



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

College Ready:

- **Introduction to Teaching**

Introduction to Teaching students spent November developing foundational skills such as classroom procedures, behavior expectations, and reward systems. As part of a literacy-focused project, students designed and delivered a Halloween-themed read-aloud experience, incorporating fluency practice along with pre- and post-lesson activities. These authentic learning projects allow students to directly experience the rigor of the teaching profession while building confidence in instructional strategies.

Career Ready:

- **Welding Success at ETI Competition**

Our Welding students had another impressive showing at the ETI Welding Competition on November 15th. Every participating student earned a \$250 scholarship to ETI. Additionally, two students won \$200 professional welding hoods, and another student received a high-quality welding jacket — a fantastic reflection of their skill and dedication.

- **Future Educators Conference – ISU**

Students enrolled in our Teaching & Education pathway attended the Future Teaching Conference at Illinois State University, gaining valuable exposure to educator preparation programs and future career opportunities in the education field.

- **Dinner & a Show – Culinary Arts**

Our Culinary Arts students showcased their professional skills while supporting the Morton 201 Education Foundation during the Fall Musical “Grease.” Students planned, prepared, and served a themed meal that brought the 1950s diner experience to life for guests attending the performance. This hands-on event allowed students to demonstrate their culinary, hospitality, and customer service skills in a real-world environment, while proudly representing Morton’s CTE programs and contributing to a meaningful community event.

Life Ready:

- **Fire Science Early Childhood Collaboration**

Firefighting I students partnered with our Child Development program to create and deliver a firefighting safety presentation for the Mini Mustang Preschool. This collaboration helped high school students practice public speaking and community engagement while providing an exciting learning experience for our preschoolers.



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- **ECE Level 3 STEAM Family Day**

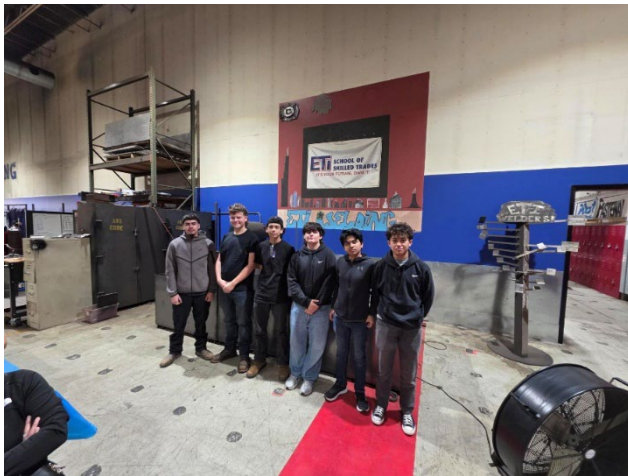
Early Childhood Education Level 3 students planned and facilitated a STEAM Family Day for our preschool lab families. Students led hands-on exploration activities, further developing communication, leadership, and event-planning skills.

Student and Staff Accolades:





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Career & Work Based Learning:

Professional Development

- CTE teachers continued their work within Professional Learning Communities, collaborating on instructional planning and program alignment.
- The Work-Based Learning (WBL) Coordinator met with the Entrepreneurship PLT to provide professional development focused on transitioning course outcomes and assessments to a skills-based model.



Partnership Development & Industry Engagement

Our Career and Work-Based Learning Coordinators have continued to actively build and strengthen partnerships to support student opportunities:

- Ongoing collaboration with SchoolLinks representatives to build and populate our Industry Partner Database that will streamline and expand access to opportunities across both campuses.

Programmatic Updates

- On October 29, CTE instructors and student club leaders at Morton East participated in the East Activities Fair, showcasing CTE programs and engaging students in conversations about opportunities within their pathways.
- The Work-Based Learning Coordinator delivered classroom presentations in Culinary classes to support recruitment for the WBL Internship Program.
- Morton West has officially opened the application process for the SY26–27 Work-Based Learning Internship cohort, ensuring students have early access to these career-focused experiences.
- Culinary students catered the “Dinner and a Show” event on November 14, demonstrating professional culinary, hospitality, and customer service skills in a real-world setting.
- Coordination meeting held with Oakton Community College on November 19 to review partnerships and opportunities within their Pharmacy Technician program.
- Conducted in-person partnership meetings with Berwyn KIA, Ziegler Ford, Jack Phelan Chevy, Walgreens (Cicero), Walmart Pharmacy (Cicero), and SBC Waste Solutions in Broadview.
- Additional site visits and employer meetings included Walgreens on Cermak, Beyond Catering, Fill My Jar, State Farm Insurance, and Principal Manufacturing.

College & Career Center highlights:

West College & Career Highlights:

- Events:
 - 11/4, 11/6, and 11/20– College Rep Visits: St Francis, St. Ambrose, UIC, Dominica, Concordia, and Roosevelt
 - 11/5 – US Navy Rep Visit
 - 11/6 & 11/20 – FAFSA Workshop

East College & Career Center Highlights:

November Recap:

- Since the beginning of the school year through 12/1/25, the CC Center has had 2,009 student visits.
- Held three college application workshops in November.
- Hosted two financial aid application workshops for students/families on the evening of 11/5 and morning/afternoon of 11/22.



- Hosted five different college rep. visit meetings at MEHS.
- Field trip to North Central College (11/5) and Roosevelt University (11/14) with 40 students per trip.
- Held our 2nd annual Career Week.
 - Resume workshops during all supervisions on 11/17
 - Career Expo. with 15 different career reps. on 11/18
 - ASVAB testing on 11/19
 - Career speakers per teacher request on 11/20
 - Career Trivia during all supervisions on 11/21

Upcoming December Highlights:

- Morton College dual enrollment registration on 12/2 and 12/9 during all supervisions.
- Final financial aid workshop of the semester on the evening of 12/9.





SPED Department – Carol Best, Executive Director

COLLEGE

- Students continued participating in the Morton College field trip series throughout the year to explore academic programs, campus resources, and postsecondary opportunities.
- School counselors visited EDGE classes to discuss credits, graduation requirements, and long-term academic and career planning.
- In Mrs. Kennedy's Chemistry class at East, students engaged in a low-pressure recall activity, verbally reviewing their understanding of periodic table functions without a rubric or formal assessment.
- ASI teams administered academic benchmarks and monitored student progress to support preparedness for post-high school pathways.
- ED students received increased academic support to ensure they are on track and prepared for final exams.

CAREER

- In the FSI program, students participated in a real-world budgeting project in collaboration with their Employability class. Students received "paychecks" for completing jobs around the school, deducted monthly expenses during Applied Math, and practiced managing bills throughout the month. This hands-on experience builds financial literacy, responsibility, and decision-making skills essential for independent living.
- ASI students engaged in a community-based shopping experience at Target to develop real-world purchasing, budgeting, and navigation skills.
- The annual MTC Thanksgiving Feast remained a beloved tradition. Staff planned, prepared, and served a full holiday meal for all students, creating a meaningful community event that many look forward to every year.
- MTC students participated in multiple community outings, including visits to the Morton Arboretum and a local restaurant. These experiences reinforced in-school learning through practical application of skills such as community navigation, social interaction, safety, budgeting, ordering, and payment.
- MTC launched the Student of the Month program. Each teacher selected one student demonstrating outstanding behavior, growth, or goal achievement. Selected students were recognized with a public photo display and a small treat.
- Related students at Morton East volunteered at Feed My Starving Children in Schaumburg. Students collaborated as a team—coordinating roles and job rotations—and helped package enough food to support 68 children for an entire year. This experience also provided résumé-building community service.
- Students visited Riverside Bank to learn foundational concepts in financial literacy.
- The RTA visited work program classes to provide instruction on travel training, reduced fare cards, and public transit trip planning.
- Youth Crossroads facilitated three Zoom-based presentations for work program classes, offering students additional career-related learning and support.



LIFE

- ASI and FSI students participated in a building-wide trick-or-treating activity, engaging with staff and peers to practice social communication and community interaction.
- ASI and FSI students completed an enrichment project in recognition of Día de los Muertos.
- ASI High Support classrooms celebrated Friendsgiving, practiced expressing gratitude, and continued building essential daily living skills.
- Students shared personal traditions and family experiences connected to Día de los Muertos, fostering cultural awareness and community connection.
- The ED Department placed a strong emphasis on social-emotional learning due to increased student anxiety, providing ongoing breaks, emotional support, and regulation strategies.



