



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

CTE Department – Colleen Del Monaco, Director
Curriculum Updates –

- ◆ West Fire Science students had hands-on experiences experimenting with firefighting air packs.
- ◆ West Welding Tech I students have been learning 4f welding on overhead fillet welding. Welding Tech II students were learning MIG welding in the 1f position or flat fillet
- ◆ West level I culinary students prepared mini apple pies during the fruit unit. Level III students took a deep dive into Chicago Dining, focusing on serve with Charlie Trotter. Students also prepared fish tacos, practiced setting the table and served each other's lunch.
- ◆ East Graphic Arts III students designed and printed the girl's basketball posters, Graphic Arts II students designed all of the Spring Musical Mean Girls promotional posters, as well as themed mugs that are raffled off as part of a fundraiser for the Dinner and Theater event in March.
- ◆ East Auto I students are currently finishing up the engines unit and have been practicing breaking down and rebuilding engines in small collaborative groups.

Student and Staff Accolades –

- ◆ Culinary Arts students from Morton West and Morton East competed in the FCCLA Star Sectional Event for Culinary Arts and Baking and Pastry, on Friday January 31, 2025 at College of DuPage. Six students are advancing to the state competition on March 28th at College of DuPage. From East: Nadia Perez, Yaritza Martinez, Myla Arellano and Jaquelin Valdez; from West: Camila Diaz and Monserrat Lopez-Hernandez.



CTE Students hard at work across the curriculum ...





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





Career and Work Based Learning

Professional Development:

- ◆ Teachers:
CTE teachers continue to meet in their PLTs to discuss established SMART goals and analyze data collected from student assessments.
- ◆ Staff:
Curriculum work was completed on 1-14-25 for Graphic Arts

Programmatic Updates:

- ◆ 6 Dual Enrollment Oakton College students were placed in Walgreens locations in Cicero and Berwyn to in January to complete their required 250 clinical hours for their Pharmacy Tech license

Partnership Updates:

- ◆ Met with Ms. KiShana Ector to create a partnership with Loyola Medicine - MacNeal Hospital for a Health & Medical Careers Student Internship
- ◆ Working with Principal and Human Resources department at Goodwin Elementary to establish a Teaching Internship partnership for 2025-2026

College & Career Center highlights:

EAST

- ◆ Since the beginning of the school year through 2/3/25, the Morton East CC Center has had 2,869 student contacts.
- ◆ FAFSA/Alternative Application Workshops for students/parents on January 14 and January 25
- ◆ Approximately 53 Morton East families in attendance
- ◆ Field trip with 40 students to Saint Xavier University on January 28
- ◆ ISAC financial aid office hours
- ◆ ISAC representatives continue to hold office hours in the CC Center every Monday, Wednesday, and Thursday during all supervisions



- ◆ Held Morton College dual enrollment registration days in the CC Center on January 9, 13, and 20
- ◆ Local Scholarship application opened in January with a deadline of Sunday, March 16
- ◆ Over \$50,000.00 available across 20 different scholarships
- ◆ Held student info-session to cover scholarship details and application process
 - Upcoming Notable February Events:
- ◆ FAFSA and Alternative Application workshop scheduled for 2-4-25
- ◆ Field trip scheduled to Elmhurst University on 2-27-25

WEST

- ◆ Morton College Dual Enrollment days at West 1/9, 1/16 & 1/21
- ◆ Youth Crossroads Workforce Development representatives met with interested students regarding available opportunities 1/14
- ◆ ISAC representatives available to assist students with FAFSA, financial aid and scholarships every Monday & Wednesday during all lunch hours in the College & Career Center
- ◆ Kicking off Local Scholarships! Now Live!



Special Education – Carol Best, Executive Director of Student Support

A huge shoutout to our incredible Special Olympics Basketball team for an amazing season! Your hard work, dedication, and team spirit were truly inspiring! A big thank you to all the fans and supporters who showed up to cheer us on—it made the night even more special! And of course, a special round of applause for Coach Calcagno, Coach Organ, Coach Nelli, and Coach Danita, Coach Affatato, Coach Muñoz, and Coach Drew’s—we appreciate everything you do!

Students are doing a great job transitioning into second semester! They are aware of the effort it takes to maintain good grades and are doing a good job starting strong. All Sped staff took part in the end of the year PD where we met as a district to discuss curriculum and where sped stand in terms of implementation.

College

USH inclusion students are finishing writing DBQs about Imperialism and the Spanish-American War ("Should The United States Have Annexed the Philippines?") and beginning their study of World War I.

The focus this month has been on improving academic opportunities for students by working on developing “cusp” English and Math classes for those who fall between the ASI, FSI, and LDI demographics. Jen is working to implement these new classes for the next school year to better support students' unique needs. Additionally, we are implementing a universal curriculum-based vocabulary goal for the second semester in FSI, ensuring that all students have a consistent and structured approach to vocabulary development.

The West inclusion team is wrapping up administering the STAR assessment. This assessment will allow teachers and students to progress monitor academic growth and identify areas of potential need.

Career

Students in ED Resource collaborated over the January Job Leads and discussed the pros and cons of certain job opportunities. Students also coached each other on interviews and online applications. Several important discussions took place this month regarding instructional practices, teacher workload, and professional development. DLM training was scheduled for the 2-28 PD Day.

We had the opportunity to send a team of freshman work program students to the YMCA Community Market, where they helped package food for the elderly in our community. They did an amazing job, and we are so proud of their hard work and dedication!

Our work program students visited Marquette Bank to learn about financial literacy, gaining valuable insights into managing money and making informed financial decisions. It was a fantastic learning opportunity, and we’re excited to share some photos from the trip!

Life

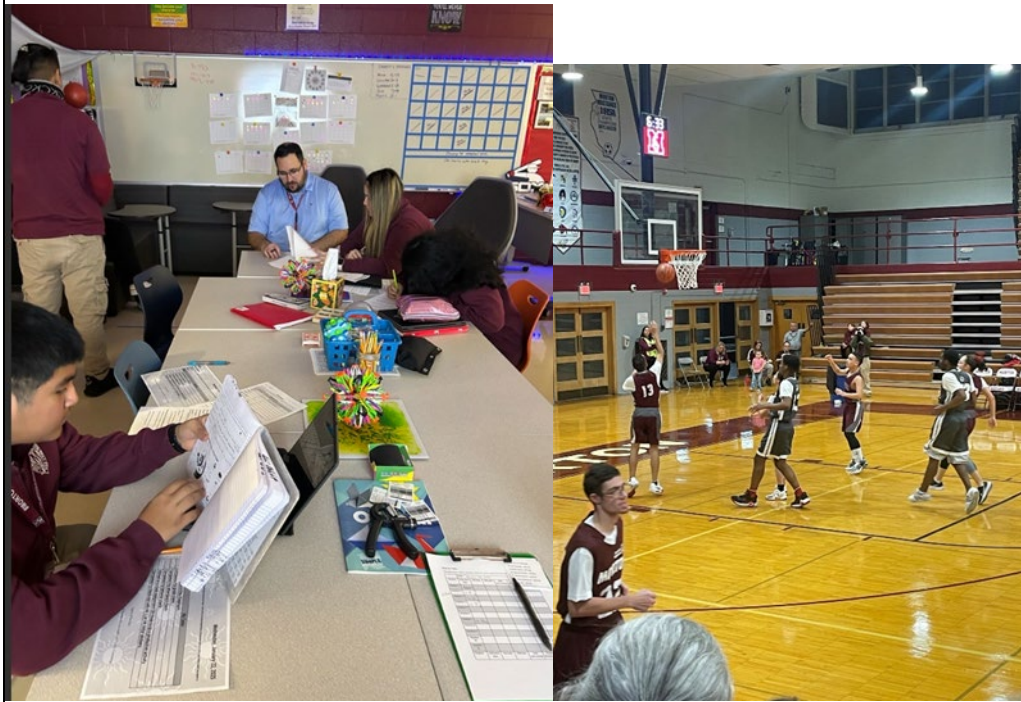
Related 2 is working on their car-buying projects leading up to the auto show.

