



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 Graphic Arts had a great field trip to Darwill Marketing in Hillside and McCook (See photos below)
- ◆ West Graphic Arts, Welding and Auto welcomed the US Army into their labs to speak to students about over 150 career options within the Army and tuition assistance. (See photos below)
- ◆ West Fire Science went on a field trip to Forest Park Police Department and Fire Department. Thank you to the Forest Park Police and Fire Departments for this experience! (See photos below)
- ◆ West Public Safety and Firefighting classes had Nurse Liz come in to teach how to start IVs! (See photos below)
- ◆ FC TSI helped set up, update, and install software for the testing carts in preparation for the PreACT tests. Students also helped with digital readiness. FC TSI has been helping with maintenance and IT receive 2000+ laptops for next year's freshman.
- ◆ East Preschool visited the auto shop and culinary for an in-school field trip (see photos below)

Student and Staff Accolades –

CTE Students hard at work across the curriculum ...

West:





East:



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 for the Work-Based Learning course took place on 4-30-2025 with East teacher Peggy Stefano and West Teachers Mark Stoch and Alex Ohlson.
- CTE East Lead teacher & Coordinator met bi-weekly.
- East and West Coordinators met bi-weekly.

- ◆ East Coordinator participated in FCS teacher interviews on April 24, 2025.

Programmatic Updates:

- ◆ Coordinator held an informational meeting in the College & Career Center on April 8, 2025 for the Pharmacy Technician program for current junior students interested in participating in the dual enrollment program with Oakton College in 2025-2026.

College & Career Center highlights:

EAST

- ◆ Since the beginning of the school year through 5/2/25, the Morton East CC Center has had 4,331 student contacts
- ◆ Morton College related events from April and into May
 - April 8: Senior support day for all MC enrollment steps during all supervisions
 - April 16: MC health careers informational meetings during all supervisions
 - April 22: Table visit in student cafeteria
 - April 29: Senior support day for all MC enrollment steps during all supervisions
 - May 6: Table visit in student cafeteria
 - May 13: Dual enrollment and summer bridge informational sessions during all supervisions
- ◆ College representative visits



- NIU: April 15
- Chicago State University: April 17
- ◆ MEHS Local Scholarship statistics:
 - 64 total Morton East applicants
 - 24 different local scholarship recipients
 - \$72,250.00 awarded to Morton East seniors this year from the local scholarship application
- ◆ ISAC financial aid office hours
 - ISAC representatives continue to hold office hours in the CC Center every Monday, Wednesday, and Thursday during all supervisions

Upcoming Notable May Events:

- ◆ May 1 Senior Commitment Day
 - Senior celebrations took place during all supervision periods
 - Group senior commitment photo during 7th period
 - See attached folder for pictures from the event
- ◆ ISAC financial aid office hours
 - ISAC representatives will continue to hold office hours in the CC Center every Monday, Wednesday, and Thursday during all supervision periods through the last day for seniors (May 16)

WEST

- ◆ ISAC representatives present every Monday & Wednesday supporting seniors with FAFSA, financial, scholarships, etc.
- ◆ Military visits throughout each week
- ◆ Senior Day @ Morton College campus including lunch and campus tour 4/10
- ◆ Youth Crossroads Workforce Development hiring for paid summer internships in different career areas 4/14
- ◆ Morton College Senior Round Table @ West supporting students with applications, scholarships and any other MC needs up to this point in the process 4/15
- ◆ Morton College Health Sciences Round Table 4/23
- ◆ Senior Awards Night celebrating all the hard work our mustangs have put in all year 4/29



Special Education – Carol Best, Executive Director of Student Support

Special Olympics Track and Field is headed to State this June!

Congratulations to all of our incredible athletes who brought home a total of 16 gold medals, 10 silver medals, and 8 bronze medals—an outstanding achievement!

A huge shoutout to our dedicated coaches for their hard work and support throughout the season: Nick Nelli, Sonia Rada, Pearl Cervantes, Veronica Fernandez, Brenda Gudino, Tracey Jarosz, Daniela Ortega, Luis Rodriguez, George Smith, Diana Rodriguez, and Sheri Alexander.

Your commitment to our athletes made this success possible—thank you!

College

Over 20 students went on the field trip to MC. The Related Instruction classes toured the school and attended a Job Fair. Kara Kennedy, Coordinator of Special Services went over a lot of information with the students including steps to enroll, the difference between high school and college, how accommodations work, student support counselors, placement tests and self-advocacy. Students and staff were able to see several programs at the school including nursing, welding, automotive, and childcare. MC gave us a great tour and lunch. The students had some great questions, for example, “How late do classes go” and “How long does someone go to college for?” At the Job Fair, some students gave out resumes and talked with local businesses/agencies.

Students in sped that take AP Human Geography took the practice test.

Teachers continue to monitor special education student grades to make sure they remain eligible for graduation.

Students continue to go to the library to take part in the author visits.

Career

ASI/FSI

The purpose of this expedition on 4/25 was for the FC teachers to observe students and teachers at West to build an understanding of the ASI and FSI learning environment. The twelve FC teachers who visited West were able to gain firsthand experience of the learning environment, teaching methods, and student engagement in the ASI and FSI programs. It was a wonderful opportunity to foster connections between the FC and West teachers.

A heartfelt thank you goes out to Sarah Fromius-Hough, the instructional coaches, and the entire staff at FC for their incredible efforts in coordinating and supporting this visit. Your dedication to professional learning and cross-campus collaboration made this experience possible. Your leadership and commitment to inclusive education continue to strengthen our community and ensure all students receive the support they deserve.

Life

A junior inclusion math teacher is having students start a finance project where they use real life financial situations to learn about exponential growth. They are given a wage, they figure out their weekly, monthly,



and yearly gross then figure out their net after taxes. From there they create a budget then have to research buying a home with mortgage, car w/ loan, and have left over savings for investments. They use formulas to help see the real cost of mortgages and loans. They also use formulas to see how investments work as well.

Inclusion students in Ms. Gutheim's USH class recently completed a project where they had to design their own country and make a power point to present to the class. They had to choose a name, design its flag, describe its location and climate, system of government, contents of the constitution, and give details such as whether there is an official language or religion, what type of military, what it produces, etc.