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English Learners and Modern Languages- Melody Becker

Curriculum Updates-

College

- At East, all **EL 2 –4** students completed a Student Reflection doc prior to testing. EL 4 took the AAPPL test, while **EL 2 and 3** took the STAMP test. This test is a monitoring tool and practice for ACCESS that EL students participate in annually. These tests are also used to measure English language proficiency for the Seal of Biliteracy.
- Each **EL PLT** has continued to work on Finish Line assessments as practice for each domain (reading, writing, listening, and speaking) which is modeled after ACCESS.
- **EL 1 English** has finalized their comic and will present for a speaking grade.
- **EL 1 Reding** has begun writing poetry and incorporating figurative language.
- **EL 2 English** have submitted their narratives for the mythical monsters. Students have used first person to tell their monster's story.
- **EL 2 Reading** has begun reading *Frankenstein* after reading about true crime such as Luigi Mangione and Gypsy Rose.
- **EL 3** Students are currently reading *Everything We Never Had*, by Randy Ribay, and are beginning CA journal writing activity using Book Creator. EL 3 recently turned in a compare and contrast 5-paragraph essay
- **EL 4** is working on ACT formatted essays and analyzing at three different perspectives, deciding which one aligns with individual beliefs, and defending a stance. There is a focus on speaking skills by having multiple discussions. At East, EL 4 has been working with instructional coaches and Multilingual Resource teachers to help students to increase their course grades.
- **AP Spanish Language** students just finished their first CA for the Cultural Comparasion. We are finishing Tema 2 and will complete the CA for Tema 2 this week.
- In **AP Spanish Literature** students are completing presentations about the story, “El hijo de Horacio Quiroga.”
- **French 1** is learning about telling time in French and just did a writing project for Earned Honors about their school schedule.
- **French 2** is learning about food and the past tense and also just completed a writing project for Earned Honors describing a recipe they used to make for the holidays.
- **Spanish 1** has started reading our novel *Pobre Ana*
- **Spanish Language Arts V** students spent the month of November studying “La Casa de Bernarda Alba” through a guided group reading of the three acts, accompanied by a reflective packet that helped them analyze the play’s symbols, emotions, silences, and conflicts. They also completed listening activities in Formative using five explanatory audios recorded by the teacher, answering questions that assessed inference and literary understanding. Throughout the unit, students completed formative reading assessments, created a symbolic mural based on key objects from the play, and designed a Canva poster titled Psychological Profile, connecting each character’s emotions, decisions, and dramatic actions. Their oral expression was assessed through a recorded reading, an explanation of a chosen symbol from the mural, and a final reflection on their assigned character. As a culminating activity, students began viewing the film adaptation of the play and used their reflective packet to compare the audiovisual representation with the written text. These integrated tasks strengthened their reading comprehension, critical analysis, oral expression, and symbolic interpretation.



- **Spanish Language Arts IV** students began the month by strengthening their use of capital letters, exclamation marks, and question marks to ensure accuracy and clarity in writing. They reviewed the structure of formal letters and emails, receiving direct feedback on common errors from previous assignments to improve their written communication. With this preparation, students completed their writing CA (90%), producing either a formal letter or an email using the rules taught in class. They also completed a listening comprehension CA, likewise weighted at 90%. Students then analyzed the Aristotelian narrative arc through the short film “La leyenda del espantapájaros,” identifying the sequence of events and major narrative elements. They also read the legend of “Popocatépetl and Iztaccíhuatl” and applied the narrative arc again to identify the key structural elements of the story. Finally, they examined the Aztec and Maya civilizations, comparing similarities and differences and organizing the information in a summary table to prepare them for a speaking practice in which they had to compare three similarities of differences between both indigenous groups. They are currently working on the required components for the Honors Portfolio
- **Spanish Language Arts IV** students are learning the plot line with the literary elements and analyzing legends of Spanish speaking countries. They learned the difference between a legend and a tale. When analyzing the legends, they had different ways to analyze them, not only using the plot line. They also wrote their own legend, individually or in pairs, by using the plot line and literary elements to fill in the gaps in their story telling. After they wrote their own legend, they recorded either a video or voice telling their legend to others. Some classes presented a legend from a Spanish speaking country creating a title page to go with their legend and recorded a video explaining the legend and the literary elements.

Career

- Chinese 1 is learning about family in Chinese and are planning to make a family book.
- Chinese 2 is learning about describing skills in Chinese. We finished the Steps to Seals Test.
- French 1 has been practicing spoken description. The students are learning to speak about their classes in terms of preferences and offering reasons for their opinions.

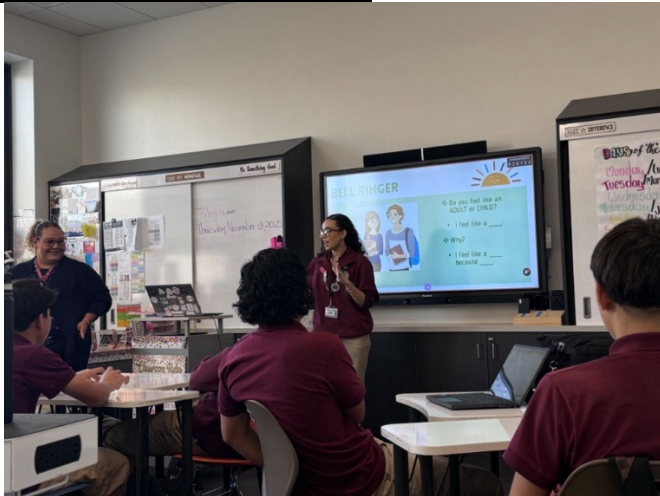
Life

- **EL 2** students are reading *Frankenstein* through an ethical lens looking at different situations within the story connected to real life examples analyzing ethical issues (*cloning, technological advancements, etc.*)
- **EL 4** students are working on leading discussions on their own, rather than having a fishbowl style discussion with teacher-created prompts. Students create the prompts and lead the discussion.
- During November, **EL 1** worked with two texts which they analyzed, created questions, and possible solutions. Speaking practices focused on expressing needs and wants, while the writing skills focused on vocabulary and verbs "to be", "to do", and "to have".
- **FC EL teachers** have noticed an increase in students coming in for extra support after school.
- **Spanish 1** did self-introductions with things they liked to do along with things they did not like to do.
- **Spanish 3** have discussed positive qualities and made a survey to determine to determine their own ethical and moral compass, in addition to reviewing the global volunteer programs by BBVA and other organizations.
- **French 3** focused on the advantages of social media and a responsible use. The students presented their takes in a recorded discussion as one of the Honors Padlet projects.
- **French 2** has learned l'imparfait and used it in a written and spoken description of a festive family occasion also as an Interactive Speaking project for the Honors Padlet.
- **AP Chinese** are leaning airport announcements and students are performing how to take an airplane by checking in, passing the security and boarding.



- In **Chinese 1**, students have done a family tree and to ask family stories at their Thanksgiving gathering. They are currently working on writing about their family members.
- **Chinese 3** students are working on a cooking project.

Student and Staff Accolades



EL 1 Reading teacher, Mrs. Villanueva, is working with Maria Tinoco Sandoval for her teaching internship class. EL 1 students have improved their speaking skills by starting class with simple bell ringers that allow them to practice their speaking skills in a safe environment.



FC Blue 1 Students participating in Dia de Los Muertos Activities.



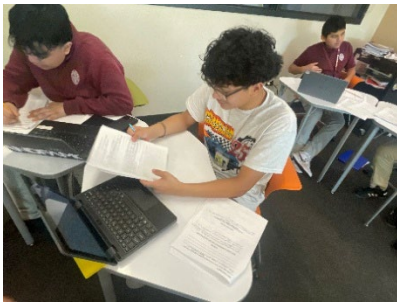
FC Chinese students attended a presentation at the Culture Center of Taipei Economic and Culture in Westmont. Students learned about Taiwanese Culture and participated in Taiwanese traditional dances. Students also enjoyed a delicious Chinese lunch! Our students showed off their best Chinese language skills and represented what it means to be a Morton student!



FC Dia de Los Muertos: On October 30th, the FC hosted our annual Dia de Los Muertos celebration. The food was delicious, children were happily engaged in activities/crafts and the Great Room was stunning.



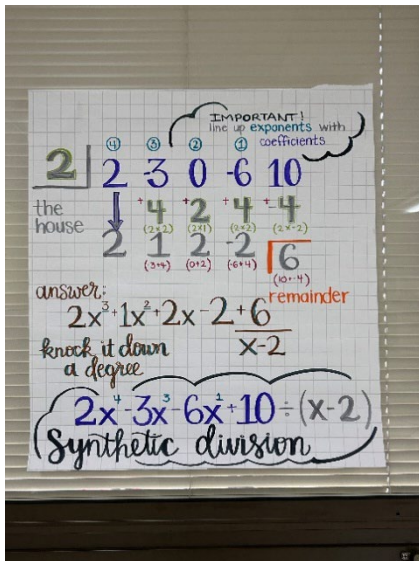
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EL 4 students researching and writing an argumentative essay.



West EL Zoology students visited the Shedd Aquarium to support their skills in the life cycle of various animals.



Integrated Math 3 anchor charts created to support English Learners



EL 3: Participating in an accountable talk discussing following a unit on compare. Students used 2-minute timers to practice using accountable talk sentence frames to keep conversations going. Students are working on stretching their speaking time in preparation for ACCESS testing.