In Science, the students devised real-world scenarios in which the chemical reaction pattern(s) match a scenario in life.



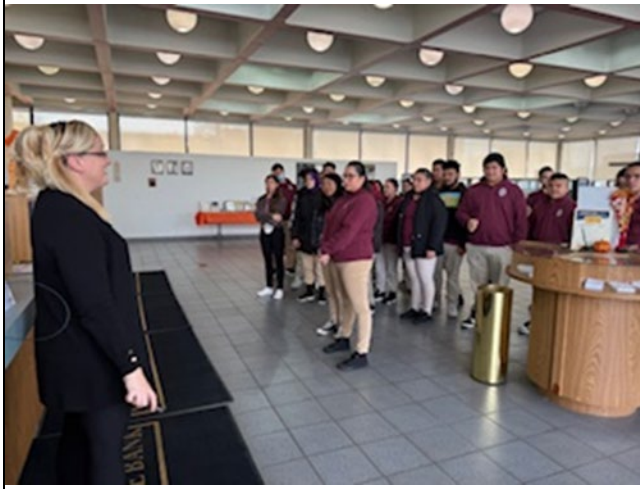
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Assistant Superintendent for Educational Programs

PHOTOS:



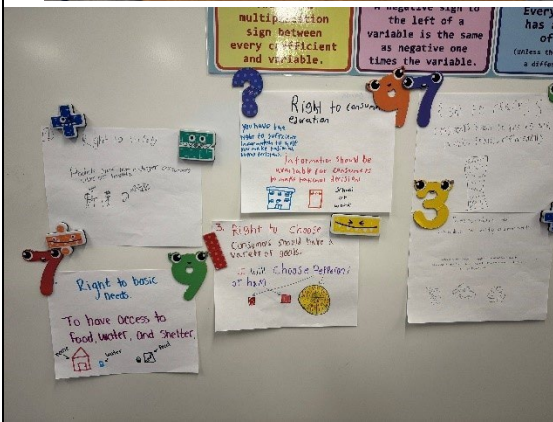
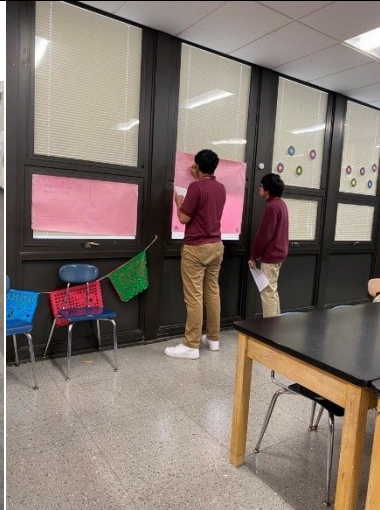


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Description: Students in ED Resource have been utilizing their "Work Hard Thursdays" to prepare for quizzes and tests, work on their reading intervention program (Achieve 3000), and complete make-up work. Students have also been utilizing a new intervention, which is a personal agenda checklist, to guide them through tasks throughout the class period. So far, the agenda checklist has been successful



Description: LDI students working with the World History Aide on an assignment for extra support.



English Learners and Modern Languages- Melody Becker

Curriculum Updates –

College and Career

- AP Spanish Lang moved from a writing focus to a speaking focus. They are working on the conversation.
- AP Spanish Literature continues to analyze the readings and take practice tests and FRQs independently.
- SLA V students are focusing on social problems and the genre or social realism. To introduce the unit, they looked for a song in Spanish, they analyzed it, identified the problem, gave a summary, and gave their opinion of the song and the type of social problem that song is talking about. Then they did a formal presentation.
- SLA IV began their second semester by introducing the rules of accentuating. For that, we had to start by reviewing how to divide a word into syllables when the word has one, two, three, or four consonants between syllables, or if a word has two vowels together, looking if they are diphthongs or hiatus. After that they learned how to find the stressed syllable in different words, which for a Spanish speaker is difficult since we don't have to pay attention to where the stress is to pronounce the word correctly since we already speak Spanish. After that, they learned the names of the words depending on the stressed syllable: *agudas*, *llanas/graves*, *esdrújulas*, and *sobresdrújulas*. Students learned when each word should be accentuated. Some teachers did the PACE model to learn the difference between the hiatus and the diphthongs, letting students come up with the differences before checking if they were correct or not. The PACE model was also used in the rules of accentuation. After learning what a palabra aguda is, students were given groups of aguda words where they had to separate them into groups to figure out the rule of accentuation. They had to explain when they have an accent mark and when they don't. Then they did a carousel where they looked at the different groups to see the similarities and differences and after going over their findings, they saw if they were right or not.
- Chinese students created different activities to celebrate Chinese New Year. Students will have dumplings on Thursday, January 30th.
- EL 1-4 practiced for ACCESS and took SummitK12 interim assessment in preparation for ACCESS testing.
- EL 2 students are completing STAMP testing for the Seal of Biliteracy.
- All ELs are ACCESS testing.
- EL 4 students are practicing argumentative writing in preparation for ACT.
- EL 2 has started their career unit which culminates in mock job interviews. Students have completed the Strengths Explorer on Naviance. Students learned about their strengths which leads into career research and authentic discussions using Parlay to examine their strengths and how strengths/abilities/interests play into selecting a career.

Life

- French 1 has done 2 projects this month. The first was creating a song parody and music video about how to conjugate ER verbs. The second was a family tree presentation in which they created a real or imaginary family tree and shared it with the class.
- Students in Spanish classes learned how some Spanish speaking countries celebrate three kings' day. The Spanish department had a carousel, where each Spanish class had a different activity, in which it showed the students different activities from Spanish speaking countries. They completed three activities and once they returned to their class, they cut a rosca, bread



shaped in an oval. Many students had never had the bread, so it was a great learning experience for them.

- SLA IV students created in a hexagon six different goals in six different categories: physical, emotional, academic, Spiritual, Intellectual, and environment or social. Afterward, they were placed into three groups (10 students in each group if everyone was present) where they presented their goals to the group and had to see who they connected with. Afterward, they worked together to attach all the hexagons, so they were all connected to each other. At the end, all SLA IV classes from the same classroom were attached to show how everyone is connected. Students also wrote a letter to themselves to be opened in the future explaining what goals they chose, why they chose them, and what steps they need to take in order to achieve them.
- EL 1 is beginning their art unit learning vocabulary and grammar they will use to write an essay at the end of the unit.
- EL 3 worked on their Malawi project which is an intro project to build background knowledge before they begin reading *The Boy Who Harnessed the Wind*.
- EL 4 students are learning about their own life perspective and how to understand others' perspectives who may be different from their own, as well as learning about perseverance through the analyzation of different speeches.



Science Department- Eric Bjornstad, Director

Curriculum Updates –

- STEM Physics worked with STEM Integrated I on skill-based curriculum for next year, as well as cross-curricular projects to implement.
- Science Lead Teachers and Team leaders engaged in the literacy workshop held by instructional coaches at West campus. Some teaching staff began focusing on implementation the following day.
- PBS completed curriculum work for the transition to skill-based curriculum next school year.

Professional Development –

- Kevin O'Toole, Jim Conley, and myself have worked to create professional learning for science teachers that assists them in creating inquiry based lesson plans that are data driven and allow for deeper alignment to skills in the content areas. Additionally, lessons will align to focus skills and literacy strategies. This two-part series will take place on February Institute Days.

Student and Staff Accolades –

Biology students use soap bubbles to learn more about cell membranes.

