



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

August 2025

College Ready:

- East Intro. to Engineering Design (IED) is designing and testing devices to launch a spherical projectile 3-10'.
- East Principles of Engineering is learning about simple and compound machines and designing a device to lift spherical objects from the floor and deposit them in a receptacle with 12" walls.
- East Engineering Capstone is compiling a list of areas of interest as a focus for their independent projects.
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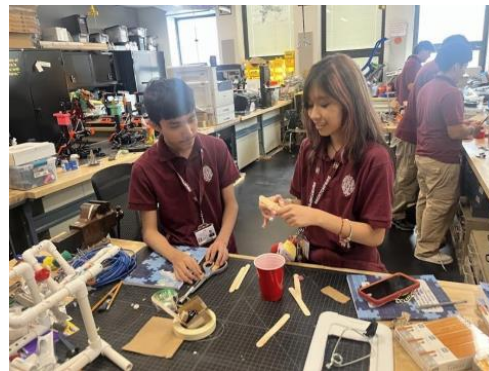
Career Ready:

- East Morton Mustang Francisco Padilla has taken the 3-D Design and Manufacturing Skills he learned in IED and over the summer began to collaborate with established streetwear creator and hip-hop artist Mitch Modes. Francisco, on his own, connected with Mitch Modes over social media and is now collaborating to produce branded merchandise.
- West Culinary students had the Mustang Café up and running during the building's open house on August 21st. They served delicious treats and drinks to faculty, staff and families.

Life Ready:

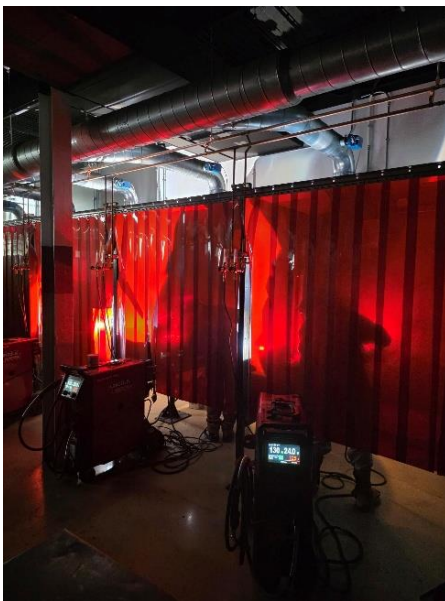
- West Welding Technology II students dial in the machines for the 25-26 school year.

Student and Staff Accolades:





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Career & Work Based Learning:

Professional Development:

- Provided professional development break-out session opportunity on 8-11-25 on industry credentials and work-based learning.
- National Guard presented to the CTE Department, aligning careers and pathways within the Army National Guard that with the courses and pathways here at Morton 201. National Guard representatives shared resources with the department to highlight with our students and ways that the Guard can support within our courses at the high school level.



Programmatic Updates:

- Parent communication on 8-28 – Smore sent to all parents of students enrolled in a course that offers an industry credential. <https://secure.smore.com/n/2fkgd>
- Completed dual credit enrollment in Engineering courses on 8-28.

West College & Career Highlights:

- Open House drop in – College & Career Center and Career and Work-Based Learning Coordinator hosted a drop-in station during Open House on 8-21.
- Morton College was present for dual enrollment through the week of 8-25.

East College & Career Center Highlights:

- Since the beginning of the school year through 8/29/25, the CC Center has had 328 student visits.
- CC Center staff have also visited numerous classrooms throughout the month of August to make students aware of the services available through the CC Center.
- The CC Center hosted Morton College on 8/21, 8/25, and 8/28 to register students for dual enrollment opportunities at the MC campus.
- We promoted various employment opportunities, including a career internship cohort through Youth Crossroads and other part-time employment opportunities listed on the August 2025 job leads flyer.
- Calendar has been created for post-secondary rep. visits taking place at Morton East with visits beginning in September (college, military, etc.)

Upcoming September Highlights:

- The last MC dual enrollment registration date at Morton East is Tuesday, September 2.
- Loyola HPREP (health careers enrichment opportunity) informational meeting will be held on Wednesday, September 10.
- Financial aid assistance: ISAC representatives will be in the College and Career Center every Tuesday and Thursday during all supervision periods starting on September 9.



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- Major push during September to inform all seniors of their financial aid options and to help them create their FSA IDs if they are eligible for the FAFSA.
- An evening financial aid night will be scheduled in September for students and parents of all grade levels to attend (Date TBD based on ISAC availability).
- College rep. meetings begin at Morton East (seven currently scheduled for September).
- Loyola campus visit with 40 students on Monday, September 29.

Partnership Updates:

- West Career and Work-Based Learning Coordinators met with representative from Loyola Medicine to arrange an 8-week work-based learning experience.
- Connection with two Dominican School of Nursing professors to focus on post-secondary opportunities.