As enrichment, some students are creating flores de Nochebuena, poinsettia flowers to help decorate for the Posada coming up on December 11th



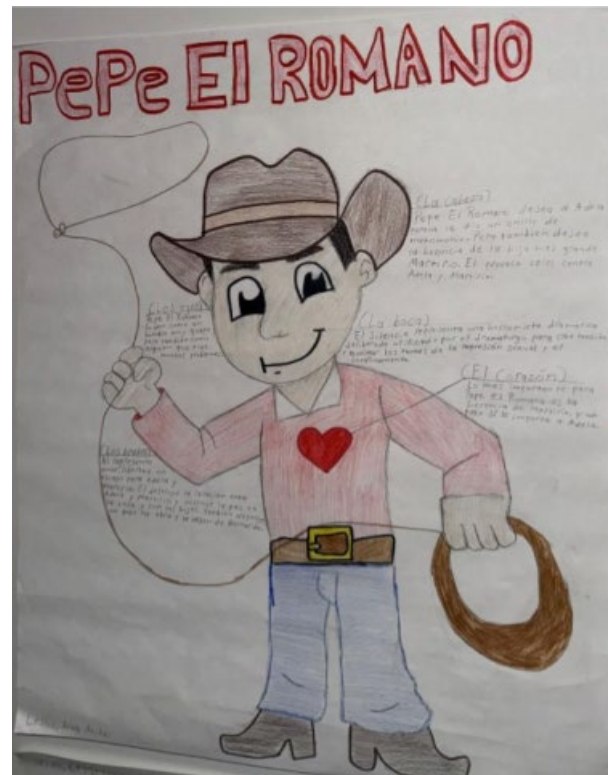
Chinese 1 – Family tree



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Spanish Language Arts V –
Mural for “La casa de Bernarda Alba



Spanish Language Arts V – Character autopsies



Science Department— Eric Bjornstad, Director

Curriculum Updates –

- AP Chemistry and AP Biology teams met at the District office and worked on alignment of assessments for Skill-based, 90/10 curriculum.
The Curriculum and Instruction steering committee met on November 14th. Staff engaged in conversation around the Mustang “Must-Sees” in Tier 1 instruction and committed to a PLT focus for the remainder of the semester.

College Ready –

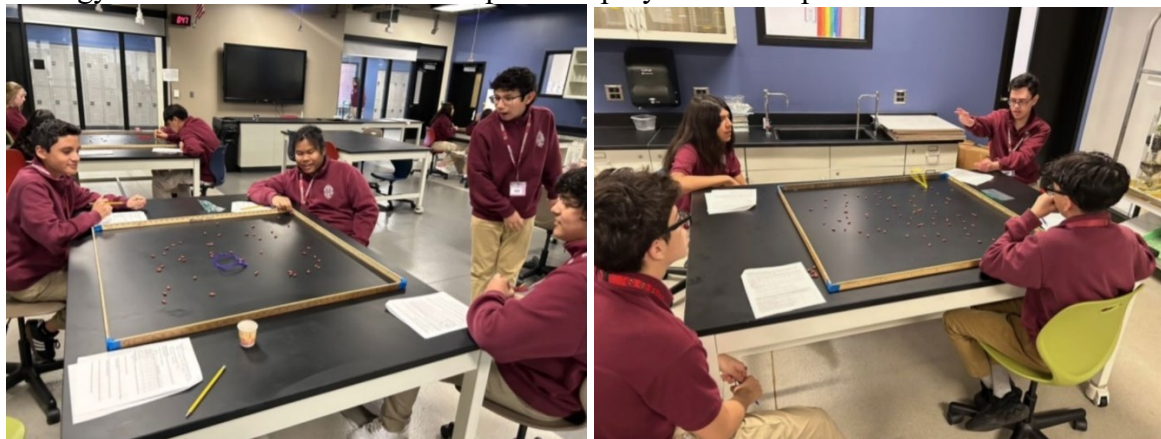
- West Science is now preparing for the elective fair on December 10th.
- West Science is also preparing for Intervention/Enrichment Day with sophomores. Freshman teachers will work with their BARR team, and Junior and Senior teachers will work with their PLTs to formulate a plan for interventions.

Career Ready –

- Pharmacy Tech Students are completing their first semester at Oakton. Clinical Placements for the six seniors have been determined and they will begin in January.
- MacNeil Hospital Partnership has been pushed back due to change in hospital administration. New start date is Jan 14th.

Life Ready –

Biology students at West learn about predator/prey relationships





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Ms. Trevino's Biology Students argue if substance A or B is alive!



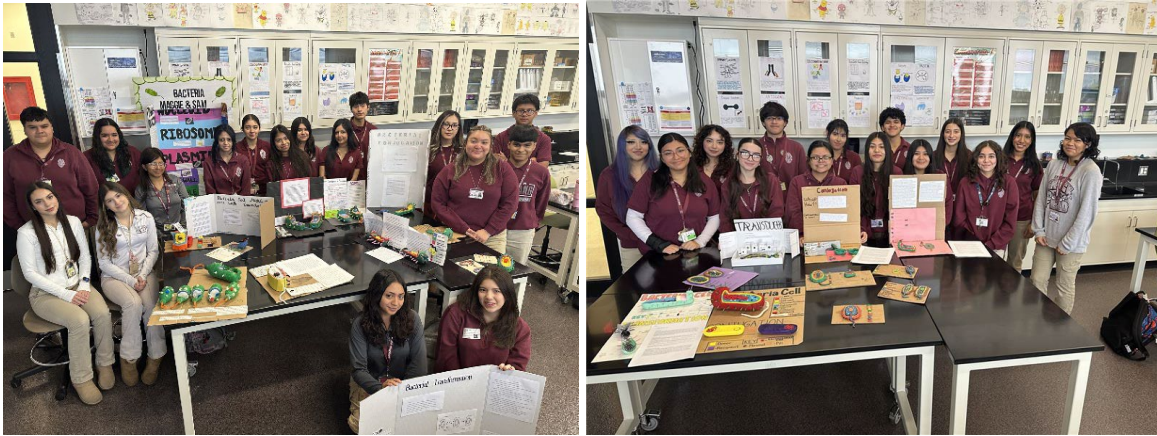
FC Biology students identify trees for Arboretum project with Mr. O'Toole



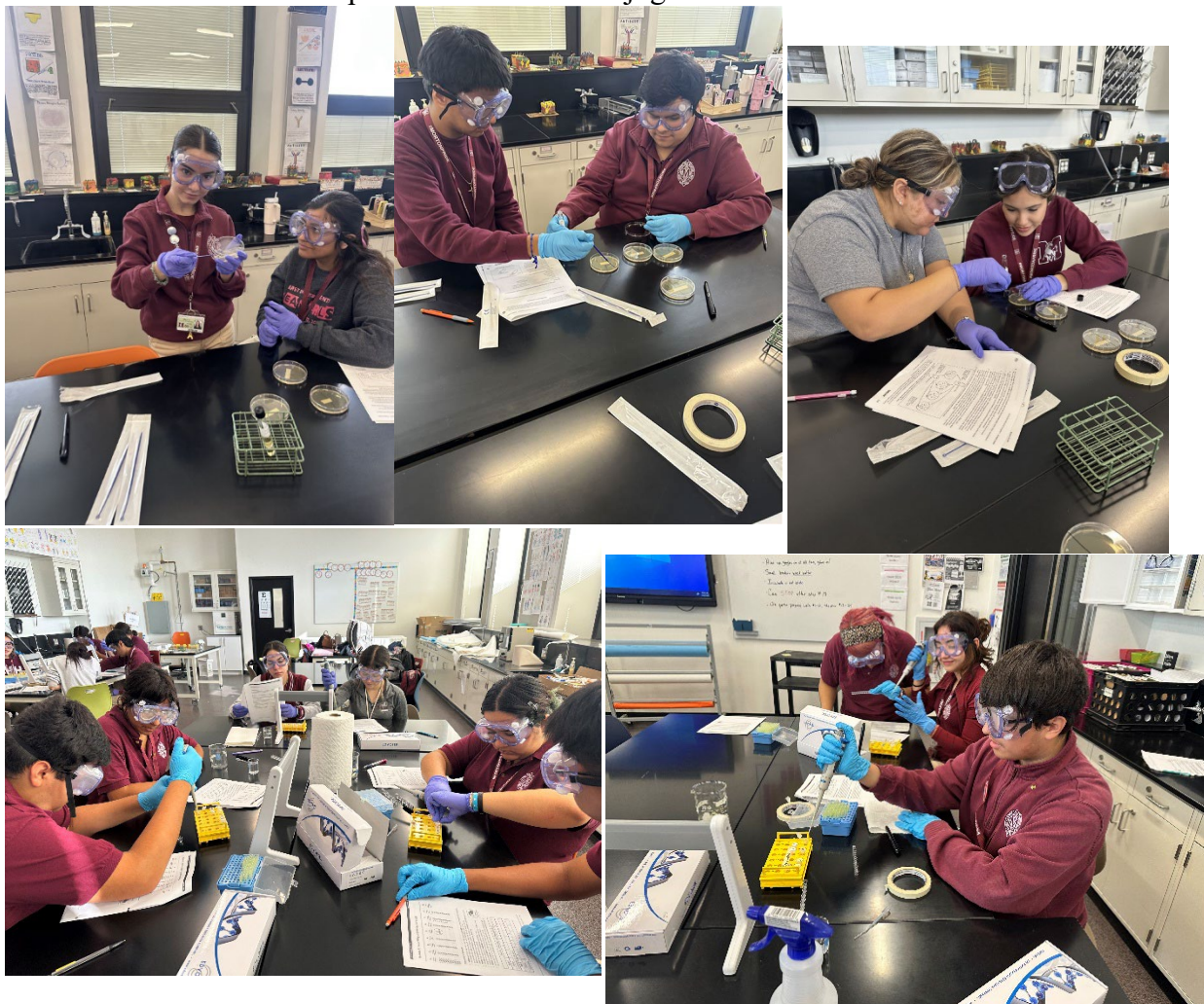


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Ms. Del Real's M.I. class with their bacteria models



Ms. Del Real's classes completed a Bacterial Conjugation lab for M.I.