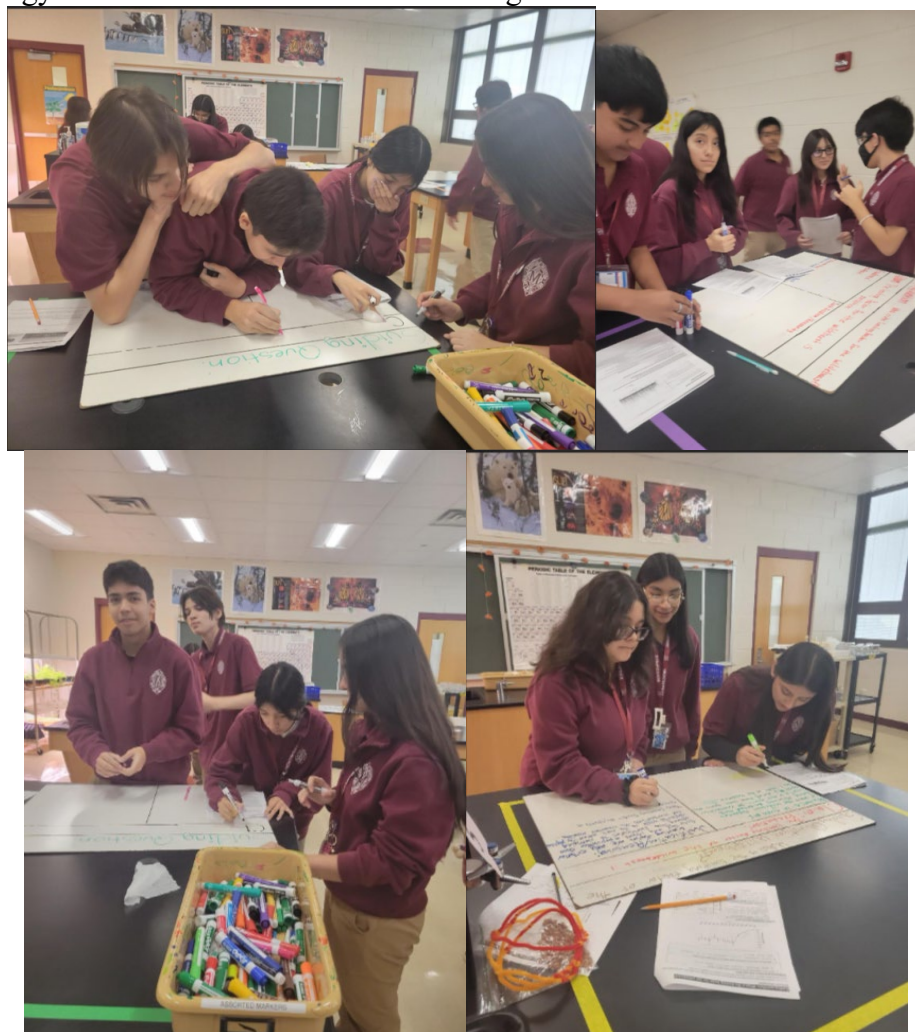




Biology Students growing Beans



Biology students use white boards for an argumentation session about their CEJ.





PLTW classes at East Campus watched a Live Heart Surgery in the Auditorium together

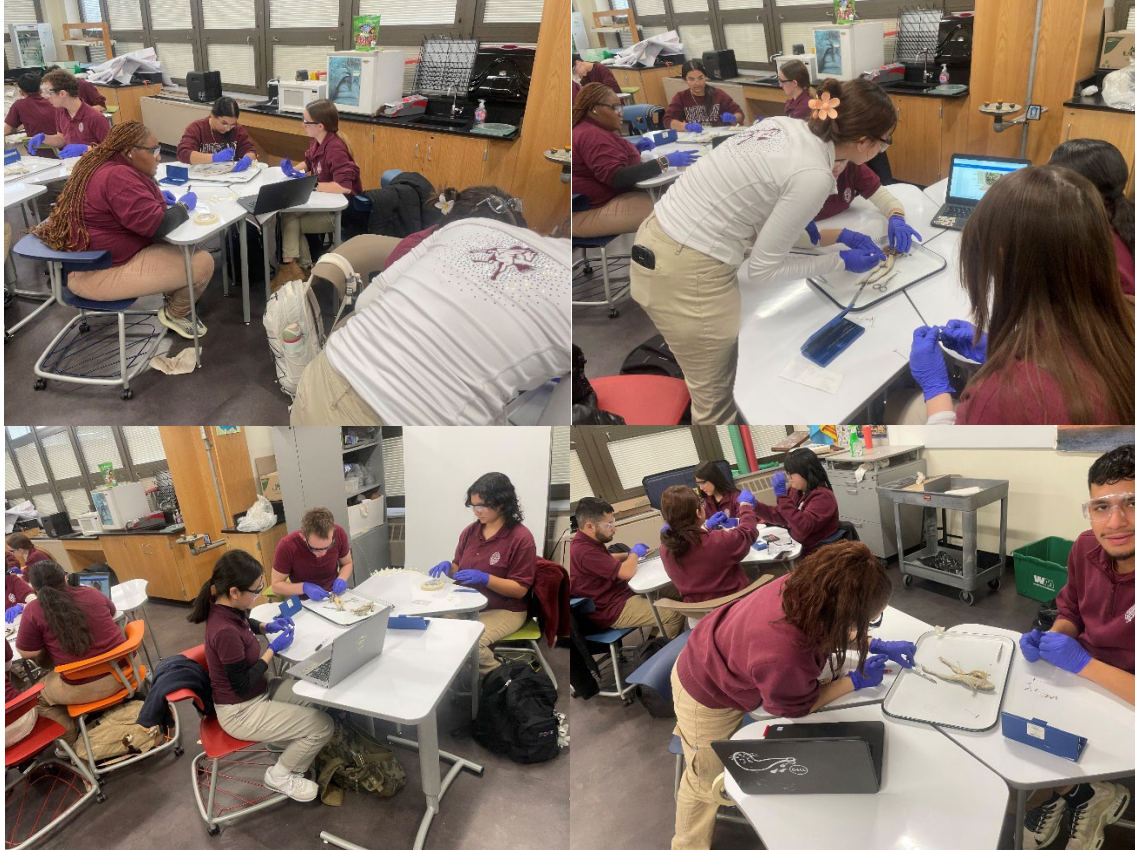


Earth Science Classes at East collaborated in order to classify various minerals





Frog Dissections in West Campus Zoology Classes



Demonstrations with Methane bubbles in Chemistry at West Campus





English Department – Mark Sujak

Curriculum Updates

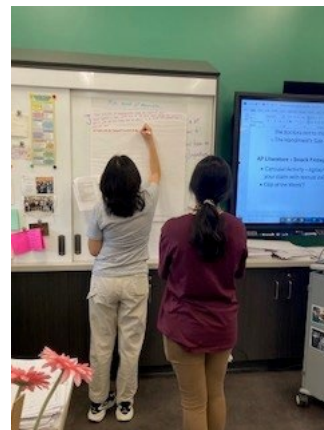
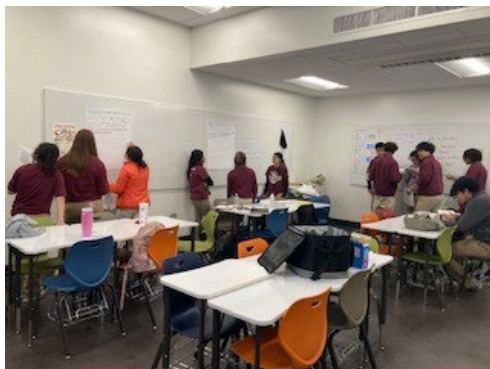
- AP Seminar students have been working on preparing for the writing tasks on the end of the course assessment, as well as their second mock task, an individual research paper and presentation.
- English II Core and AP Seminar will begin the curriculum writing process later this semester to have a new curriculum ready to roll out next school year.

Professional Development -

- Team leaders have been utilizing the resources that the instructional coaches shared focusing on improved instruction in the seven high frequency literacy skills. Teams have been integrating the skill development into their regular curriculum to ensure that this focus becomes part of the central core of the class.

