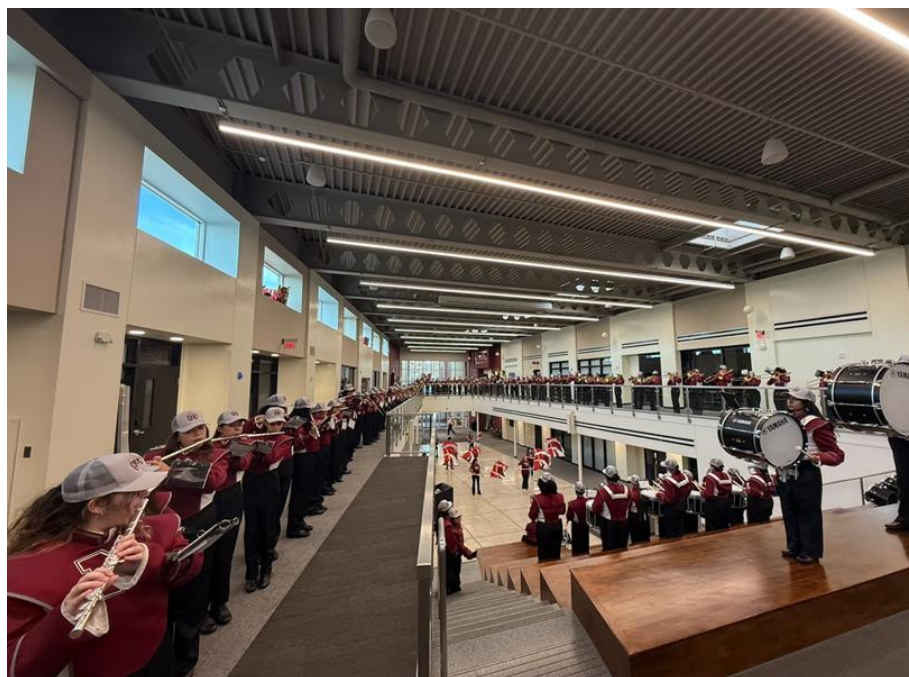
In the two images above, AP Human Geography students are using a graphic organizer aligned with the success criteria for their *Geographic Analysis* skill. It may be hard to see in the photographs, but the word “process” appears in both the success criteria and the graphic organizer. Using rubric language in guided worksheets helps students clearly understand and apply feedback when reviewing the rubric.

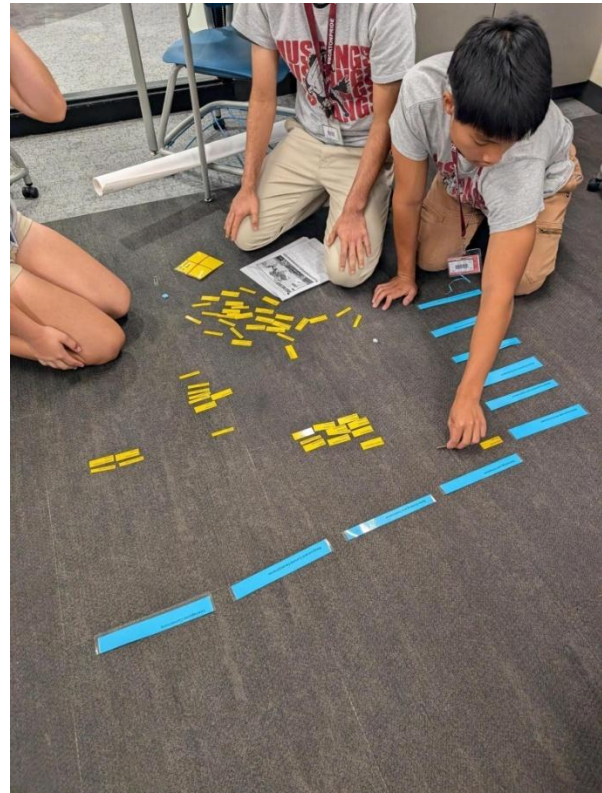
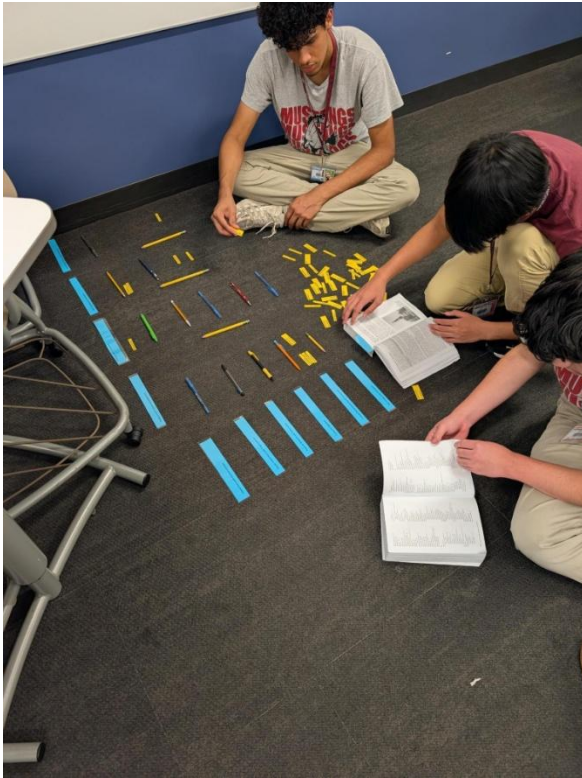


Sculpture student Emier Herrera proudly shows off his finished piece from the cardboard unit; proof that *Simpsons* live on!