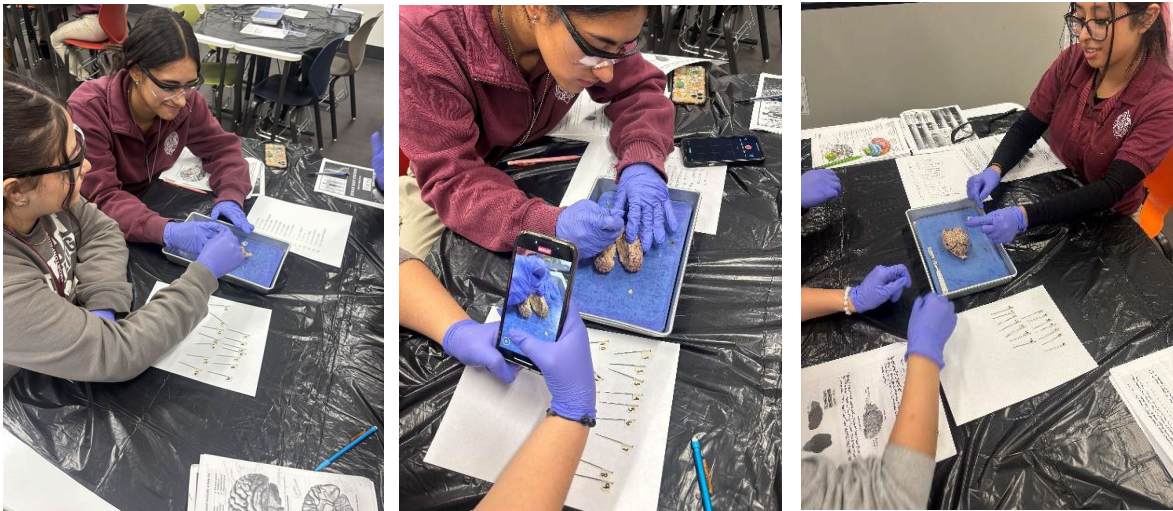




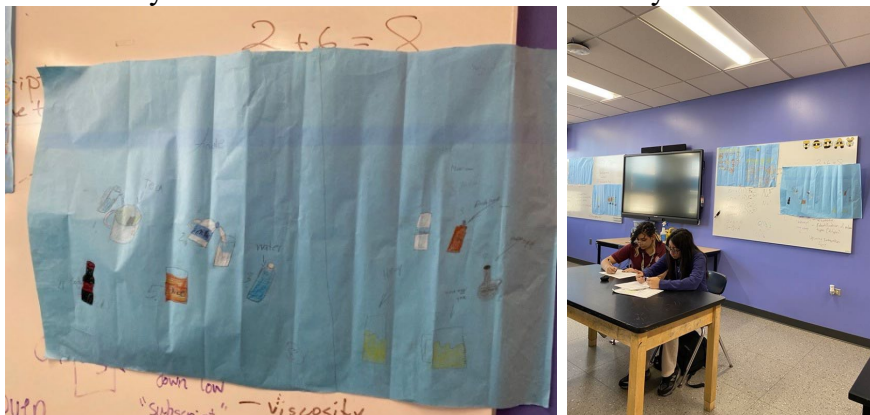
Mr. Paychek's Physics class building rollercoasters



Ms. Arellano's and Ms. Vanderlee's HBS classes performing a Sheep Brain Dissection



Ms. Kennedy's SPED science classes did a viscosity walk-around





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Science Staff from East, West, and FC attended the Northern Illinois Science Educator Conference on Nov. 17th



All Zoology classes went to the Shedd to research marine species this quarter





English Department – Megan Delaney, Director

Professional Development

Across Morton East, Morton West, and the Freshman Center, English teachers are continuing work on curriculum revision with an emphasis on research, rhetoric, and vertically aligned common assessments that support success from English 1 through AP-level courses. At the Freshman Center and West, curriculum writing days have focused on strengthening writing and speaking/listening units, laying a clearer pathway from Honors English 1 to AP Seminar.

Departments at all three buildings are also collaborating on whole-student supports, including well-planned I-Time lessons that integrate literacy, social-emotional learning, and college and career readiness skills.

Curriculum Updates

At Morton West, Junior Core students moved through a full staged writing process for their argumentative essay, including planning, drafting, feedback, and revision, with teachers highlighting claim, evidence, and commentary as key targets. Morton West Journalism students engaged in peer-editing workshops and played a “Man Bites Dog” headline activity to distinguish primary and secondary headlines and refine their news judgment.

At the Freshman Center, teachers continue to refine English 1 as a clearly defined prerequisite to English 2, using common exams and skill-based assessments to ensure students are ready for subsequent coursework. They are also building out a more specific, honors-level pathway that aligns with expectations in AP Seminar. Morton East remains focused on research and argument units that build student capacity with citation, annotation, and debate, mirroring the department-wide push toward college-level literacy skills.

Student and Staff Accolades

At Morton West, English and Journalism teachers are providing high-engagement opportunities for students to practice authentic writing, such as argumentative essays and publishable journalistic pieces connected to the yearbook and school media. Junior Core and Journalism classes at West have generated strong student work products and peer feedback routines that are being shared as models with colleagues.

At Morton East, teachers continue to highlight students’ growth in discussion and debate, with classes regularly engaging in structured argument about text-based issues and author’s claims. At the Freshman Center, the English team is recognized for thoughtful implementation of I-Time lessons that support both academic and social-emotional growth for ninth graders.

College, Career, and Life Readiness Focus

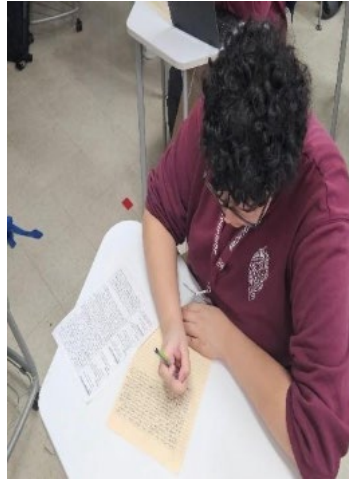
The FC English department is intentionally designing assessments that align English 1 expectations to the literacy demands of English 2 and beyond, helping students build a clear on-ramp to college-preparatory and AP coursework. Across East, West, and FC, teachers are embedding research, speaking, and listening opportunities into units so students can practice civic discourse, presentation skills, and informed decision-making.



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West Journalism Students Peer Editing



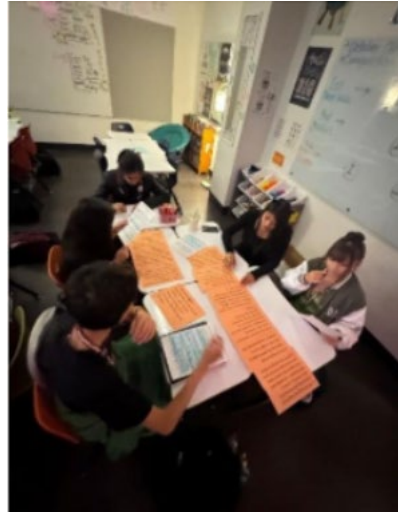
West Junior CORE argumentative writing process



East Small group analysis of Edgar Allan Poe in Ms. Platek's classroom



East AP Seminar



East line of reasoning practice



FC students research in the Knowledge Center



Math Department - Megan Holub, Director

Curriculum Updates

So far this school year, the Integrated Math III Core teams have been actively aligning their curriculum with the 90-10 grading process. This upcoming semester (beginning in January), the Quantitative Literacy team is also engaging in curriculum writing to transition the course to a skills-based approach and the 90-10 grading model. In addition, the AP Statistics team is refining its skills-based course to ensure consistency and clarity in grading practices.

Looking ahead to the second semester, we plan to dedicate curriculum writing time to begin refining the Integrated Math II curriculum, pending availability of curriculum days. All curriculum days will be taking place second semester and scheduled for **January 8, January 22, February 12, and March 12**. During this time, we will focus on fully implementing the 90-10, skills-based model in Quantitative Literacy, adding additional assessments as needed. We will also ensure that all courses have **at least three assessments per skill per semester** to maintain consistency across the department.