Student and Staff Accolades –

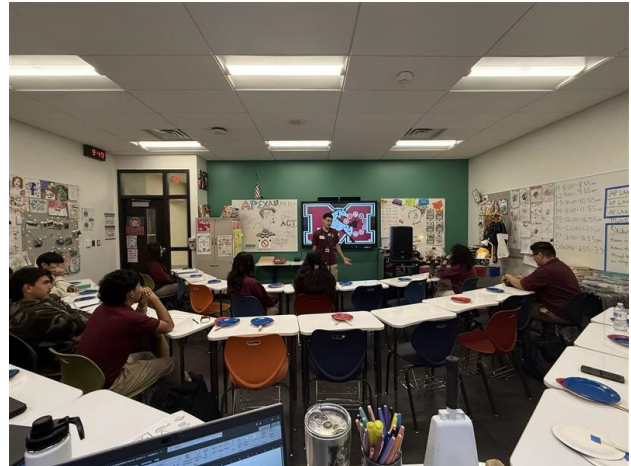
- Latin American Literature students visited the Museum of Mexican Art in Pilsen! Students looked at several art pieces related to class content and toured the murals in the neighborhood. Students saw a painting of the legend of Popocatepetl and Iztaccihuatl, which they read during our Myths and Folktales unit. Students looked at alebrijes, which they are creating during the final unit of the class.
- AP Literature and Composition students participated in a carousel analysis activity for *The Turn of the Screw*.





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- AP Language and Composition students participated in a story slam modeled after The Moth to practice using anecdotes and narrative to develop and convey arguments.





Math Department - Megan Holub, Director

Curriculum Updates

- The Math Department wrapped up our first semester curriculum writing at the end of the December. We had many teachers writing and refining curriculum for the courses:
 - Integrated Math II Honors
 - Integrated Math III Honors (new course this year)
 - AP Precalculus (new course this year)

- Second semester we will begin focusing on courses that are next up on our curriculum wave. In addition, we will create and modify some Summer courses.
 - Integrated Math II Core / Honors
 - Summer Bridge Courses
 - Summer STEM Course

Hanover Research: Dr. Josh McMahon and Megan Holub met with the representatives from Hanover Research on January 16th to discuss next plans for the in-depth interviews. We have approximately 10 teachers that will be completing an in-person interview about the integrated math pathway and Carnegie learning.

The next meeting scheduled is February 20th. See the list of scheduled projects that will continue throughout the rest of the school year:

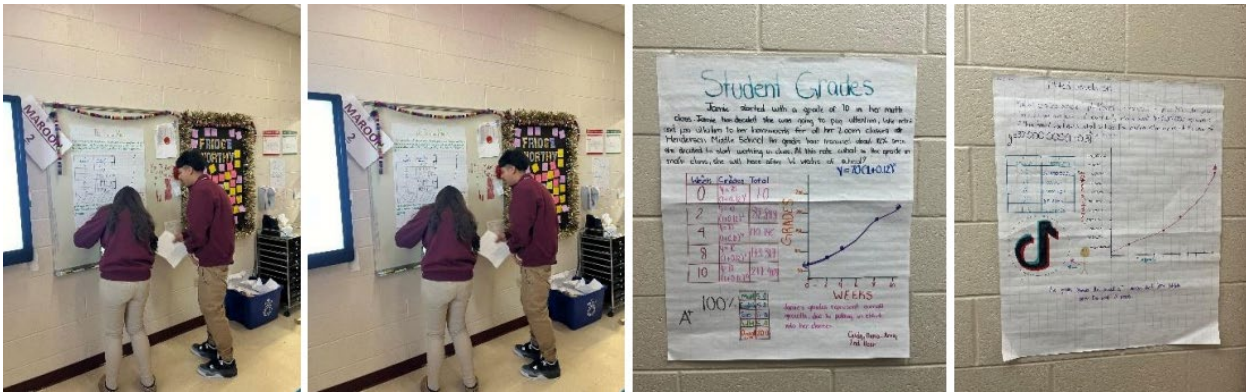
Hanover Actions	Hanover Timeline	Morton Actions	Morton Timeline
Hanover provides detailed Scope of Work and survey instrument for Morton's review	✓ 9/19/24		
		Morton approves Scope of Work and survey instrument	✓ 9/27/24
Hanover programs and tests survey. Hanover sends survey links and launch instructions to Morton	October 2024	Morton forecasts the survey with its community	October 2024
		Morton launches weblink	10/28/24
Hanover monitors response rates and provides updates to Morton	Week of 10/28/24		
Hanover closes survey	11/1/24	Morton announces survey close	11/1/24
Hanover delivers PPT Analysis and Data Supplement	Early December		



Great things we've done:

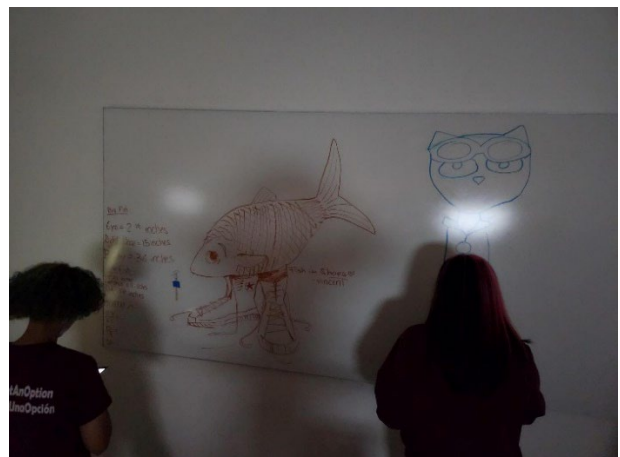
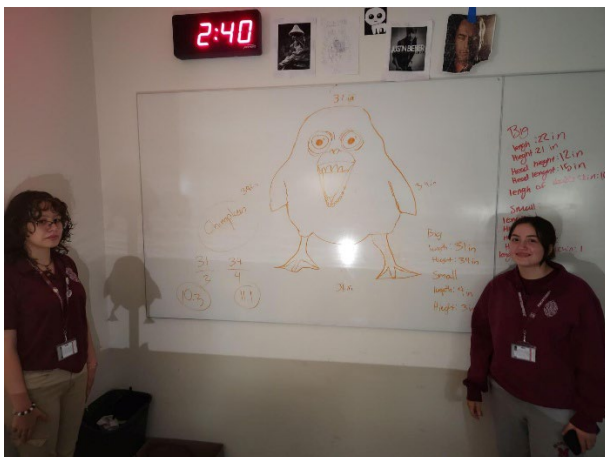
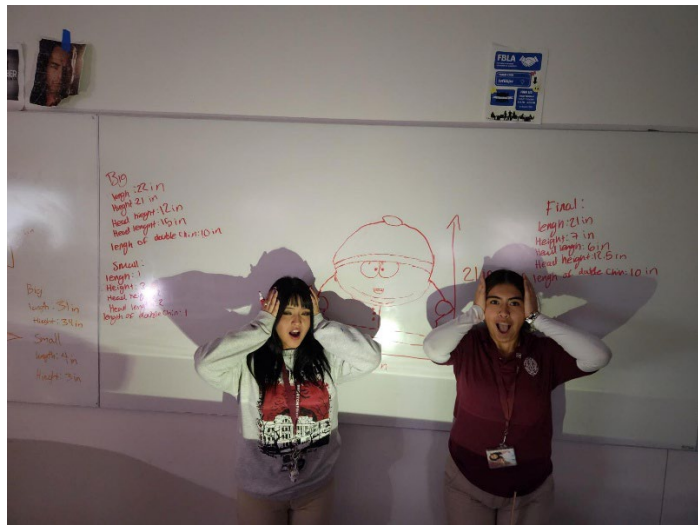
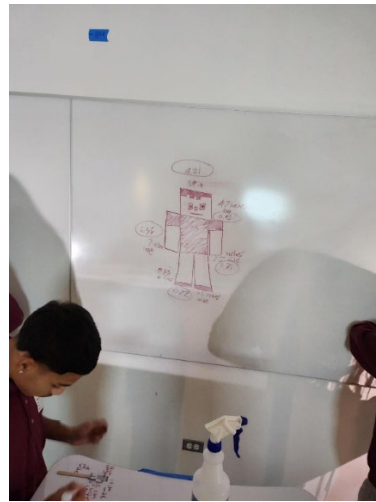
Morton West Math Department ABC Rate: Morton West Math Department ended the first semester with a 73.7% ABC rate! Most PLTs had higher passing rates when comparing this year to last year.