"April Showers Bring May Flowers". Each year, the students ask their Earth Science teacher, Mrs. Kennedy what does she means by that. It is an opportunity to throw some Language development into science. They will be writing a paragraph and creating a weather legend to add to the window decor.

The Reading classes went to Seguin Gardens to learn about some of our community heroes making a positive impact in Cicero.

The Vocational classes went to the Cubs game. They utilized public transportation.

Teachers will be attending an ASI/FSI exhibition at West to help get a better feel for what the program will look like next year for us.

The Future Freshman Rally was held on Thursday April 24th. Parents got a chance to come in with their student to check out all that the FC has to offer. It was a good turnout.



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

PHOTOS:





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Dr. Josh McMahon
Assistant Superintendent for Educational Programs





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Assistant Superintendent for Educational Programs





English Learners and Modern Languages- Melody Becker

Curriculum Updates – **College**

- EL 1 students have completed their art unit and focused on reflections from within their projects. Currently, they are reading the novel Seedfolks, by Paul Fleischman. This novel expresses the voices of 13 different individuals, living within an urban community, who help to transform a garden in their neighborhood while telling chilling life stories of their cultural struggles. Students are currently analyzing the characters and connecting with vocabulary that contribute to their unique experiences.
- EL 2 students have begun reading the novel Frankenstein. They are analyzing a variety of themes and ideas that connect to characters, plot, setting, etc. in preparation for EL 3, next year.
- EL 3 students have been reading the novel The Boy Who Harnessed the Wind. Students have concluded the writing portion of their skill-share project, where they are required to learn a new skill based around an interest of theirs. They have been practicing their research skills and created specific research questions that revolve around their curiosities of this skill. Some research questions include: What is the history of this skill? What are some of the steps, or rules, that surround utilizing this skill in real life? How is _____ made? Some of the topics around these skills include cooking, sports and learning the basics of an instrument.
- EL 4 students have been reading the novel Bodega Dreams, by Ernesto Quinones. They have been practicing the analysis skill S.T.E.A.L. and are currently analyzing multiple characters in preparation for a literary analysis essay.
- AP Spanish Lang: Is finishing up unit 5, they are going over multiple-choice texts and audios and reviewing all the different sections of the AP exam before their test on May 15th.
- AP Spanish Lit: Finished reading the last unit, working on the FRQ4, and are practicing for the AP test coming up in May.
- SLA V: Students are learning about different art genres to create their own artwork.
- SLA IV: All classes began unit 4, the environment. Some students are working on an argumentative essay on the theme of the environment. Students were given the sources and had to find the evidence, create the reasons, and work on the different sections of the essay, similar to how AP Spanish Lang writes their argumentative essay.
- SLA IV: Other students are working on a video project on the environment and working on differentiating homophones.
- Chinese: Had the National Chinese Honors Society (NCHS) on April 22nd to celebrate the 51 new inductees that demonstrated their knowledge in the language. They had to receive a letter grade of a B or above for 4 semesters, needed to be enrolled in Chinese III or AP, had less than 5 tardies and 5 unexcused absences in the current school year, actively participated in Chinese activities for more than 6 hours, be recommended by a teacher, and fill out the application form in Chinese.
- Spanish: The Spanish Honors Society (SHH) had their induction ceremony on April 17th where 43 new members were welcomed. These new members demonstrated their knowledge in the language, had to be enrolled in a Spanish class, have Bs or higher in their classes, no school discipline referrals given, write an essay as to why they wanted to join SHH, and be involved in two school activities. Once inducted, their community hours begin.



- All classes: Students are continuing to work on their honor's portfolio by adding the different evidence that they need as well as reflecting on their work as well as the cultural events they have gone to.

Career

- EL 1 students are practicing their English-speaking and reading skills on a daily basis. They are gaining knowledge that will eventually allow them to thrive in their teenage lives by acquiring skills that will earn them jobs and better integrate into American society.
- EL 2 students are officially prepping for the mock interview at the beginning of May. Both teachers and administrators have been tasked with conducting these interviews, as students navigate the challenging world of careers. Students are encouraged to dress professionally to mirror the dress code expected in this type of setting.
- EL 3 students have been working on a skills-share project. They are discovering things that interest them, which will eventually serve as a necessary skill when they are choosing a future profession.
- EL 4 students have been reading the novel Bodega Dreams, and they have been examining how to make positive choices in their lives, based on the main character's need to work for someone through illegal means. The main character has to make a decision between gaining employment that will help his family to thrive and choosing a route that could land him in immense legal trouble if caught.
- SLA IV: Students reviewed the vocabulary for unit 4 by competing with a classmate. Each pair received one paper with the vocabulary words inside turtles, they each picked a color and had their hands behind their back while they listened to the definition of a vocabulary word. The first person that pointed to the turtle with their finger got to color the turtle. If they both picked it at the same time, they colored half. Furthermore, if they didn't pick the correct turtle, they put an x through it to know that that word wouldn't be repeating anymore.
- SLA V: Students created a mini museum, with the focus on Frida Kahlo, where they had to investigate an art piece of hers and write their findings. Students then went around the room to read the different information of the art pieces. Each student received a post-it note where they had to write, if they were a millionaire, what Frida Kahlo art piece they would add to their collection and why.
- SLA V: Approximately 130 students visited downtown Chicago, admired the architecture, and also visited the Art institute to see different types of genres in real life to connect with the art unit in class.
- French: Students visited the art institute to study the French Impressionism and the different techniques. Before the field trip, students were taught about the societal content and influences (photography, Japanese art, industry - paints in tubes allowed for painting outside, because there was no need for mixing the hues from scratch etc.).
- French 1: students created food monsters (Le Monster Alimentaire) which were composed of vocabulary of the unit and more, it was a sort of Arcimboldo creation The kids compose their monster of food items and kitchen utensils, then they make a written description and a recording of it. They name the components and describe the monster's character. is to learn and have fun
- Spanish I: Students worked together on finding the right house for them depending on what they "make" by going around the room and looking at all the different options available for them and reading in Spanish the listing.