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

***College Readiness:** ACT preparation continues to be a key component of our district's postsecondary readiness efforts. By providing structured practice, strategic instruction, and access to high-quality resources, we are reinforcing the problem-solving, reasoning, and data analysis skills students need for success in college-level math and many career pathways.

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



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ACT PREP BOOTCAMP

Prizes will be raffied off to students who attend all the sessions!

Boost your confidence and your score with our ACT Prep Program! You'll master test-taking strategies, review key content in every subject, and practice with real ACT-style questions.

Get ready to walk into the ACT knowing you can crush it!

- ✓ Runs from Jan 13th to March 26th
- ✓ Tuesdays or Thursdays
- ✓ Afterschool 3–4pm
- ✓ Open to all Juniors
- ✓ Send questions to Heidi Keske on Team's chat

Register here:



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¡Aumenta tu confianza y tu puntuación con nuestro programa de preparación para el ACT! Dominarás las estrategias para realizar el examen, repasarás el contenido clave de cada materia y practicarás con preguntas reales al estilo del ACT.

¡Prepárate para entrar al ACT sabiendo que puedes arrasar!

- ✓ Se extiende desde el 13 de enero hasta el 26 de marzo.
- ✓ Martes o jueves
- ✓ Después de escuela 3–4pm
- ✓ Abierto a todos los juniors
- ✓ Envía tus preguntas a Heidi Keske en el chat de Teams.

Regístrate aquí:



¡PLAZAS LIMITADAS!

***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.

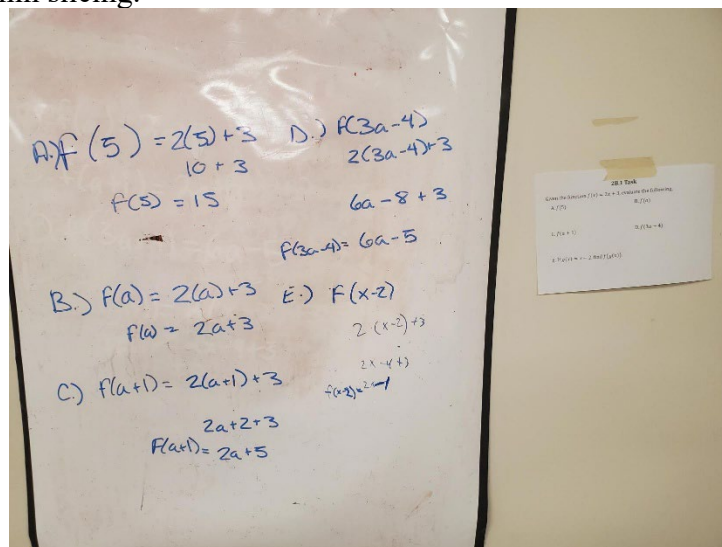
Great things we've done:

Math II STEM: Math 2 Stem students use their understanding of probability to create and play carnival games.



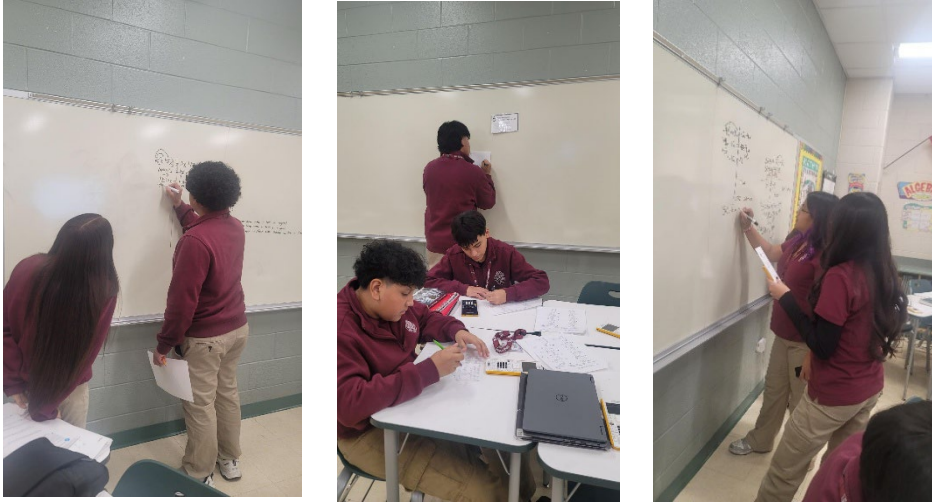
West Drop-In Math Help Center: It is open! This is the [updated flyer](#) that now includes science. The committee is also sending out invitations to students currently earning an E in math 3 core. See the [invitation here](#).

Building Thinking Classrooms in AP Precalculus: AP Precalculus students learn about compositions of functions through BTCs thin slicing.

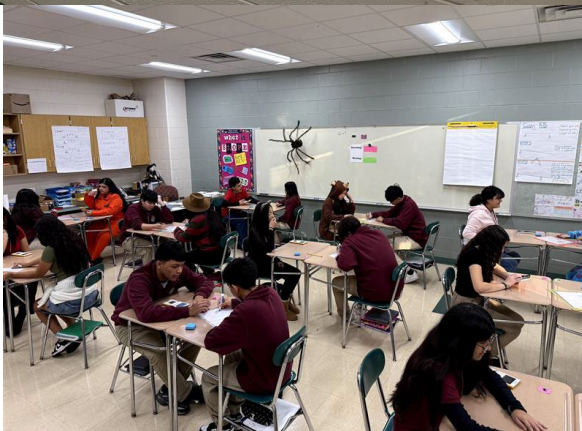
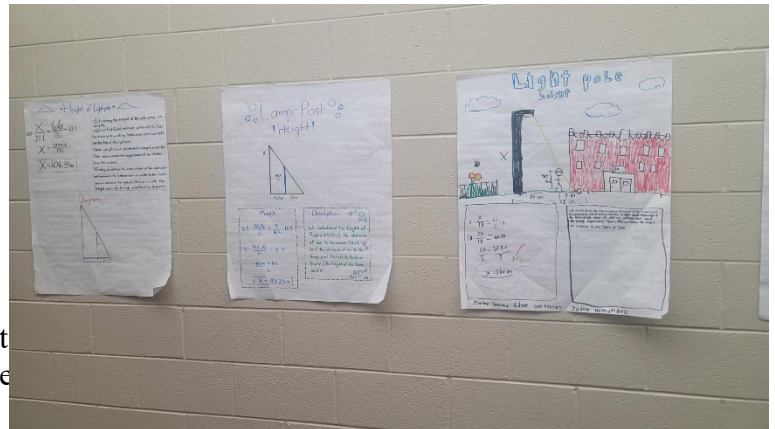
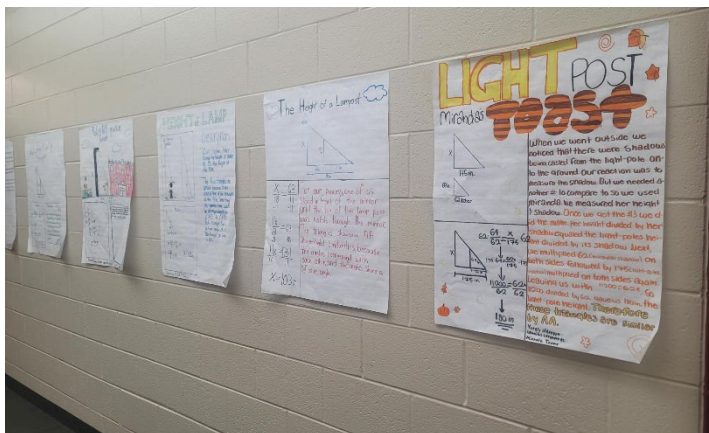




Carnegie PD: three FC teachers participated in a co-teaching cycle with Carnegie representative Patti Schutte on November 13. Building Thinking Classroom aspects were added to the lessons. Having students discourse and keeping them active in the math classroom is happening in our building.

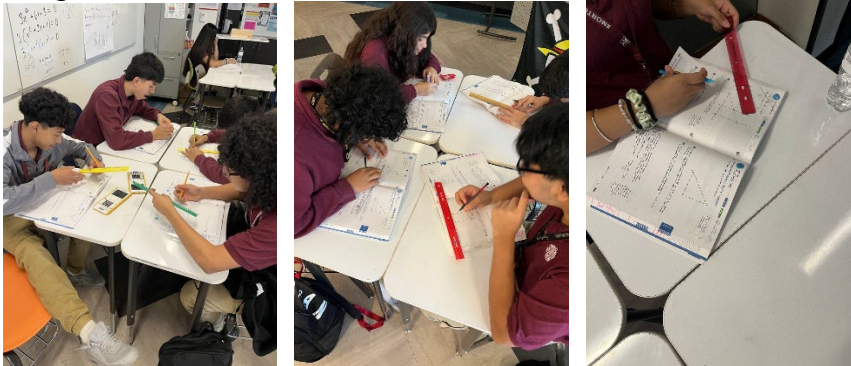


FC Trig Functions: Ms. Tracy had her students create a real-world problem, model it, and solve the problems using trigonometric functions.