Integrated Math I at FC: Ms. Tracy's class worked on real world exponential proje



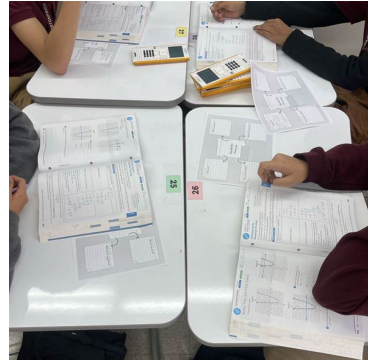
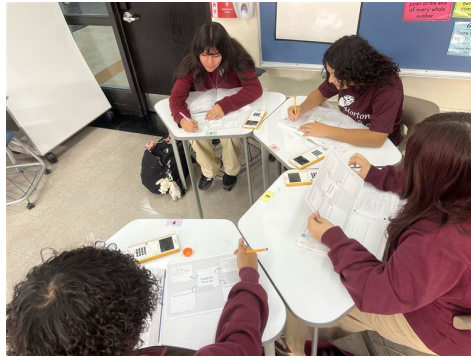
PLTs: The Morton East Math Department has been focusing their efforts for the past month on having high quality lessons available while continuing our journey on a skills-based curriculum. Starting this week, we will refocus on creating new SMART goals for second semester and collecting formative and summative assessment data to show evidence of learning.

Integrated Math II Classes-Lesson on Scale Factor: Students found their own pictures this year. They would use their devices to trace an outline and cut out the photo. They would then use their phone lights to cast a shadow on the whiteboards to create a pre-image and an image. They would then measure both the pre-image and image to calculate the scale factor and see how much bigger their new image is compared to their original. This is a fantastic introduction that I adapted from Carnegie because all aspects of the shape should have the same scale factor. Students talk about why maybe an arm vs a leg have different scale factors and we talk about precision in their measurements and their drawings. MATH STANDARD #6 Attend to precision.

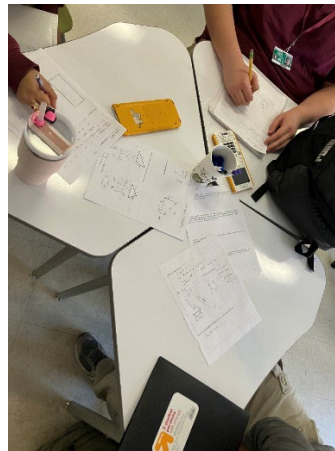




Integrated Math II Honors: students using a graphic organizer to help decode the Carnegie textbook activities.



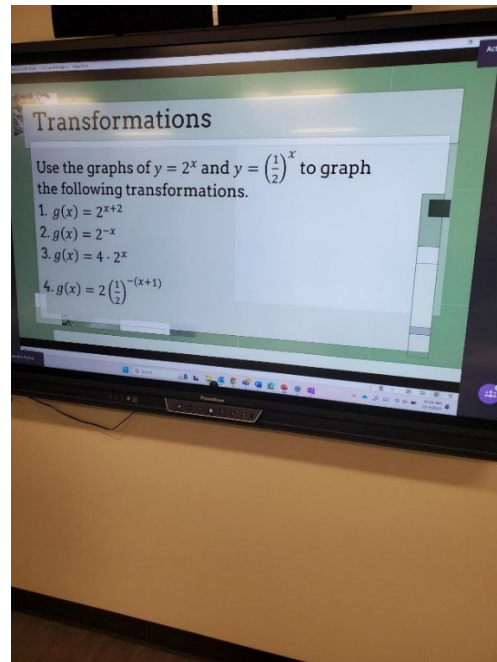
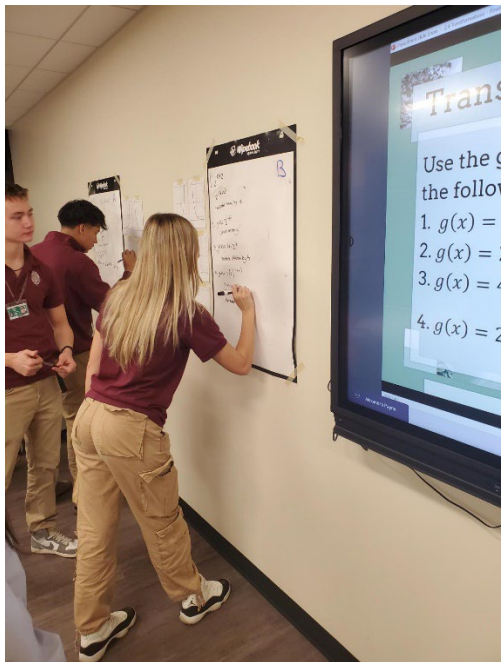
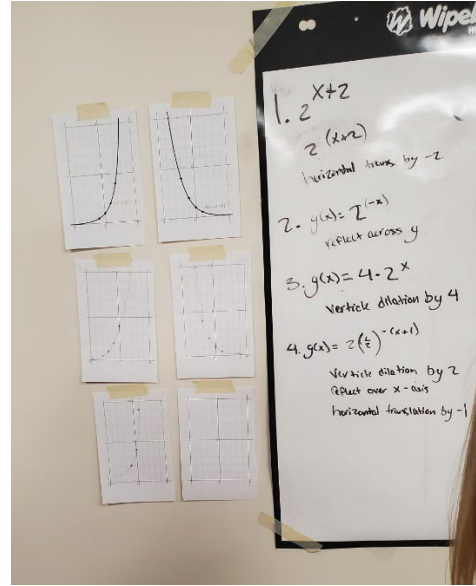
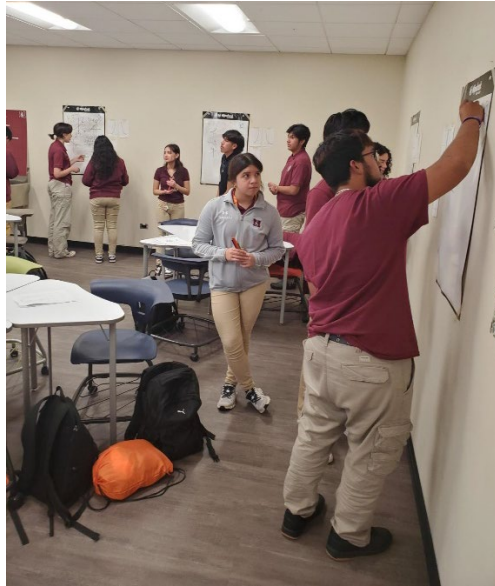
Integrated Math II Core: students using a graphic organizer to breakdown word problems.



Integrated Math II Core: students playing Taboo with Geometry vocabulary.



AP Precalculus: students using vertical spaces to investigate connections between transformations of exponential functions and properties of exponents.



The Morton Roadmap

Content Support Discussions: The Math Content Support teams at each campus have reviewed the interventions and math labs, discussing potential changes to better support our students. Many of the goals are on track to being met.



FROM THE OFFICE OF
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Assistant Superintendent for Educational Programs

Professional Development

West Suburban Math Conference: Nearly all of the Morton Math Teachers are signed up for the West Suburban Math Conference. We are excited to be able to attend and learn new strategies and pedagogy! Thank you for this opportunity 😊

Math Department Book Study: The book study is beginning again in February!