Mr. Moore's Sociology students explored traditional Latin American art in the Morton West Maker Space, examining how cultural art and celebrations shape a society's socialization.





In the two images above, AP World History students are participating in a class activity they affectionately call “The 45 Minutes of Frustration.” The name is given in jest, as students genuinely enjoy how the activity challenges their thinking. They create a grid of vocabulary terms, with key concepts along one axis and the unit themes along the other. Students place terms within the grid and then justify their reasoning for each choice.





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Assistant Superintendent for Educational Programs



Mr. Patrick Riley accepting his Carolyn Pereira Civic Leadership Award



Multi-Tiered System of Supports Department – Gloria Ramirez-Solis, Director

Multi-Tiered System of Supports Department – Gloria Ramirez-Solis, Director
College Ready

All throughout last month, MTSS teams across campuses continued providing opportunities for students to explore career pathways and connect classroom learning to future readiness goals.

At the Freshman Center (FC), counselors created and delivered a new GPA lesson through Freshman Edge classes to help students understand how academic performance connects to post-secondary options. The counseling team also visited every Freshman Edge classroom to introduce the upcoming Elective Fair and highlight how sophomore course selections align with career pathways.

At the Morton Alternative School (MAS), the counselor led post-secondary presentations focused on career pathways and trade programs, and seniors participated in a field trip to Lincoln Tech to explore hands-on career opportunities.



MAS Students at the NEIU Preview Day



At Morton East, the College and Career Center hosted a Portrait of a Graduate Fair featuring military representatives and pathways in teaching, computer science, and business, while also engaging families through a SchoolLinks Guardian presentation that promoted parent involvement in students' career planning.

At Morton West, students attended the Triton Trades field trip and Future Fest, gaining exposure to skilled trades, and met with military recruiters during lunch to learn about enlistment and ROTC opportunities; all efforts designed to enhance students' career readiness.

Career Ready

MTSS teams also strengthened college awareness and preparation activities across grade levels. At the FC, the Gold 3 and Blue 3 teams participated in a Morton College field trip, with over 88% student attendance, providing early exposure to college life and expectations.

Similarly, MAS' counselor facilitated FAFSA and financial aid presentations and organized a senior field trip to Northeastern Illinois University, helping students explore four-year college options.

East conducted multiple FAFSA workshops for families, coordinating three night-school registration sessions, and taking students to visit Dominican University.

West hosted College Application Workshops, a FAFSA Family Night, and ASVAB testing followed by an ASVAB Career Night. Students participated in college visits to Loyola, Dominican, UIC, North Central, and Morton College, while the school celebrated one QuestBridge and one Posse finalist among its senior class. The College and Career Center team also launched an Instagram page to connect students with college resources and scholarship updates.

Life Ready

The Life-Ready component of MTSS remains a district-wide priority, emphasizing the life-readiness skills, and behavioral supports that equip students with the skills needed to thrive beyond high school.

At the FC, the Student Support Team launched the first cohorts of the Newcomer Group and the Bilingual Boys Group, conducting three tiers of screening to match students with appropriate group counseling interventions. The team also organized community-building activities, including an ASI/FSI Meet-and-Greet Breakfast and a Best Buddies Trick-or-Treat event that promoted inclusion and peer connection throughout the school.

ASI/FSI Breakfast

MAS students engaged in meaningful mental and emotional support group with the nonprofit organization Yo Soy Ella, which guided students through discussions around identity, healthy relationships, and emotional well-being. The school also hosted "Sundae: Stand Up to Bullying," an interactive activity for National Bullying Prevention Month, and partnered with local food pantries and youth agencies to deliver meals and support families in need.



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The Student Support Team at East incorporated partners such as West40, the Cook County School-Based Clinic, and MTSS Cohort presentations for their Portrait of a Graduate Fair. East also hosted the districtwide peer mediation trainings and established subcommittees to strengthen student support structures during challenging times.

West continued to focus on student well-being and goal setting by hosting lunch workshops for 11th graders, conducting Panorama Life-Readiness follow-ups with 172 students, and creating Counseling Corners and Drop-In Fridays to offer immediate mental health support. The team also celebrated World Mental Health Day with self-care activities, continued freshman programming through Erika's Lighthouse, and maintained collaboration with BARR teams to ensure consistent student monitoring and engagement.

This month also marked the district's third annual Peer Mediation Training, in which all campuses participated. The event was student-led, with veteran peer mediators guiding new participants through role-playing exercises designed to strengthen communication, empathy, and conflict-resolution skills. The training not only reinforced Morton's commitment to restorative practices but also empowered students to take active leadership roles in fostering positive school culture across campuses.