- Spanish II: Students created homemade remedies or remedios caseros and shared with their classmates on how they are made and what they are used for.
- Spanish III: Students created menus using the vocabulary from the unit. They shared their findings with their classmates and others recorded their projects.
- Chinese: On April 17th, 180 Students went to Chinatown to learn more about the culture and experience the language in real life context.

Life

- EL 1 students are practicing their English-speaking and reading skills on a daily basis, through group discussions, digital resources and English texts and writing.
- EL 2 students are learning about proper etiquette (speaking style, dress, etc.) when going on a job interview. They are recognizing how one's demeanor and manner of dress helps to impress interviewers and consider them for a job over another candidate.
- EL 3 students have been focusing on their skill-share project. They are learning new skills and exploring new ideas to further enhance their character and to exist in topics and practices which inspire and motivate them. Students are engaged in a challenge, connected to the novel The Boy Who Harnessed the Wind, by creating their own soccer balls out of plastic bags and twine. They are exploring different formats for creating everyday items, much like children in Africa are compelled to do as a result of their poverty level.
- EL 4 students are practicing their listening and speaking skills through a mock trial based on the novel Bodega Dreams. After a significant death has occurred in the novel, students are determining who the murderer is. They are expressing their points of view and verbalizing their defense to prove that they have identified the killer and "win" their side of the argument

Student and Staff Accolades –



EL 3 Students gain knowledge about how to test theories through the creation of soccer balls. The only materials they are using include plastic bags and twine, mirroring how inventive children are in poverty-stricken communities in Africa.



West EL 3 and 4 students took a field trip to Pilsen Neighborhood and the National Museum of Mexican Art.



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Dr. Josh McMahon
 Assistant Superintendent for Educational Programs



Freshman Center EL 3 and 4 students attended a field trip to The Griffin Museum of Science and Industry. Students had a great time and enjoyed the special exhibit *Notes to Neurons* about how music reacts in the brain and alters our emotions.



Chinese 1 students took a field trip to Chinatown



Freshman Center Blue 1 Students attended a trip to Pilsen. Teachers shared that they went to multiple local businesses in the neighborhood, the cashiers/workers were impressed with our students. They asked about our school. They spoke so highly of our group, they were impressed at how respectful students were.



EL 4 students prepare for their mock interview



Morton East Chinese students enjoyed a field trip to Chinatown



Morton East honored 24 students into the Chinese Honor Society



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Dr. Josh McMahon
Assistant Superintendent for Educational Programs



Morton East French students went to the Art
Institute



Morton East inducted its new members to the
Spanish Honor Society



EL 4 students prepare for their mock trial



EL 4 trial in session



Science Department-- Eric Bjornstad, Director

Curriculum Updates –

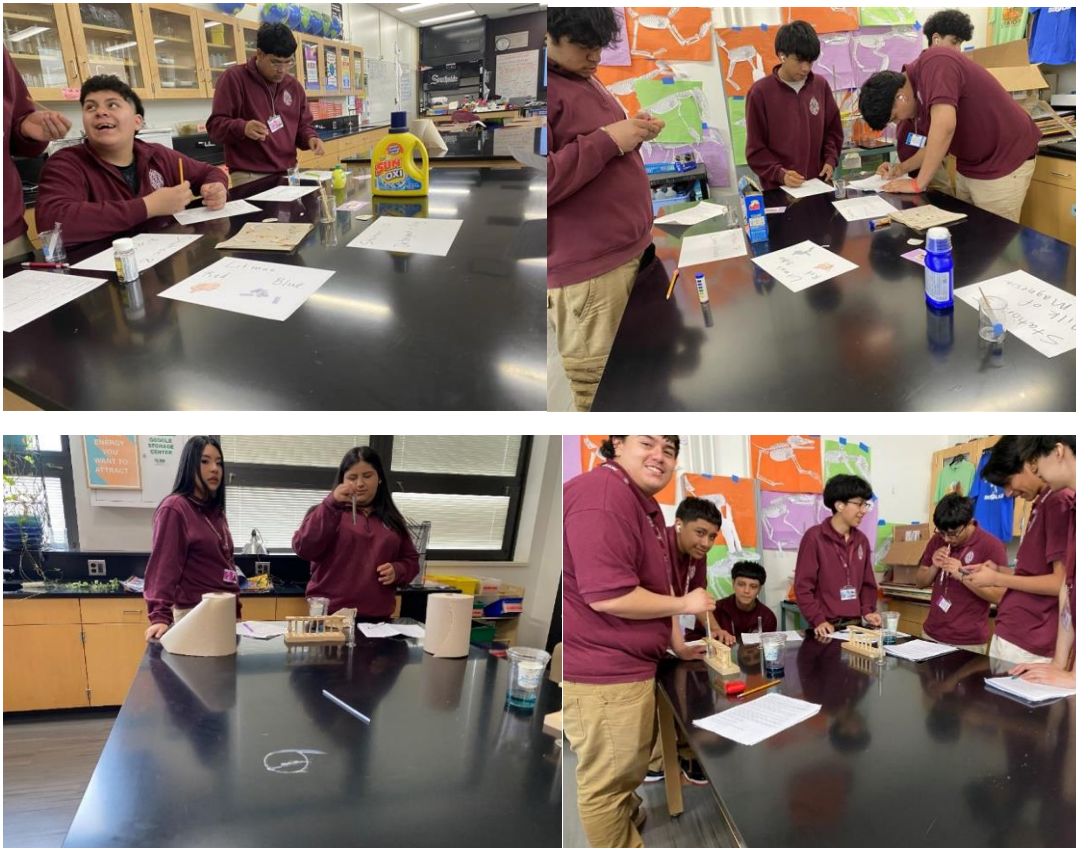
- 32 students completed the BACE Exam for industry certification on Tuesday, April 29th. We'll receive scores in about 2 weeks.
- Earth Day Celebration at West was a success with much student participation, due to the effort of Scott Katzberger, Dave Peterson, and Kennedy Irmen.
- Chemistry teacher Danielle Haas is partnering with Chemistry teacher Michele Harbin at Lyons Township High School to create a potential curriculum for a high school organic chemistry course at Morton.
- West Suburban Science Supervisors from 20 school districts met on 4/25 at Naperville Central. Many districts are moving towards more three-dimensional assessments as defined by NGSS, and we are the forerunners of innovation for the moment.