Empowered Minds:
Exploring Building Thinking Classrooms in Mathematics

"Thinking is a necessary precursor to learning, and if students are not thinking, they are not learning." Peter Liljedahl, author of Building Thinking Classrooms, found through research that only about 20% of students in math classes are actually thinking and reasoning about mathematics. *

Join us to explore the 14 teaching practices that Peter has found enhance learning. We will discuss Peter's theories and our own personal experiences with working to get kids thinking! EVERYONE is welcome regardless of experience with BTC!

Mondays/Thursdays 3:30 to 4:30pm
9/19/24, 10/21/24, 11/21/24, 12/9/24,
1/16/25, 2/10/25, 3/20/25, 4/14/25, 5/15/25

Location: TBD based on enrollment—Teachers will be allowed to sign out at 3pm to accommodate travel. Timesheets will be provided.

Send any questions to Heidi:
hkeske@jasmorton.org

Join by filling out this form:
<https://forms.gle/f3aayjH1i22xsynVA>



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Co-teaching: There are 4 teachers (2 at East and 2 at West) who are participating in a co-teaching pilot. Steve Miller & Dan Fordney are co-teaching 1 section of Integrated Math I Core at West. Sarah Schoel & Erica Coss are co-teaching 2 sections of Integrated Math II Core at East. These teachers completed 2 days of PD for co-teaching. More data and information to come on this pilot. So far, the students and teachers are all benefitting from having 2 adults in the room to assist and support their students.



Mathletes:

WSML Meet #3 Results On Tuesday, January 14th, 2025, the Morton East and Freshman Center Mathletes hosted and competed against Leyden, Morton West, West Chicago, and Romeoville in the third meet of the West Suburban Math League.

In the competitions, Morton earned 1st place in 4 events Morton got 2nd place overall!! We had 1st place finishes in: Fr/So 8-person, Jr/Sr 2-person, Jr/Sr Relay, and Calculator team. We had 2nd place finishes in: Fr/So Relay and Oral team.

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

1st Place Calculator Team: Evelyn Miranda, Valeria Haro, Pedro Alvarez, Alexandro Gonzalez Salas, Santiago Zarco, Oswaldo Barron-Alvarado, Jesus Zuniga, Hector Valtierrez



1st Place Jr/Sr 2-person Team: Alondra Cuevas and Emily Andablo



1st Place Jr/Sr Relay: Santiago Zarco, Oswaldo Barron, Alex Lee, Manuel Marrufo:





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Assistant Superintendent for Educational Programs

Morton East/FC Mathletes Calendar for 2024-2025:

IML Math Contest
Thursday, February 13, 2025

West Suburban Math League:
WSML Conference Meet
Tuesday, February 11, 2025
5:30pm @ Willowbrook HS
vs. All WSML Schools

ICTM Regional Math Contest
Saturday, February 22, 2025
9:00 am-2:00 pm
@Concordia University



Physical Education / Health / Driver Education – Clay Reagan, Director

Curriculum Updates –

On February 24th, Health teachers at Freshman Center met to update translations for our Health curriculum. The goal of the translation work is to improve academic success for our EL student. We focused on the most common terminology used in each unit, as well as updating language on common assessments.

We are in the final stages of approval for Dual Credit with Morton College. We are waiting on them to approve teacher transcripts. We have six classes that they have approved as dual credit options. We are hopeful that students will begin receiving dual credit next year.

- CrossFit/Cross Training, Personal Fitness 3, Fitness Walking, Coaching and Officiating, and Mind and Body Wellness.

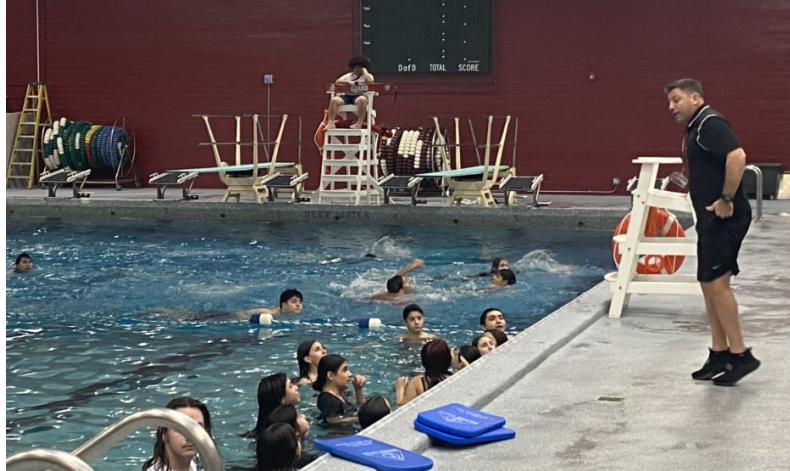
Professional Development –

Our PLT teams continue to apply rubrics to their current units in preparation for next year. We continue to refine the language to make it student friendly and practical for assessing large numbers of students per hour.

Student and Staff Accolades –



Mr. Smith's Personal Fitness class



Mr. Thill provided instruction and demonstration for his beginning swimmers, while his advance swimmer work of stroke improvement in the deep end.



Mrs. Bornheim's Leadership Training students working on their volleyball skills. Students will learn technique and rules of the game in preparation to perform leadership duties next year.



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Mr. Barbian's class working on shot development and scoring at the beginning of their badminton unit.



Innovation and Accountability- Samantha Skubal, Director

Professional Development -

- Biliteracy and Instructional Coaches
 - Literacy PD
 - This month, the coaches completed their Literacy PD to all departments. The coaches have provided customized professional development on the development of literacy skills for each specific department. During the PD, team leaders, lead teachers, directors, and building administrators worked together to learn how to apply literacy skills within the classroom, as well as how to share their knowledge with the rest of their specific departments.
 - Popcorn and Plans
 - The coaches provided teachers with relevant lesson plans, offering time for them to “pop in” and discuss how they can apply the lesson plans within their own classrooms.
- Freshman Edge
 - Edge teachers met again this month to continue work on the curriculum. The teachers continued to meet with Career and College Counselors to discuss how they can collaborate to bring college and career into the class more effectively, including implementing specific lessons and experiences into the last unit of second semester.

Student and Staff Accolades –

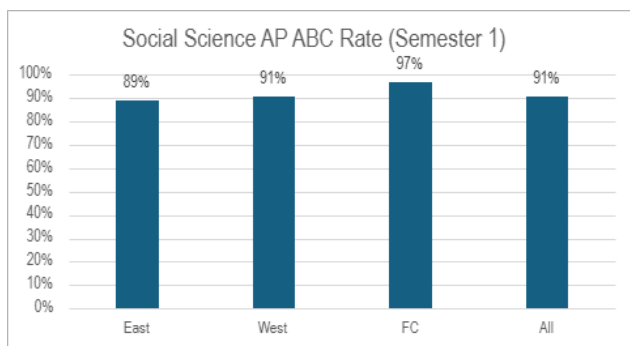
- Biliteracy and Instructional Coaches
 - Literacy Committee
 - Shout out to the literacy committee who has just finished their last Literacy PD, ensuring that every single team leader, lead teacher and director in the district is equipped with the skills to bring literacy for all into each of our department curriculum. The letter C committee consists of Sofia Smith, Carol Medrano, Megan Delaney, and Libby Comeau.