Students from all campuses came together to role-play various peer mediation scenarios.



Our peer mediators show strong leadership as they prepare to support their peers through conflict.

Curriculum Review and Updates

During October, campuses continued to refine and align counseling and intervention curricula to support student readiness and engagement. At the FC, a new GPA lesson was incorporated into the counseling curriculum to reinforce grade monitoring ahead of parent-teacher conferences.

The MAS integrated post-secondary readiness lessons into advisory blocks to ensure alignment with broader MTSS goals. At East, the lead counselor and social worker visited the FSI and ASI programs at the FC to review curriculum and plan for next year's expansion at East.

West staff launched the second session of Night School, facilitated parent-teacher conferences, and onboarded all grade levels onto SchoolLinks. The school also hosted Lunch and Learn sessions with teachers to demonstrate how SchoolLinks can be embedded into classroom instruction, ensuring that career and college readiness tools are part of daily learning experiences.

Across all campuses, Morton's MTSS team continues to strengthen the connection between academics, wellness, and readiness, ensuring that every student is equipped to be College, Career, and Life Ready.



FROM THE OFFICE OF
Dr. Josh McMahon
Assistant Superintendent for Educational Programs



Luis Estela, Diego Cortes , Michael Romero , Brandon Nava celebrate Hispanic Heritage Month in the Counseling Office



Physical Education / Health / Driver Education – Matt Koucereck, Director

College Ready

After meeting with the Morton College team on Wednesday, November 10th about opportunities for dual credit, we're looking to add one class for dual credit for 2nd semester. Then working on the potential to add more classes and sign the agreements at the Morton College Summit in February 2026. This will provide more opportunities for our students in the 2026-2027 school year and grow our partnership with Morton College.

Career Ready

West – Beth Sullivan hosted Susan Meyerhofer a 1980 graduate of Morton West and Kimberly Lieberman from MacNeal Hospital. This dynamic duo presented as guest speakers on Tuesday, November 4th to Beth's Advanced Health class. Kimberly is an Occupational Therapist and Susan is a Physical Therapist assistant at MacNeal. Beth stated that it took a little time for her Advanced Health class to warm up, but eventually had some really great questions for the guest speakers. West campus is looking forward to working with MacNeal and the community in the future.

Melissa LeBeau has been asked to speak at the Illinois Association of Physical Education, Health, Recreation, and Dance on Friday, December 5th. Daniel Dyra from the University of Chicago is running a session at IAPHERD and is including Melissa in this session and which also included a panel discussion. Melissa is excited to be a part of this and to share at the panel discussion the great opportunities she is providing for our students at JSM and her Officiating class. Melissa will also be working a booth with Inter-Athletic Council of Officials at this conference. Congratulations to Melissa and good luck at the conference.

Life Ready

FC- Ms. Gary's ASI PE class is doing a wonderful job following their daily schedule in the gym. It has taken some time, with a few changes at the beginning of the semester, but the class is doing a great job of coming in every day, knowing what to do and how their rotation works.

Physical Education students are working daily on increasing their muscular strength, muscular endurance, and flexibility by starting off each class period focusing on these areas to warm-up the body and improve our overall Fitnessgram Scores in December. This week our Fitness classes did a trial run, or mid-semester personal evaluation, to see where students are at on their FitnessGram scores and performance. The big overall change is student form, it is increasingly getting better on pushups and sit-ups. Students in Physical Education are continuing to utilize Wednesdays as a cardio focus day, to increase our Pacer scores in December. Students are doing a wonderful job of being prepared for class, with uniforms and gym shoes.

West- The West team have finished their second unit and are still able to utilize the outside facilities for our unit 3 activities as well. The West team is quite appreciative of the beautiful outdoor facilities and land that we can use daily for our classes.



FROM THE OFFICE OF
Dr. Josh McMahon
Assistant Superintendent for Educational Programs

Leader reports were received by teachers, and the leaders sound like they are off to a really strong start this year. Using whistles daily, leading dynamic and static warm-ups, the leaders have been uber efficient with equipment set-up and take-down and other tasks asked by teachers.

The officiating class is starting to learn how to officiate the game of basketball. The Special Olympics basketball coach (Ms. Calcagno) has already set up opportunities for our students to officiate their games with Ms. Le Beau. Those events are coming soon in mid-November.

The West team came together as a group for the second time and reviewed some of our initiatives for the roadmap, graduation rates, etc. The West team created a letter home to parents that was revised and contracts will be sent home to each student who accumulates over 6 absences and/or 3 no dresses.

East – East campus has been working on interventions to help students with Life ready. East campus has been pushing to have students make up gym sooner than later. Teachers are sending skyward messages home and having one-to-one meetings. East campus is offering Saturday makeup for students who have D/E grades. As well as offering the opportunity to students who are serving a Saturday Detentions the ability to work on a makeup. The East team are also working on other in class opportunities and other unique ways for students to work towards an ABC grade in PE. The East team will be finalizing those at the next PLT group meeting.