Professional Development –

- Kevin O'Toole is completing his 4th partnership this semester with Kyle Boyd, who will also be a Biliteracy Coach next year at East. They are both partnering to create a data-driven inquiry lesson workshop for all content areas for Festival Ignite in August.

Student and Staff Accolades –

pH testing of household products and water acidification in Dr. Rundell's Earth Science Classes





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Dr. Josh McMahon
Assistant Superintendent for Educational Programs

March's "Mammal Madness" with Mrs. Joyce-Cervantes biliteracy chem classes and staff



STEM students in Mrs. Semenske's class at FC collect data to calculate their work and power done to move up the stairs at two different speeds.





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Assistant Superintendent for Educational Programs

Earth Day Celebration/Volunteer Clean-up and Planting at West Campus





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Both East and West Zoology went bird watching at Morton Arboretum





English Department – Mark Sujak

Curriculum Updates

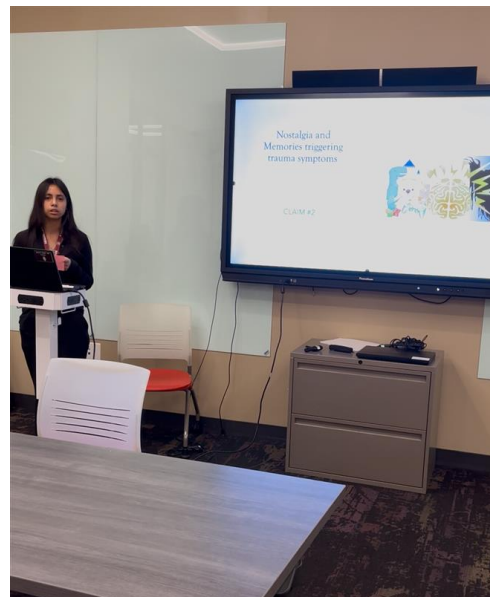
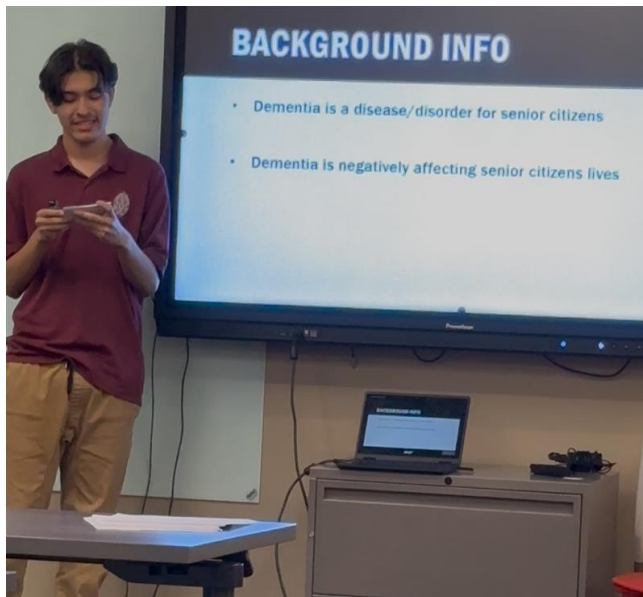
- AP Seminar students have submitted all their work to their Collegeboard portfolios as of April 30th and are preparing for their end of the year exam! Teacher and students feel confident about the work that has been produced, especially in the first year this course is running!
- All English I curriculum teams have met to develop an instruction and assessment scope and sequence for each of the major skills: argumentation, reading comprehension and analysis, language, and speaking and listening. Summer curriculum hours will be used to help align these in the most efficient way for the 25-26 school year.

Professional Development -

- Department members are working on developing their own presentations based on successes they have had this year to present to the rest of the staff during Festival Ignite at the start of the 25-26 school year!

Student and Staff Accolades –

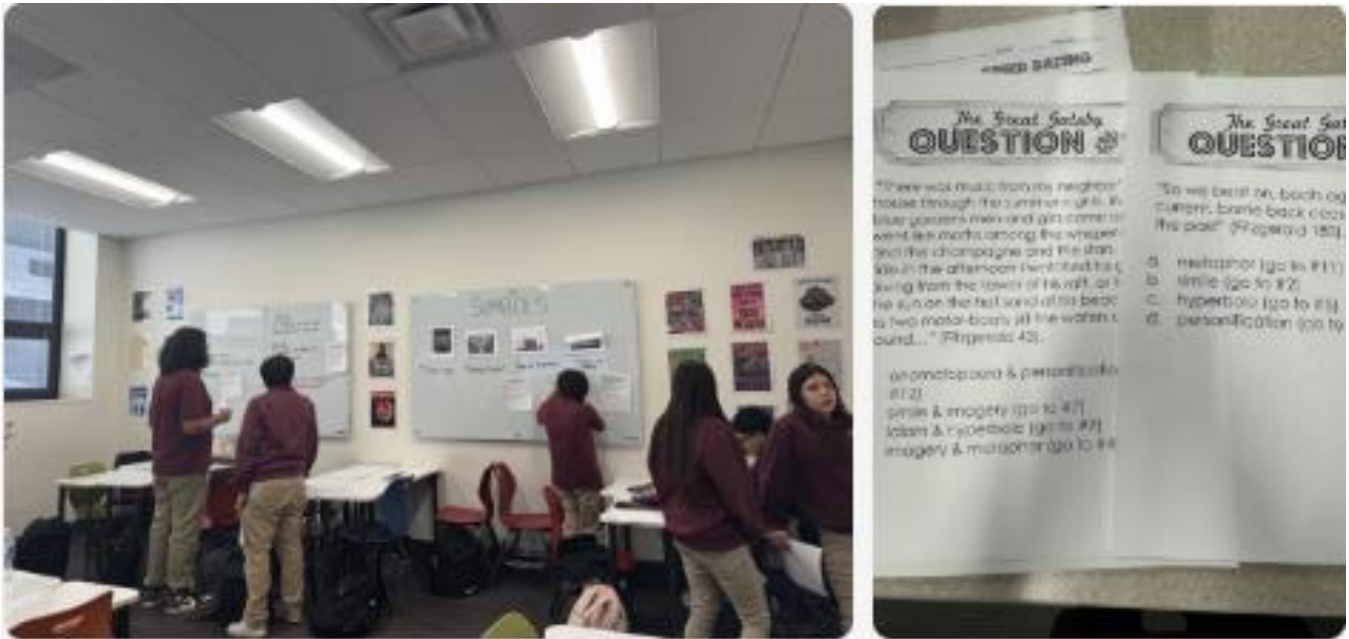
- AP Seminar students presented their Individual Media Presentations based upon the work in the Individual Written Argument paper.