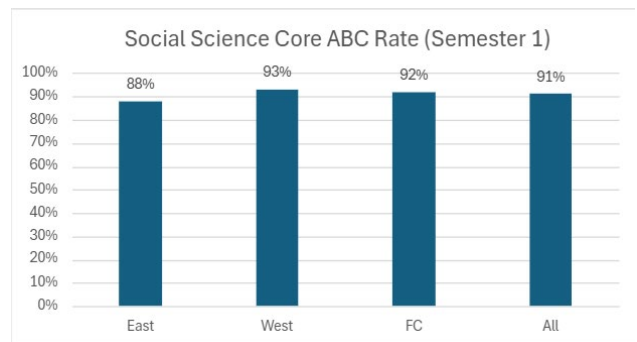
Social Science and Fine Arts- Kevin Vesper, Director
Curriculum & PLT Updates

- The department remains on track with each building’s roadmap goals. The final first-semester data is a great indicator that our department is helping our students become college and career-ready after high school. Data below:

Social Science Data

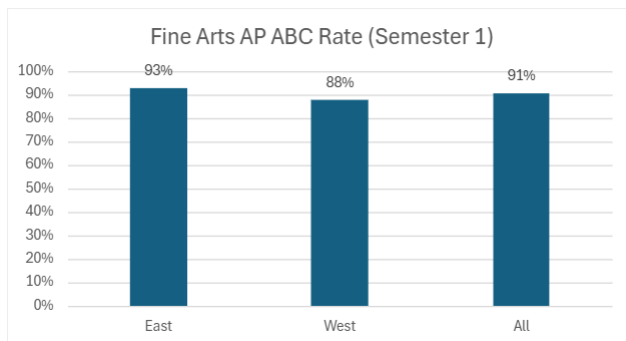


College Ready Goal: AP ABC Rate of 80%
Current Reality: AP ABC Rate was 91%

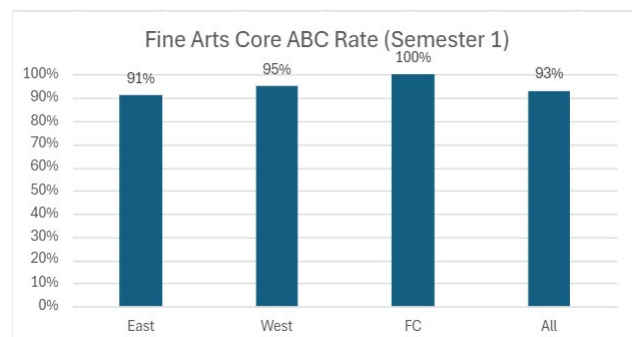


Core Goal: Core ABC Rate of 82%
Current Reality: Core ABC Rate was 91%

Fine Arts Data



College Ready Goal: AP ABC Rate of 80%
Current Reality: AP ABC Rate was 91%



Core Goal: Core ABC Rate of 88%
Current Reality: Core ABC Rate was 93%

- On January 30th, the World History curriculum team continued their excellent work. Important updates from the work:
 - The unit 8 assessments were revised to support a more project-based learning model.
 - To horizontally align with English 1, an MLA annotation component was added to Unit 8.
 - Rubrics were revised to better support the skills assessed in unit 8. Below is an example of the MLA Comprehension skill rubric:



MLA Bibliography

Comprehension: Skill I.A.1 – I can demonstrate understanding from a variety of sources.

5- Exceeds	4- Meets	3- Making Progress	2- Basic	1 - Getting Started	0 - No Attempt
Evidence exceeds standards for skill	Evidence meets standards for skill	Evidence approaches standards for skill	Evidence shows basic knowledge of skill	Evidence shows developing foundation of skill	No evidence provided.
Success Criteria: <input type="checkbox"/> Provides three or more relevant sources. <input type="checkbox"/> Each source summarizes the source's main points. <input type="checkbox"/> Evaluation of sources' credibility includes details on author, bias, and publication. <input type="checkbox"/> Provides a detailed reflection on each sources' usability towards research and argumentation.					
Feedback:					

- Teacher Ms. Samantha Gutheim, held the Employment Exposition at the Morton East Knowledge Center. The main objective of the expo was for our students to receive immediate feedback on their resume and interview skills from our local business community. Several businesses attended the event and 16 students were directly hired because of the expo!
- Students Emily Andalbo, Andrea Ibarra, and Neriya Ruiz submitted portfolios to the Art Connected Senior Exhibit. These portfolios will be viewed by colleges across the country for scholarship opportunities and some art will be chosen for exhibition.
- Sculpture students participated in the Art Connected Cardboard Throwdown. Gabriela Mozo, Areli Salmeron, and Lilliana Vasquez worked for 90 minutes on live stream against other high school sculptors. They did an excellent job and represented

Professional Development:

- On January 29th, all Social Science Team Leaders took part in a full day Literacy Workshop. During this workshop, teachers received valuable information and resources that they will bring back to their PLTs. Specifically, these include:
 - The top 7 literacy skills that align with our department skills.
 - Over 30 tangible resources to help students scaffold our department skills (examples below).

Name _____ Date _____
Making Inferences Graphic Organizer

Authors don't always tell you everything in a text. When information is not explicitly stated, you may need to make an inference. An **inference** is a conclusion based on evidence and reasoning. To make an inference, combine what you already know about a topic with evidence from the text.

Use the graphic organizer below to make inferences about what you are reading.

Text title: _____

Direct Quotation – What does the text say?	Inference – What conclusion can you make?
Reasoning – How do you know?	
Direct Quotation – What does the text say?	Inference – What conclusion can you make?
Reasoning – How do you know?	
Direct Quotation – What does the text say?	Inference – What conclusion can you make?
Reasoning – How do you know?	

Evidence Gathering Worksheet

Instructions: Read the following statements, and write your responses.

Right or not? _____
 Don't forget to use your vocabulary terms whenever you can as you write your responses.

In my opinion: _____

I can elaborate or describe this _____.

I believe _____ is important or not important because: _____

I can evaluate my argument about this _____ based on the following evidence: _____

Using the preceding items, I can justify or refute my initial opinion: _____

Five Words Recording Sheet

Directions: While reading, underline key words and phrases. After reading, choose the five most important words from the reading, and add them to the Individual Selections column. When instructed, as a small group, discuss the words in the Individual Selections column and come to a consensus on the five most important words that the group agrees on. Add those words to the Group Consensus column.

Individual Selections	Group Consensus
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Discussion Questions

Which words can your group agree on?

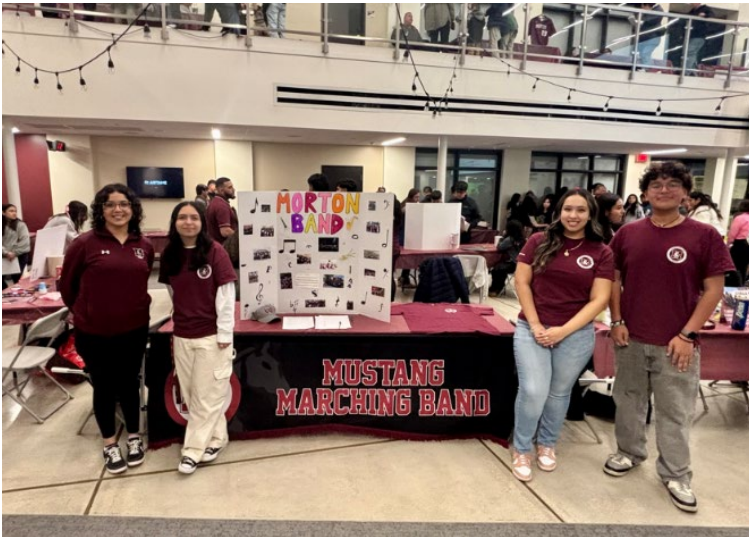
Which words led to disagreements?

How did your thinking change as a result of your discussion?



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

Several students and staff worked the Freshman Rally and Elective Fair at Morton West High School before winter break. Due to their dedication and enthusiasm, they were a total success!



Marching Band at their table.