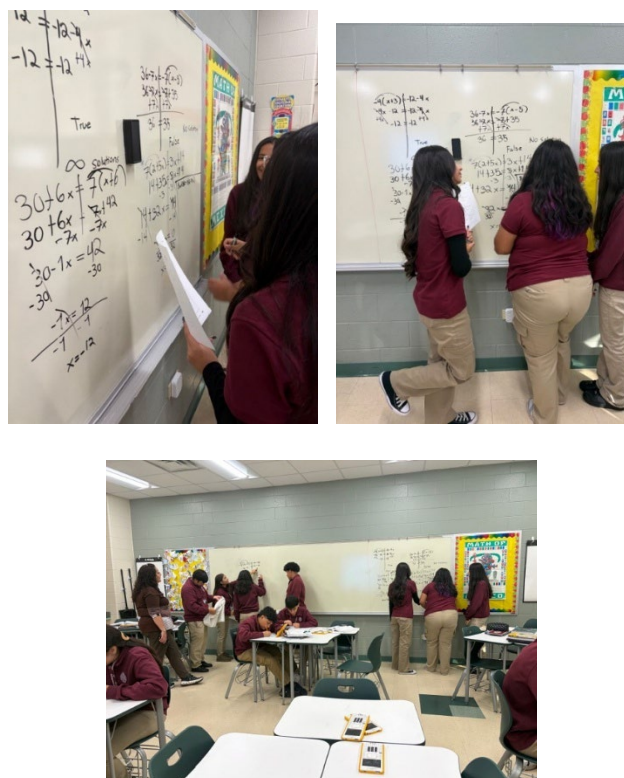


Integrated Math 2 Core students: working with their Carnegie textbooks and measuring segments of a triangle to learn about trigonometric ratios in Mr. Elkin's classroom.



Achieving Success at East: Several teams, including the Integrated Math II Core, Integrated Math III Core and Honors, and the Quantitative Literacy teams met with building leadership during the week of November 17th to discuss ways to help support their students who are not yet successful in this semester's Mathematics class. Each team has developed new ways to help their students achieve success in addition to the previous methods of reteaching and reassessing. For example, the updated plan for the Quantitative Literacy team is: [Quantitative Literacy] Teachers will allow students to retake quizzes during class time. We'll also start including QR codes on quiz reviews that are linked to instructional videos. We'll continue to do daily check ins with students. The team has improvement plans that can be used with individual students to assist the daily check in process.

Professional Development:





Literacy PD: Several Math Teachers, plus other teachers throughout the district took place in the Literacy PD incubator. The PD days and the walkthroughs have been interesting and given the Math Department great ways to incorporate literacy strategies strategically in our Math lessons.



Mathletes:

- **Morton West Mathletes:** West had a very good competition last Tuesday. Our Seniors did very well, 3rd place, out of 4 teams considering we only have 4 seniors.
- **Morton East Mathletes:** The Illinois Mathematics League contest took place on November 11th in which 41 students participated in. The team's total (sum of the top five scores) was 13 points. The top scorers for this contest were Santiago Zarco, Melinda Vazquez, and Jessica Vilches with 3 points! Many of the other participants scored 2 points, including freshman Claudia Pina.

The Morton East Mathletes competed in their second WSML math contest this month! Please read the report from Head Mathletes Coach, Mr. Volk:

WSML Meet #2 Results

On Tuesday, November 18th, 2025, the Morton East and Freshman Center Mathletes competed against York, Willowbrook, and Romeoville for the second meet of the West Suburban Math League. Our team score was 175. Here are some of the highlights:

- Pedro Alvarez 1st place in Advanced Algebra!!!
- Santiago Zarco 4th place in Pre-Calculus
- 2nd place overall in Advanced Algebra
- 2nd place overall in Pre-Calculus
- Oral Team – 2nd place
- Junior/Senior Relay – 2nd place
- Evelyn Miranda and Valeria Haro with a tie for 8th place in Geometry
- Claudia Pina 10th place in Algebra
- Jesus Brito 10th place in Pre-Calculus
- Bryan Gaborit-Moran and Juan Urgiles tie for 10th place in Advanced Algebra.

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



Morton East/FC Mathletes Calendar for 2025-2026:

IML Math Contest
Tuesday, December 9, 2025

West Suburban Math League:
WSML Meet #3
Tuesday, January 13, 2026
5:30pm @ Morton East
vs. LEY, MW, WB

Lemont Invitational
Wednesday, January 28, 2026
6:15-9:00 pm
@ Lemont HS

Pictures from WSML Meet #2:

2nd place Pre-Calculus team



2nd place Advanced Algebra team:



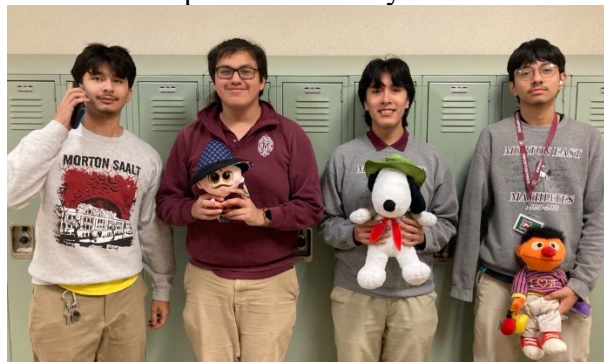
2nd place Oral Team



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Dr. Josh McMahon
Assistant Superintendent for Educational Programs



2nd place Jr/Sr Relay Team





Social Science and Fine Arts- Kevin Vesper, Director
Curriculum Updates - College Ready

- On November 2nd, Social Science biliteracy teachers participated in their 2nd curriculum day, this time focused on strengthening comprehension and analysis skills. During the session, teachers completed common instructional strategies, developed a comprehension annotation guide, designed pre-reading analysis activities, and created cause-and-effect graphic organizers. These instructional resources will be implemented across all Social Science biliteracy classrooms to support the development of students' essential social science skills throughout the curriculum.
- On November 12th, Social Science and English teachers held their first-ever collaborative curriculum day, focused on strengthening Tier 1 reading and writing strategies for students. During the session, teachers explored how each department integrates literacy into instruction, emphasizing common skills and shared language to support student development. The team identified key reading skills shared across both disciplines, and the next step will be to develop tangible strategies that specifically target the growth of these common skills in both curricular areas as well as the ACT.
- On November 20th, the U.S. History team held their final curriculum day of the year. The team began by identifying the skills assessed during the second semester and pinpointing any skills that were underrepresented, limiting students' opportunities to demonstrate proficiency. Assessments were then created for these unrepresented skills, followed by revisions to existing second-semester assessments to ensure all skills were accurately represented.

PLT Highlights – Life & Career Ready

- Morton East had a successful play, *Electricidad*, and Morton West showcased the highly popular musical, *Grease*. Students at both schools dedicated months of hard work, rehearsing tirelessly to bring their productions to life. Their commitment and collaboration were evident on stage, resulting in performances that were not only well-executed but also enthusiastically received by audiences. Both productions were very well attended, with community members and families filling the seats to support the students' remarkable efforts and talent.
- The Ides of March, proud Morton alumni, generously donated two new drum sets to support the music programs at both Morton East and Morton West. Their gift will enhance students' learning experiences and provide valuable new instruments for future performances and classes.
- Morton West's Art Jam brought together students from all visual arts classes in the small auditorium for a collaborative creative experience. Using shared skills and techniques from their courses, students worked side by side to design and build a unified art installation for D-Hall. The event highlighted their creativity, teamwork, and artistic growth while contributing a vibrant new display to the school community.
- Our courses were featured prominently in elective fairs across all school campuses, giving students and parents an opportunity to explore the wide range of offerings available. Attendees were able to ask questions, interact with students, and learn more about the skills and experiences each course provides.
- AP 2D Art & Design students participated in Mini Portfolio Day at Deerfield High School, where they had the opportunity to meet with colleges from across the Midwest and receive professional reviews of their portfolios. This experience allowed students to gain valuable feedback, explore potential postsecondary pathways, and further develop their artistic skills in preparation for future opportunities.