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English III students participated in an Escape Room activity to assess their understanding of the novel *The Great Gatsby*.



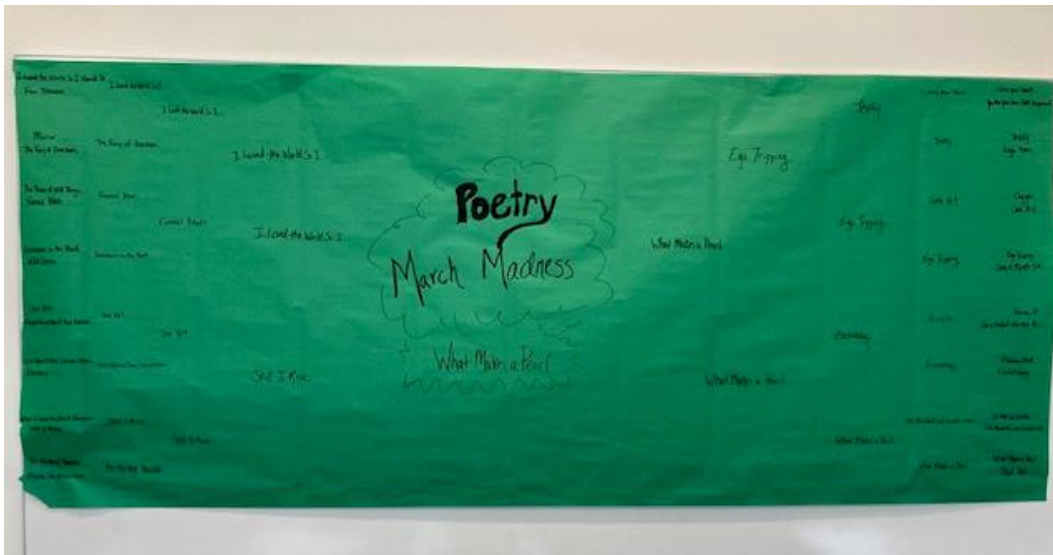
English III students, in collaboration with their US History classes, competed at the Illinois History Day in Springfield.





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Assistant Superintendent for Educational Programs

Ms. O'Donnell's AP Lit students completed a version of poetry March Madness (that continued into April for National Poetry Month).



AP Lit students at East came in on their day off to complete a full practice exam to better prepare for the end of the year exam!





Math Department - Megan Holub, Director

Curriculum Updates

- The Math Department continued to work on curriculum during the school days. We have continued to utilize our days to focus on courses that are on the Planning Phase of the Curriculum WAVE. This month we met on March 11 and spent an entire day working on Integrated Math I Core and Honors curriculum. The teachers focused on rubrics and proficiency scales and making slight changes to assessments. We have many teachers writing and refining curriculum for the courses:
 - Integrated Math I Core and Honors
 - Integrated Math II Core and Honors
 - Summer Honors Bridge
 - MTSS Labs
- We have the following scheduled curriculum days coming up in April:
 - May 6: Integrated Math I Core/Honors
 - May 7: Summer Honors Bridge
 - May 9: Integrated Math II Honors
 - May 14: Integrated Math II Core
- Once AP tests are finished, AP Statistics PLT will be moving their course to Skills-Based. They will be working on May 19.

Hanover Research: Dr. Josh McMahon and Megan Holub met with the representatives from Hanover Research on March 20th. The next meeting scheduled is May 15th. We will sharing the capstone presentation and research results once they are finalized.

Great things we've done:

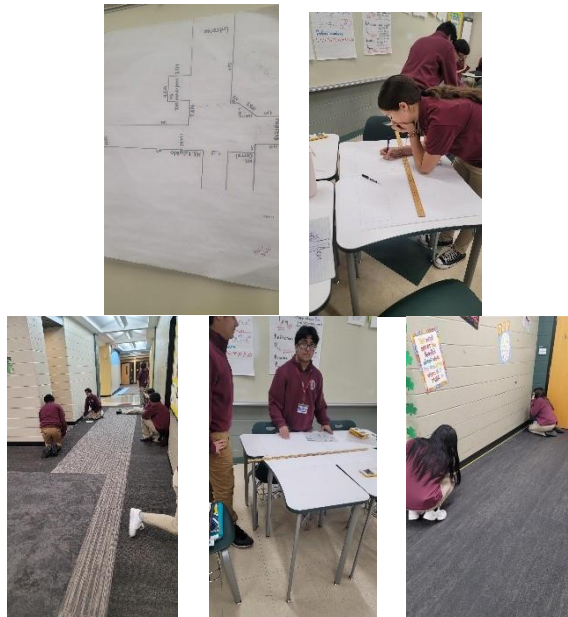
Building Thinking Classrooms: Below, Mr. Dobrzanski's class also using "Building Thinking Classroom" teaching style:



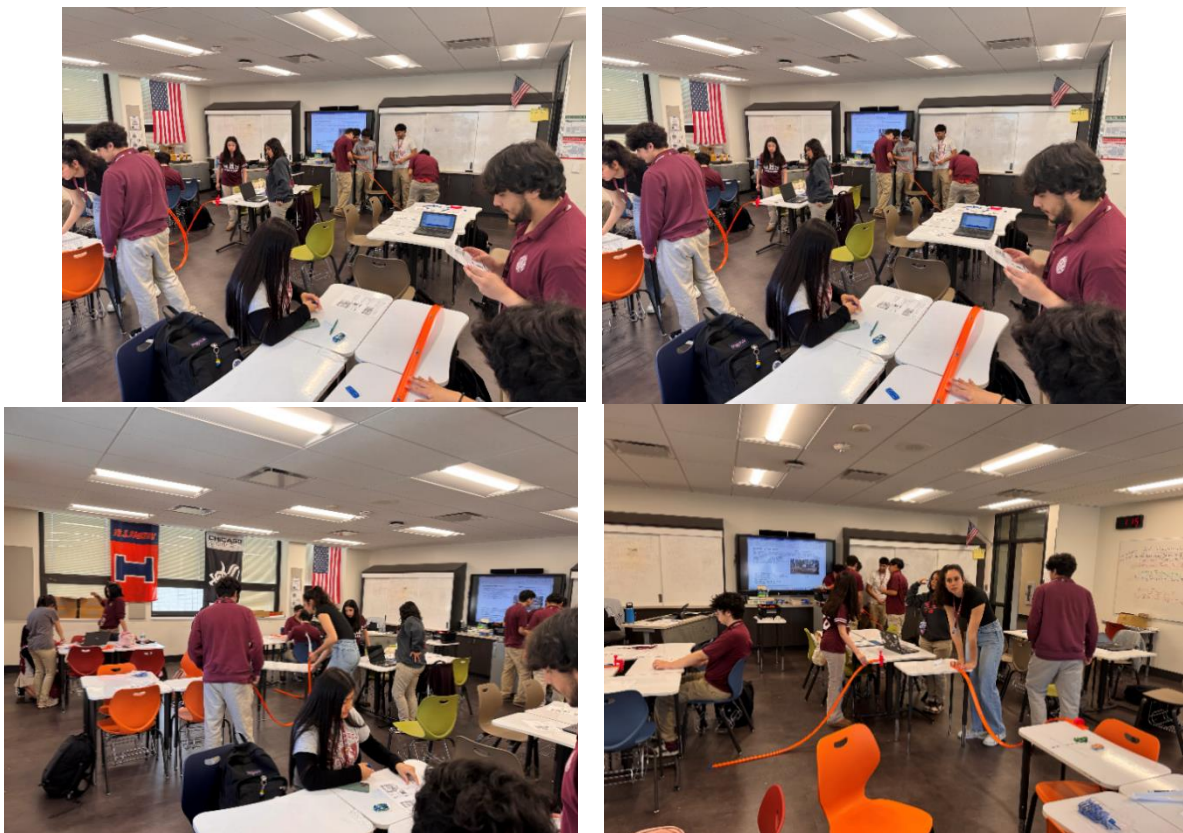
Integrated Math I Core: Ms. Corral's students calculated the perimeter and area of the carpet in the house area to apply what they had learned in unit 8 on how to find area and perimeter of composite figures.

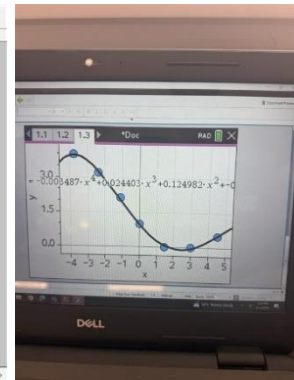
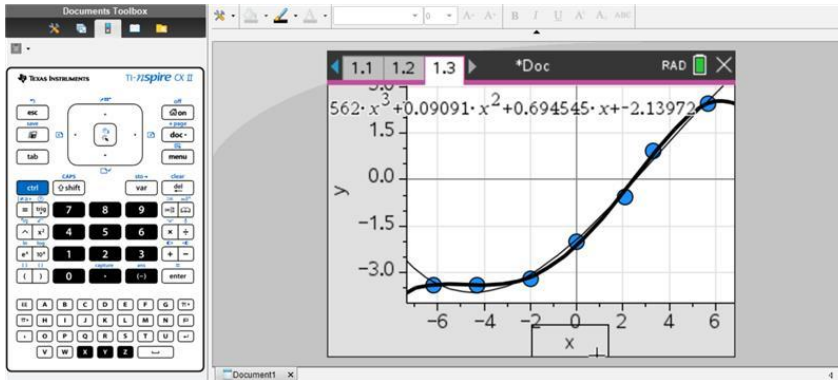


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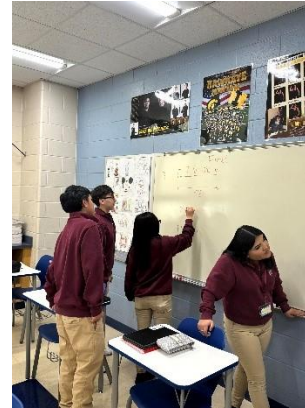
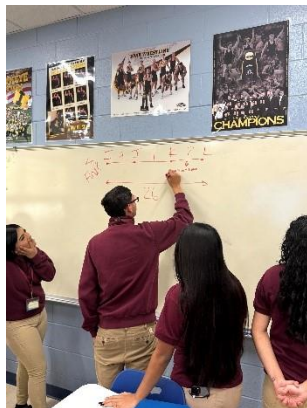


Integrated Math 3 Honors Real-World Modeling: Please enjoy the photos of our Integrated Math 3 Honors students modeling real-world mathematics by creating a polynomial function, out of a tested functional Hot Wheels brand track, while using TI-nspire graphing calculator technology on their student 1:1 devices to find the equation that best-fits the student created polynomial function.





Building Thinking Classrooms: Mr. Allen's student teacher attempted the vertical approach to his lessons after being inspired by the sessions they attended at the West Suburban Math Conference in February.



The Morton Roadmap:

Megan Holub and Heidi Keske have been working on the RoadMap Check-in. A strategy that we plan to use next year is more targeted ACT practice:

Strategies your department can implement in the 2025-2026 school year to improve in this student success indicator
<p>ACT practice assignments created and shared by LT.</p> <p>Teachers will use these 3-5 times throughout the year in their classes</p>



Professional Development:

Carnegie PD: Ms. Patti Schutte from Carnegie learning, provided a professional development opportunity for the math department on April 22, 2025 at 8:00am in the Parent Liaison's classroom at Morton East! The presentation was titled, "Collaborate to Elevate" which included several high impact teaching strategies to help our students learn mathematics. See the pictures below!



Co-teaching:

Megan Holub has spent time in the co-teaching classrooms observing. Some positive observations she made are the following:

- ☐ Both teachers actively led and contributed to instruction.
- ☐ Smooth transitions between teachers during the lesson.
- ☐ Clear roles and responsibilities were evident.
- ☐ Students received immediate support from both teachers.
- ☐ Small groups were used effectively for differentiation.
- ☐ Multiple representations of math concepts were presented.