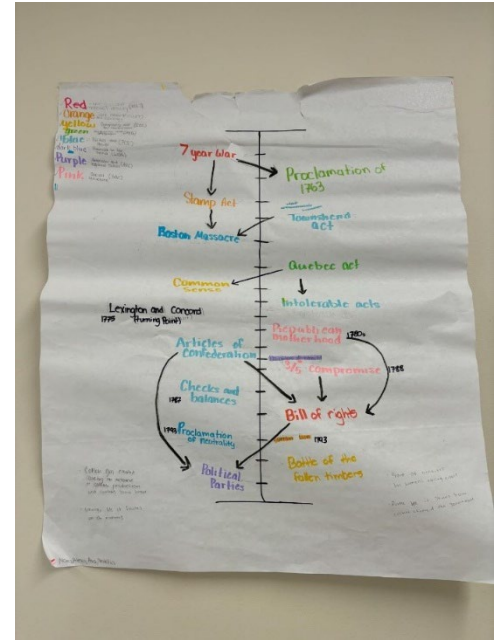
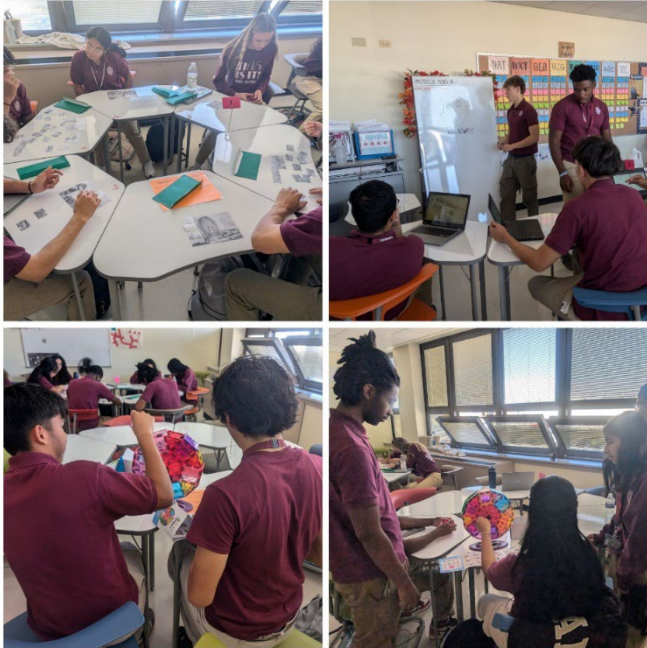
Ms. Serrano speaks with parents and students about our Visual Arts classes.



Theater students pose for a picture.

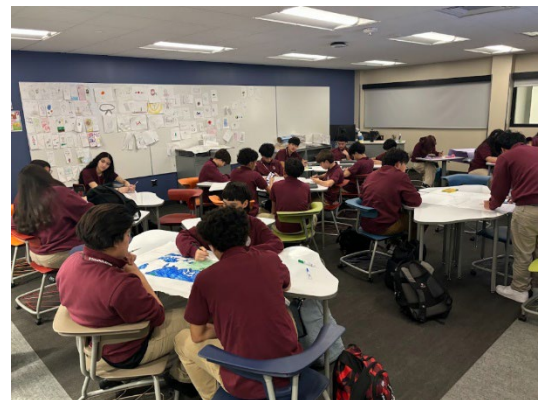


Video students explain the video pathway to a student.



Students are utilizing all three Social Science skills as they learn about Chicago's "coming of age" era.

Students use the historical causation subskill to create a timeline. The arrows demonstrate when one event caused the other, and the colors represent an AP U.S. History theme.





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



Students podcasting about imperialism.



A student receives feedback from her mock interview at the Morton East Employment Expo.



Students, staff, and local business leaders pose for a picture at the end of the Employment Expo.



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



Middle school students from our feeder schools can't wait to see The Lightning Thief!



A parent takes a photo of his child's artwork at the Fall Morton West Art Show.



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



Student artwork submitted into Art Connected Senior Exhibit. Left: Neriya Ruiz. Right: Emily Andalbo.

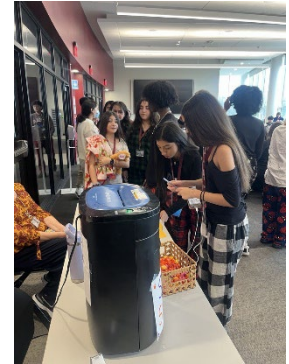


Multi-Tiered System of Supports Department – Gloria Ramirez-Solis, Director **Curriculum Updates –**

The Multi-Tiered System of Supports (MTSS) teams at Morton East, Morton West, the Freshman Center, and MAS have been actively implementing initiatives to support students' academic, social-emotional, and post-secondary success, ensuring they have access to essential resources and opportunities for growth.

At Morton East, the Student Services team has been facilitating Morton College dual enrollment registration, providing students with the opportunity to earn free college credit while still in high school. Meanwhile, at Morton West, the team has been engaging students through classroom presentations on the role of school social workers and planning health class presentations. Additionally, NAMI's Stress Less presentations have been delivered to all juniors via history classes, equipping them with valuable mental health strategies.

Morton West Mustangs participate in a Stress Less presentation.



Morton East supports our Mustangs in a FAFSA Workshop.

At the Freshman Center (FC), the Counseling Team is in the process of completing sophomore registration. This year, they introduced a new approach by partnering with Freshman Edge teachers, moving away from pulling students from health and PE classes. This improved process has enhanced the quality of one-on-one meetings, allowing counselors to provide more personalized guidance on course selections, first-semester grades, and potential movement into honors courses, while also collaborating closely with teachers.

Additionally, the Student Services team at West has partnered with Angela Rose from PAVE, an organization dedicated to supporting survivors and preventing sexual violence, domestic violence, and all forms of sexual assault. Angela will be presenting to students across all grade levels, raising awareness and promoting healthy relationships. Through this initiative, the Student Services team continues to empower and educate our Morton Mustangs, reinforcing the importance of safety,

respect, and personal well-being.

These coordinated efforts across all campuses continue to strengthen student success by providing academic opportunities, mental health support, and college and career readiness, ensuring our students are life-, college-, and career-ready.

Professional Development –

As part of their ongoing professional development, the MTSS teams at East, West, Freshman Center, and MAS have been actively implementing strategies to support students' mental health, academic success, and financial readiness. At Morton East, the team partnered with Morton College to host FAFSA and Alternative Application workshops on January 14 and January 25, providing essential financial aid guidance to seniors. ISAC representatives continue to be available every Monday, Wednesday, and Thursday to assist students in completing their applications. At Morton West, student services teams have facilitated problem-solving meetings with families and students, working to address concerns and implement effective support strategies. At the Freshman Center, social workers have been actively involved in SEL interventions, particularly in Blue 1 House, where they have collaborated with teachers to implement tailored support strategies for students' social-emotional needs. Additionally, the entire MTSS team will participate in



student support professional development on DuPage County Institute Day, further strengthening their ability to serve students effectively.

Student and Staff Accolades –

The MTSS teams at Morton East, Morton West, the Freshman Center, and MAS continue to make a meaningful impact through their commitment to student success by providing academic and social-emotional support. At Morton East, the College and Career Center, in partnership with Student Support Staff, has been actively promoting the Sabert Corporation Scholarship, a \$2,500 renewable award available to seniors. This initiative ensures students are aware of valuable financial opportunities for their post-secondary education. At Morton West, the student support team organized and delivered nearly 90 meals to families in need during December. This effort was made possible through team collaboration and donations to the student support fund, demonstrating the school's commitment to community support. At Morton West, the Hope Squad hosted a stress-shredding event, offering students a creative and engaging way to relieve stress.



The Morton West Student Services Team prepares meals to support many Morton families.

Additionally, plans are underway for a schoolwide lunchtime event in honor of Black History Month, celebrating culture and diversity. At both Morton East and West, W.I.N. (Whatever I Need) Days continue to provide personalized

college and career support, ensuring students receive the guidance and resources necessary for their future success. At the Freshman Center, a counselor successfully completed the first cohort of a Newcomers Group alongside a social worker and launched a Young Men's Group in collaboration with social work and Tapestry.

Additionally, the first round of social work groups at the Freshman Center has concluded, providing targeted support through specialized groups, including:

- Donut Stress About (AP Stress Management)
- GIRLS Group
- Social Skills Group
- Newcomers Group
- Stress Man Group
- Young Men's Group

Our MTSS teams remain committed to providing the support necessary for students to fully embody the Portrait of a Morton Graduate.