SPED Department – Carol Best, Executive Director

College

- LDI World History students worked on an activity in class that involved collaborating and cooperating in order to solve problems using primary and secondary sources.
- ED Resource students engaged in brainstorming sessions to identify potential academic and personal goals for the first semester. These ideas will serve as the foundation for each student to develop an individualized SMART goal next week. They will monitor these goals throughout the semester. In addition to learning how to effectively construct a SMART goal, this process is designed to help students focus on their personal growth, academic success, and long-term aspirations at Morton East and after high school.
- All students took the STAR assessment for reading and math in their English and Math classes to help get a baseline for student needs.
- LDI Math 2 & 3 students reviewed Order of Operations and equations to strengthen foundational skills.
- LDI Integrated 3 worked on factoring and quadratics, with juniors practicing multiplication facts to prepare for higher-level math.
- Upper Inclusion team developed IEP formatives to better understand student strengths, challenges, and academic goals.

Career

- Related Class is making Portrait of a Morton Graduate Plans on [paper diagrams](#).
- Guest speakers in Science stress these skills as well.
- Civics classes do career exploration along with life skills.
- Connecting students with an adult in the career field of interest through email.
- Resource teachers are collaborating with students on DHS paperwork and FAFSA.
- Career Unit in 10th grade Inclusion English Classes.
- FSI students in the employability class helped organize materials for staff in the great room.
- Students worked in edge classes to discuss their future career interests.
- All students will start to become familiar with the new college and career interest inventory being used in the district.
- ASI students engaged in cooking activities: *K-POP Cake Balls* and pasta and garlic bread, practicing vocational cooking skills.
- LDI Integrated 2 Math explored probability with dice and cards, connecting to real-world problem-solving.
- FSI PLT worked collaboratively on case management (CM) lists to ensure equitable distribution of responsibilities and better communication across teachers.

Life

- Various classes have conversations as they relate to life in the areas within Portrait of a Morton Graduate.



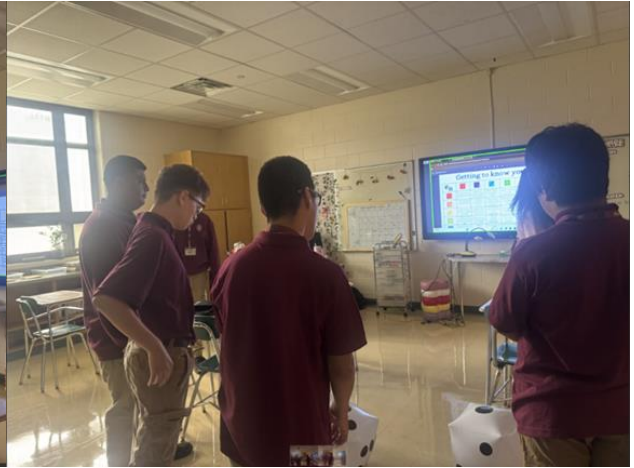
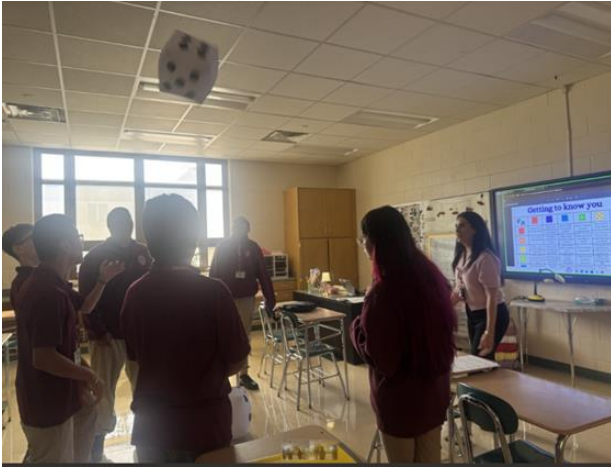
- Teachers are discussing transition plans when they help students complete interest surveys, etc.
- This month's Job Leads were shared with interested students.
- FSI students had a great time building community through a fun dice game in their math class.
- FSI office skills group helped with the community closed by assisting in packing items into bags to be donated.
- All students are acclimating into the high school setting, getting to know their teachers, and the building.
- ASI classes enjoyed outdoor sensory activities, including sitting by the pond to explore weather and nature.
- Mr. Nelli's class participated in a community trip where students enjoyed social interactions and learning outside of school.