- ☐ High student engagement and participation.
- ☐ Students comfortably interacted with both teachers.
- ☐ Strong collaboration and mutual respect between teachers.
- ☐ Real-time checks for understanding and feedback provided.
- ☐ Tasks were appropriately challenging for all students.
- ☐ Classroom routines and expectations were clear and consistent.

Here are some ACT data from the Morton East Sophomore class (prior to and current co-teaching classes)

Group	Avg Fall Score	Avg Spring Score	Avg Growth
Schoel Per 5	14.89	15.08	0.24
Schoel Per 6	14.80	15.45	0.68
Schoel Per 5 & 6	14.85	15.26	0.45
East Core 10th	14.30	14.73	0.43
East 10th	15.19	15.54	0.30
West 10th	15.78	15.94	0.15
District 10th	15.43	15.72	0.24



Innovation and Accountability- Samantha Skubal, Director

Professional Development

- Biliteracy and Instructional Coaches
 - Special Education Expedition
 - On April 25th, West hosted the FC Special Education teachers as part of an expedition of the learning environment, teaching methods, and student engagement in ASI and FSI programs at West.

Student and Staff Accolades

- Biliteracy and Instructional Coaches
 - East English 1/3 Writing Workshops
 - The East coaching team worked with the students and teachers in the English 1 and 3 classes to be a part of a writing workshop, where students went around to stations to hone their writing skills and provide feedback to their peers.
 - West WW2 History Trunks
 - The West Coaches hosted the final history trunk for World History classes focusing on World War 2. Artifacts from the 1st Division Museum at Cantigny and Artificial Intelligence chatbots from SchoolAI were paired to assist students in the development of historical analysis and argumentation skills.
 - FC Literacy Workshop
 - After attending the literacy workshop, two biology teachers wanted to incorporate a close reading and shared inquiry into their DNA unit.





Social Science and Fine Arts- Kevin Vesper, Director

Curriculum & PLT Updates:

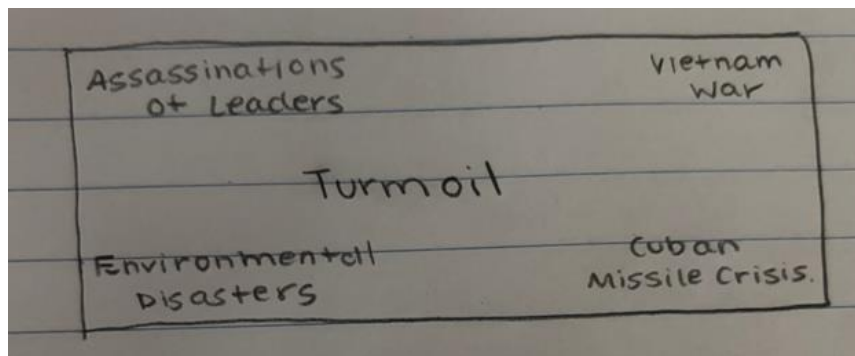
- On April 17th, the World History curriculum team did an outstanding job refining the skill rubrics and semester one common assessments for next school year. Here are a few key highlights of what was accomplished:
 - Condensed sub-skills for greater clarity and ease of use.
 - Revised rubrics with clear skill criteria and proficiency scales.
 - Changed the comprehension section to multiple-choice questions only. This will better support the skill and help prepare students for the ACT.
 - Expanded source options for analysis and argumentation questions.
- Director Kevin Vesper conducted two focused meetings with PLT Team Leaders to review and discuss the 90/10 implementation plan for the 2025–2026 school year. The PLTs will utilize the remaining two PLT scheduled meeting days to refine their team plans and ensure alignment as they prepare to implement the 90/10 model next year.
- Across all Morton High Schools, AP Social Science classes conducted comprehensive review sessions to prepare students for their respective AP Exams. These sessions provided targeted support, reinforcing key concepts and enhancing students' readiness for the upcoming assessments.
- Morton East and Morton West held their annual art shows, where students showcased and sold their artwork. Several students also earned scholarships for their outstanding pieces.
- Students from the Morton Freshman Center recently visited the Holocaust Museum, gaining a deeper understanding of history through powerful exhibits and firsthand accounts. Students applied the lessons from the Holocaust Museum to recognize the dangers of hatred and discrimination and the impact they can have the world around them.
- Morton West recently hosted Choir Fest, welcoming hundreds of feeder school students to experience a day with the West choir and perform alongside them in an evening concert—an inspiring event and powerful recruitment opportunity.
- Morton East held its annual Employment Expo as part of the financial literacy unit, giving students the chance to practice interview and resume skills with real local businesses—resulting in several students being hired on the spot.
- AP Human Geography students participated in the annual Rostow Cup, applying key course skills by drafting their top 10 countries based on economic, socioeconomic, and government factors. Teams then researched and analyzed their picks to determine the winning group.



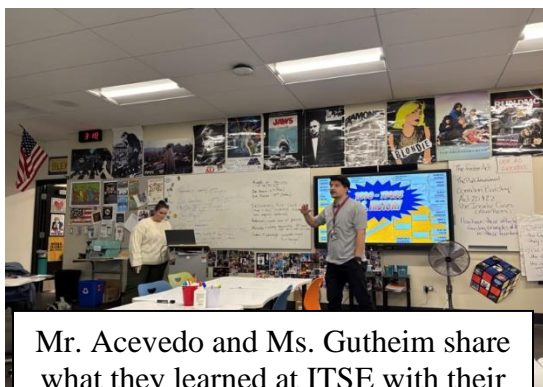
Department Highlights:



The Sculpture PLT had a SMART Goal that focused on the skill of thumbnail sketching. This important foundational skill eventually led to the finished student works you see above.



Bellringer Spotlight: in a Pop Culture class, students watched a video and read an article on events of the 1960s to give context. They were given “magnet” words, such as turmoil, rebel, and change, then asked them to provide events from our readings that would be “attracted” to that term to help summarize.



Mr. Acevedo and Ms. Gutheim share what they learned at ITSE with their colleagues.