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Dr. Josh McMahon
Assistant Superintendent for Educational Programs

Department Highlights

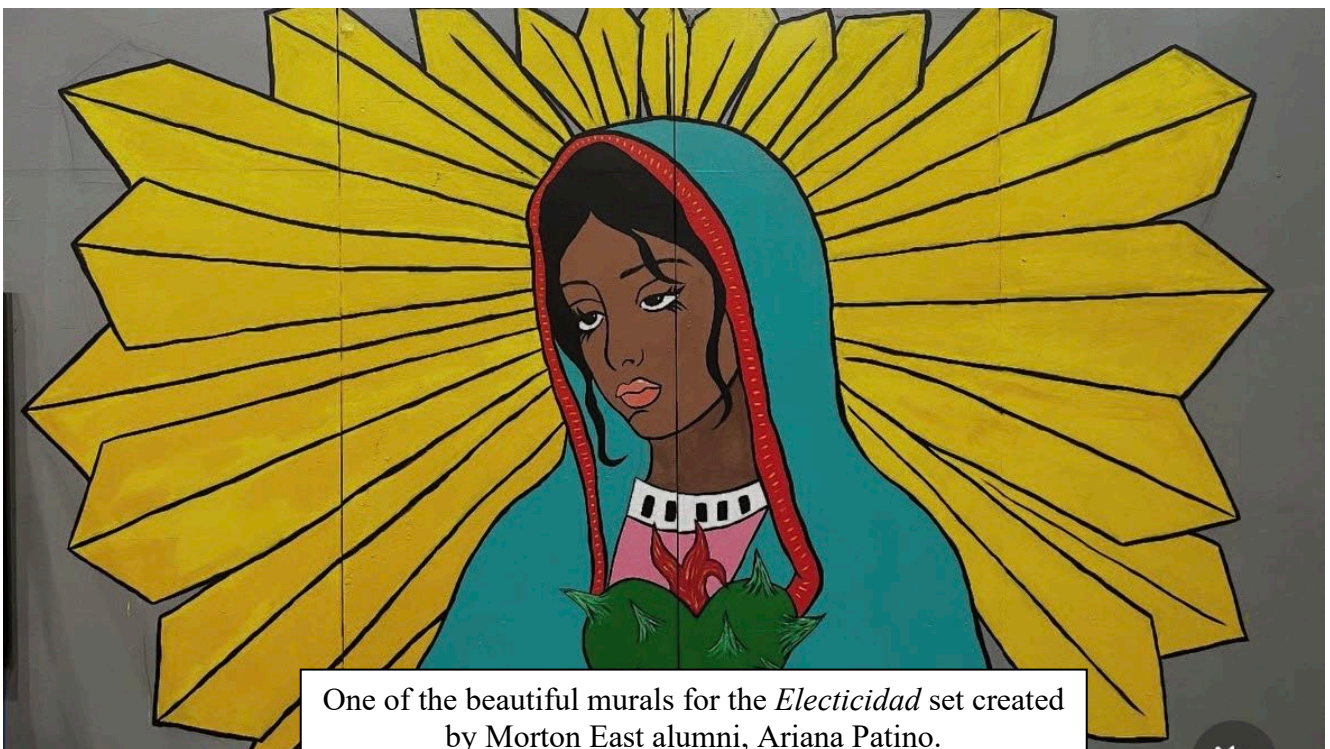
Tyler Lubinus and his students had a successful run of *Electricidad*, showcasing their talent, hard work, and dedication. Their performance was a powerful display of creativity and collaboration.



Mr. Lubinus welcomes the audience and offers opening remarks before the play begins.



Student Pedro Martinez delivers an intense performance in the dramatic final scene.



One of the beautiful murals for the *Electricidad* set created by Morton East alumni, Ariana Patino.



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

Congratulations to Emerson Steinhaus and the entire cast and crew on a fantastic run of *Grease*! Middle schoolers, students, parents, staff, and members of the community all enjoyed following Danny Zuko and Sandy Olsson as they sang their way to true love. Check out these photos captured before and during the show!





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



The Fine Arts Department played a major role in Morton East's Hispanic Heritage Assembly. On the left, Ms. Jensen joins in as a contestant during the trivia round, while on the right, the Mariachi ensemble performs for the audience.





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Dr. Josh McMahon
Assistant Superintendent for Educational Programs



Marching Band students soaking in the Oscar Mayer
Weinermobile before the Houby Day Parade

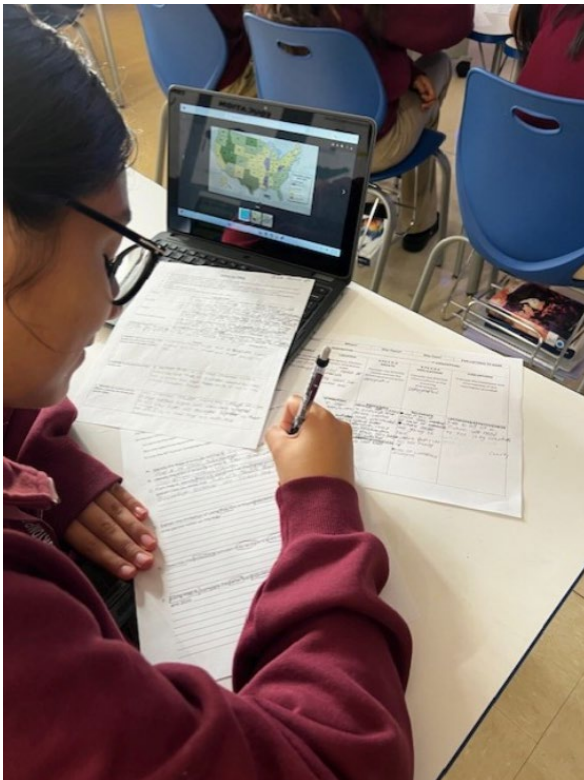


The Color Guard and Marching Band right before the
start of the parade.





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Dr. Josh McMahon
Assistant Superintendent for Educational Programs



An AP Human Geography student using their 5 step analysis skills to help write their first FRQ.



Ms. Duré and Charlie Sanchez at the “Extra Credit” exhibit opening reception at Artspace, Chicago.



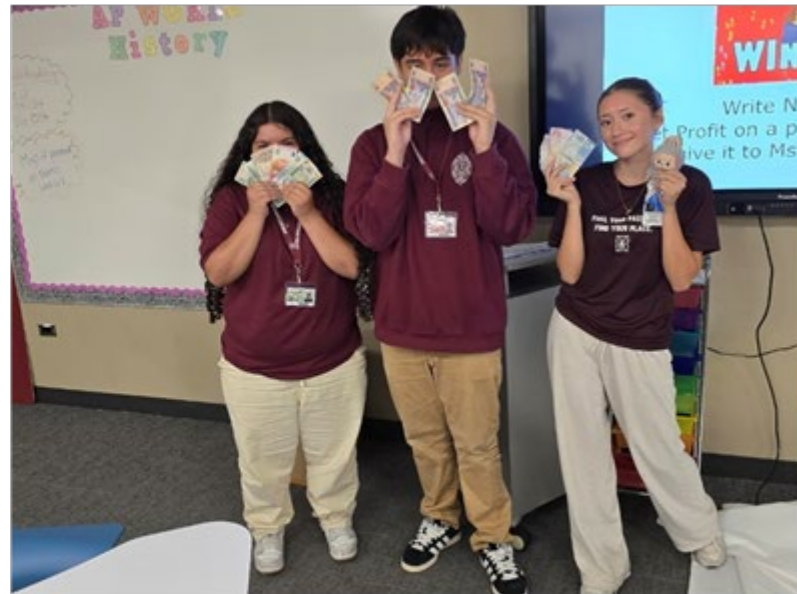


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Assistant Superintendent for Educational Programs

The Morton West Video students with the Ides of March.



Students work together to analyze maps that they will present later to class.



AP World History students hold up their earned currency during a trade route activity.



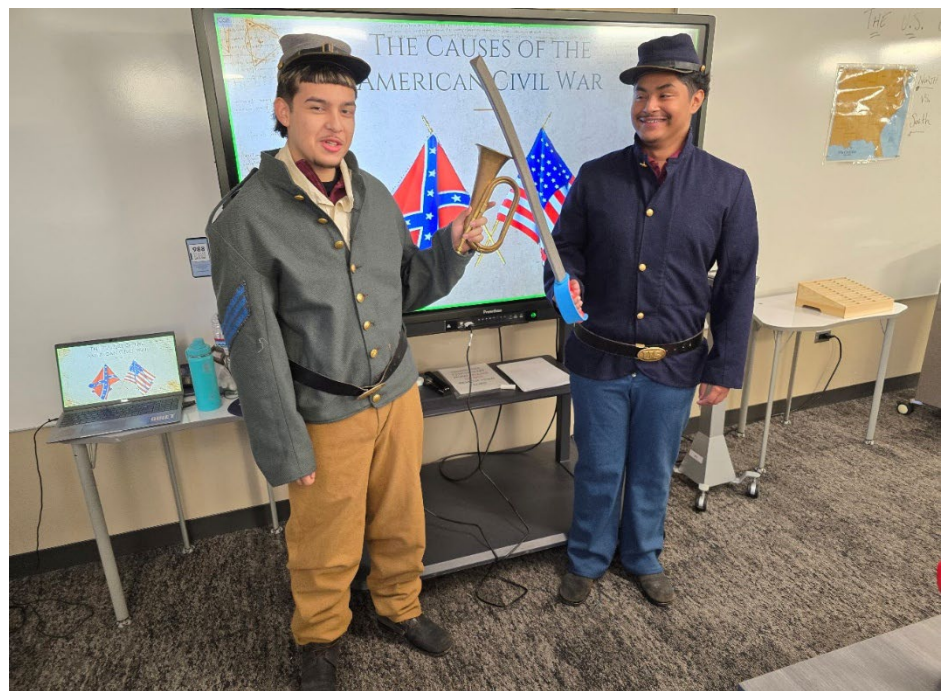


FROM THE OFFICE OF
Dr. Josh McMahon
Assistant Superintendent for Educational Programs



Morton West Fine Arts teachers brought their students together to jam out and let their creative vibes out together last week. It was a great collaboration across the department and opportunity for some mingling across the arts.

Two students are dressed in full replica uniforms from the American Civil War era during the American Civil War History Trunk event at Morton West.





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



Fine Arts Students of the Month with the Morton East teachers that nominated them.



Visual Arts students helping set the vibe for Homecoming



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



Visual Arts students enjoy a final photo at the Elmhurst Art Museum, capping off an amazing field trip!



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

College Ready

We've signed three agreements with Morton College for Dual Credit in alignment with three of our approved teachers (Mr. Scaletta, and Mr. Jacklin at East campus and Mr. Tompkins at West campus). Agreements have been signed for Personal Fitness 3, Cross Fit 3 at Morton East, and Cross-Training at Morton West. I am looking forward to continuing work with Morton College and thanks to Jaime Halmon, Michelle Herrera, and Sara Helmus at Morton College. We're set up for the Morton College Summit in February to potentially add some more classes for dual credit.

Career Ready

West –

Melissa LeBeau will be speaking at the IAHPERD convention in Tinley Park and will be on a panel in direct relation to the work that she has been doing for her Sports Officiating classes. This convention is taking place on December 4th and December 5th and Melissa will be speaking on Friday, December 5th.

Life Ready

FC-

One of the FC students is going to try to beat the Pacer Test record at FC. The record is 131 laps for the 20-meter test. Students have to run in a straight line at 20 meters, they must stay in cadence with the test. The test begins at approximately eight seconds and continues to decrease in time to meet 20 meters. Once a student gets 100 laps, the test is at a 4.8 second interval, which is incredibly fast. We wish good luck to that student that is trying to achieve the FC record.

Students in Fitness classes have taken their Squat Post Assessments, with much improvement from August. Sport classes are in their Final Tournament of the semester, ending their freshmen year of PE with Basketball. Both PE tracks have been focusing on the upcoming Fintessgram Post Assessments tests, which will be taking place right before final exams.

Health classes have all completed their third unit, Nutrition and Lifestyle Diseases. This unit helped students understand how our nutrition and lifestyle habits can either increase longevity, or aide in its deterioration, increasing the risks for lifestyle diseases. Students reflected on their personal choices and habits to see what their path for longevity looks like.

FC Picture below of a basketball unit with Mr. Joe Hovanes. Looks like a basketball passing drill with quality use of space, for true engagement and full participation. Look at those students in those beautiful maroon PE uniform tops, shorts, and sweatpants.



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



West Campus-

The West students have finished their third and fourth units and are rounding out the semester with our unit 5 activities. The Leadership Training students have been working hard and are gearing up for their permit tests next week. Tracey Bornheim (Lead Teacher) met with the SLT members and reiterated the endless opportunities for students to attend make-ups, as well as their Skyward follow-up to parents and the PE contract that is sent home to students who have accumulated six absences and/or three no-dresses.

East Campus -

The East PE Department has completed their Fitness Testing for the semester. Teachers will begin reviewing data and set goals for aiding students in improving their fitness levels for the 2nd semester. Lifeguards are working towards their certifications and Leaders will begin their Drivers Ed course work. Teachers have been working hard within PLT groups to come up with interventions to aid in our ABC rate. Students have been attending a variety of makeup opportunities. The department has taken on an all-hands-on deck approach working together to help students catch up and stay on track to graduate. We have seen over 100 students a week attending our makeup opportunities.



East Pictures of Night School Bowling at Striker Lanes in Berwyn, Il.



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

College Ready

Across all campuses, November was marked by strong career exploration and readiness efforts. At East, students participated in a full Career Week featuring a resume workshop, career fair, and guest speakers representing industries such as cybersecurity, culinary arts, fine arts, teaching, accounting, and healthcare. East also administered the ASVAB, supporting students exploring both military and civilian career pathways. West expanded career awareness by creating a Trades Guide to support students interested in trades pathways. At the Freshman Center, students engaged in career-connected field trips to Morton College, while counselors continued SchoolLinks onboarding and delivered targeted GPA lessons in Freshman Edge classes, which spurred important student academic conversations and highlighted varying levels of gradebook understanding. FC also launched course selection activities in Freshman Edge. Meanwhile, students at MAS visited the Mid America Carpenters Training Center to learn about apprenticeship programs and tour the facility.

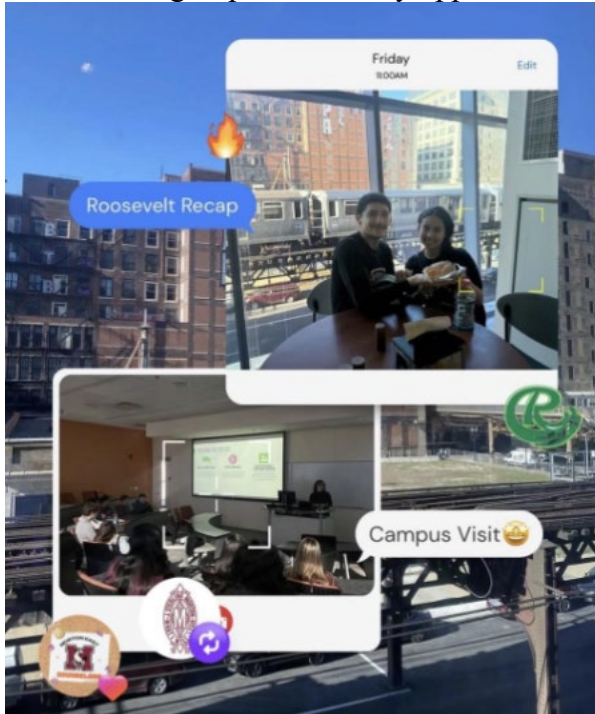


MAS Mid America Carpenters Training Center visit on 11/14/2025



Career Ready

College-readiness initiatives continued across campuses. At East, the CCC organized college field trips to Roosevelt University and North Central College and hosted FAFSA completion workshops to support families. West hosted a well-attended college workshop for juniors that introduced target, match, and reach schools, and also coordinated college visits to Elmhurst and Loyola while offering two evening FAFSA workshops. English classes at West additionally benefited from a collaborative networking project tied to postsecondary planning. At the Freshman Center, counselors facilitated additional Morton College field trips for Green 1 and Maroon 2 groups, strengthening exposure to local college programs. Students at MAS also visited Morton College on November 19 for a campus tour and program overview, expanding their understanding of postsecondary opportunities.



East visits Roosevelt University

Life Ready

Life-readiness efforts emphasized wellness, community involvement, and life skill development. East students contributed volunteer service hours by supporting preparations for the campus posada. West continued offering weekly drop-in support in the library and is transitioning to a new “Find Your Calm Fridays” format. West students also organized a food drive for Youth Crossroads, received structured re-entry support upon returning from hospitalization, and attended four-year course selection presentations to strengthen long-term planning. At the Freshman Center, the student support team provided ongoing community-concern check-ins with students and families, while students participated in AP Stress Management (Donut Stress About It) sessions to build skills for managing stress and time. FC also supported a Young Men’s Group focused on referral reduction, launched a Newcomer Group whose first cohort volunteered as ambassadors, and introduced a new stress-management group for students. NAMI partnered with FC to deliver mindfulness presentations during health classes. MAS expanded wellness programming by launching an after-school fitness club in collaboration with Youth Crossroads, offering



personalized workouts, nutrition guidance, stress-reduction strategies, and supportive mentorship. At MTC, students participated in a Thanksgiving celebration that allowed them to practice social skills built throughout the semester.



FC Health classes Mindfulness presentation 11/24/2025

Curriculum Review and Updates

Curricular development continues across campuses. All campus lead counselors participated in the district-wide curriculum planning day at the Freshman Center, where they began integrating new SchoolLinks-aligned lessons into the counseling curriculum, aligning PACE activities, and developing consistent materials for SchoolLinks implementation. West teams worked to strengthen Tier 1 instructional and life-readiness support by hosting “No E in Thanksgiving” academic workshops for freshmen, operating a sophomore counseling corner, and providing juniors with targeted goal-setting workshops to support end-of-semester improvement. This past month, all counselors collaborated with directors to finalize course selection updates for 2026–27, received training on the SchoolLinks Course Planner, and contributed feedback to strengthen our SchoolLinks implementation. Counselors from each campus represented the district at the Illinois School Counselor Association Conference, where our very own Gabe Villanueva presented at a listening session for school counselors.