APUSH Students virtually learn about the Holocaust from the perspective of a concentration camp prisoner.



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



The Morton West cast on stage during the final scene of *Harvey*.
It was a successful show with lots of laughs!

The musical *Mean Girls* was a giant success! Morton East had some of its biggest crowds in history, and they were well deserved. Congratulations to all the students and staff *who* were involved — it was a great





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



Photo club students enjoying a photo shoot expedition in China Town.



Students helped create flower arrangements for the FAME show at Morton East High school. The vases were made by sculpture students and sold to the public.





Theater students watched the movie, “Sing Sing.” They then presented evidence on how the movie connects to their class.



Morton East held their fantastic F.A.M.E art show. They raised the most money since the shows inception, and student artists sold several of their pieces! LEFT: the mariachi performs for attendees. RIGHT: a child gets her face painted by an East student. BOTTOM: students show off the money they earned from their art sales.





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

Curriculum Updates –

- **MTSS Intervention Groups**

At Morton West, MTSS Tier 2 and Tier 3 support groups focused on life-ready skills are nearing completion. These groups have involved collaboration among counselors, social workers, and school psychologists to identify students, develop group plans, and deliver targeted interventions based on student need.

- **Assessment Support & Transition Programming**

MTSS staff, including counselors, social workers and psychologists, supported building-wide ACT and AP testing efforts by serving as proctors and providing student support. At Morton East, preparations are underway to host a tour for incoming sophomore students from the Freshman Center. The tour helps with transition planning and building familiarity with the support team.

- **Schoolinks Postsecondary Curriculum**

Juniors at Morton West are being onboarded onto the Schoolinks platform to support postsecondary planning. Counselors are also delivering presentations to juniors on preparing for life after high school and completing senior surveys to better understand student needs and pathways.

- **Freshman Transition Data Collection**

The West counseling team presented at a "Coffee with the Principal" event, sharing a "Future Sophomore" presentation. A feedback form developed by the team gathered valuable data from families to inform intervention strategies for next year's incoming sophomore class.

Professional Development –

- **Postsecondary Platform Training**

Counseling department leads attended a professional development session focused on Schoolinks implementation, where they exchanged best practices with neighboring school districts.

- **Inter-School Collaboration**

The freshman counseling team at Morton West conducted a site visit to the Freshman Center to strengthen the freshman transition process and discuss ways to better support freshman students through collaborative planning and aligned MTSS interventions.

Student and Staff Accolades –

- **Senior Commitment Day – Class of 2025**

The College and Career Center is celebrating Senior Commitment Day on Thursday, May 1st. This event recognizes seniors' post-high school decisions - college, trade school, military, or workforce and allows students to express their pride by wearing gear representing their chosen path. Staff were also invited to participate by wearing apparel from their own postsecondary journey.



- **Mental Health Awareness Month Activities**

Morton East held a Mental Health Awareness Fair in preparation for Mental Health Awareness Month. Local mental health agencies were invited to share resources with students and staff. The event helped promote access to support services. At Morton West, PLT teams began developing a schedule of student-centered activities and incentives to support emotional well-being throughout the month of May.



Sheila Salgado (social worker), Guadalupe Orozco (counselor) and Luis Castanon (social worker) are ready to welcome students to the Mental Health Awareness Fair where 10 community agencies came to talk about their services and summer opportunities for students.



East Mental Health Awareness Fair



- At the Freshman Center, the "Donut Stress About It" group supported AP students in managing test anxiety through mindfulness and grounding strategies. Social skills groups such as Girls Group (now offered in Spanish), anger management (initiated by students), and the Newcomers Group continue to be well received and highly impactful.
- At West, the social skills group attended a musical at Morton East as a field experience to apply learned skills in a real-world social setting.

Scholarship & Student Leadership Development

Morton East welcomed back alumnus Oscar Barraza, a Posse Scholarship recipient, to present to sophomore and junior students about the full-tuition scholarship opportunity. The presentation aimed to encourage students with leadership potential to begin preparing early for competitive college scholarship programs.



FC students visit Morton College to learn more about post-secondary options!

Suicide Prevention & Risk Response

Counselors at Morton West implemented the Signs of Suicide (SOS) program with junior students. Follow-up meetings were held for at-risk students to ensure they were connected to the necessary supports.



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

Curriculum Updates –

On April 15th the Mentor Coordinators and Instructional Coaches met to discuss a stronger partnership moving forward. Coaches have created a modified coaching partnership (10 hours) for our new teachers.

Our Mind and Body Wellness PLT team met for curriculum work. The team created UbD templates for each unit, revised assessments, and aligned curriculum for East and West

Professional Development –

PLCs continue to gather data, analyze common assessments and make assessments for next year.

Student and Staff Accolades –

April 27th we hosted the JMR Fitness Challenge at Morton East. We had over 100 students participate in the challenge. This year we invited a fitness professional to set up in the Main Gym and discuss wellness careers with all of our students.





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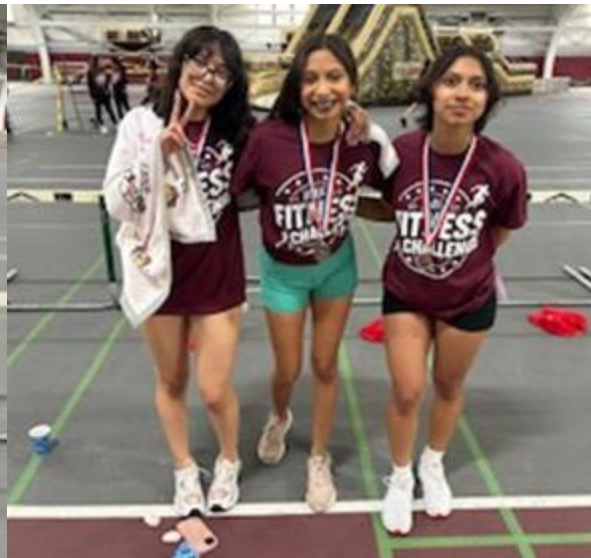


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On April 19th Ms. Mooney's Mind and Body Wellness students taught Yoga to our pre-school students. Our students designed and taught the lesson. Each of our students had a role in demonstrating postures and assisting our pre-schools.