MTC Highlights

- **New Transition Curriculum:**
This year, we've introduced two new transition programs, *Ori Transition* and *Attainment: It's My Life*. These evidence-based resources are designed to support students in developing life and career readiness skills.
- **Technology Integration:**
Every student in our program has been assigned a one-to-one computer, which has enhanced learning and independence. Thanks to our IT department for ensuring smooth setup and accessibility for all students.
- **Community Job Sites:**
All students are assigned a community job site that they attend twice weekly, accompanied by a member of our vocational team. This real-world experience is a critical part of building job skills and workplace confidence.
- **In-Building Independent Living and Vocational Tasks:**
Students also participate in building-based tasks. Each student has a rotating cleaning assignment that changes biweekly, allowing them to practice a variety of home cleaning and custodial skills. Additionally, each class takes turns with lunch service duties, giving students practice and exposure to food service responsibilities, skills that would hopefully translate to an employment setting. (see attached photo).

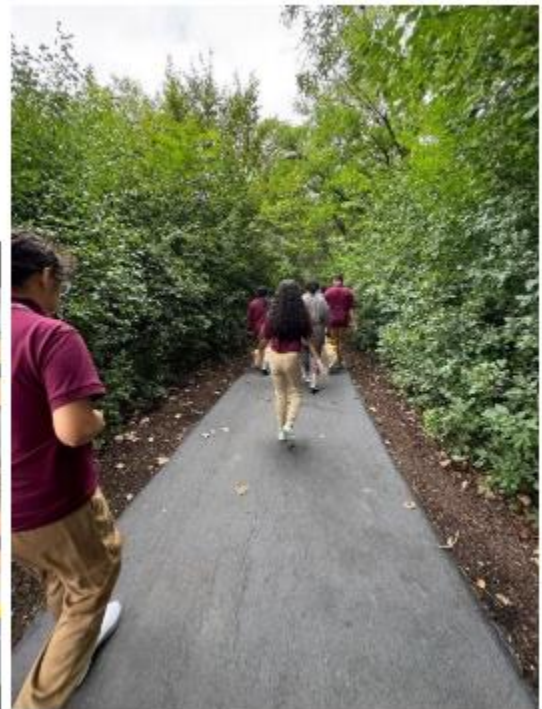
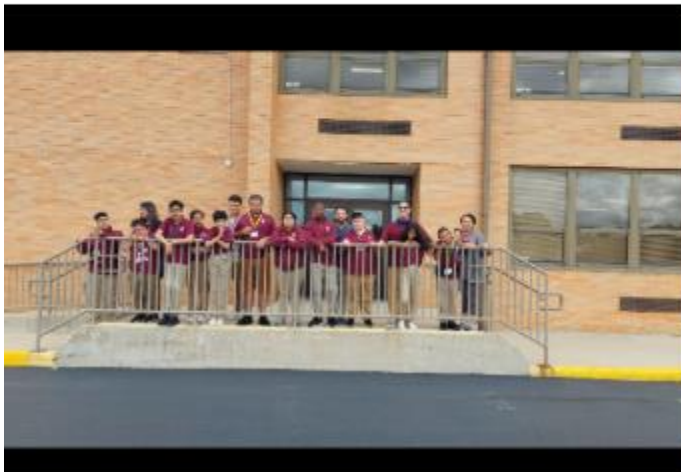


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English Learners and Modern Languages- Melody Becker

Curriculum Updates-

College

- Teachers have been identifying rules/procedures to help students adjust to the new school year.
- Teachers are gathering info. to promote Seal of Biliteracy, specifically from instructional coach promotion and opening day information.
- Teachers have discussed incentives for the semester, grading policy (90/10) and have been introducing reading/writing skills that will be utilized throughout the semester.
- Portfolios were created and introductions to their portfolio were written and spoken to have the students begin in the first semester in order to have their portfolio finished by second semester and be able to receive their honor's credit.
- AP Spanish Lang started working on the argumentative essay, pre-test, going over each section in detail to get ready to work on a partnered argumentative essay.
- AP Spanish Lit began analyzing reading from the Middle Ages.
- SLA IV is using the PACE model when we go over grammar. Students separate different types of words, put them in groups and create hypothesis as to when they are used. In the extension, when we go over the notes we see if their hypothesis was correct or not.
- SLA V students read "Autorretrato" by Pablo Neruda to get students ready to write their own poem.
- Students have begun to their reading, writing, speaking, and listening skills in the target language to prepare them for the seal of biliteracy test that they will be taking this semester.
- Chinese 1 is working on the numbers and character writing. The classes just finished a project "STORY OF HANZI" (picture below).
- Chinese 3 is working on a weather report and comparison. They will give a PPT presentation in a couple weeks.
- AP Chinese is making flashcards about the vocabs of summer vacation. They are playing share-share-trade to help them memorize the words.

Career

- Students presented specific skill connections to groups; they are furthering their speaking skills through clarity, detail and tone.
- Counselors intend to speak with students regarding planning their future through an online platform.
- Students completed the "Would You Rather" Schoollinks assessments to help them find career suggestions based on their favorite activities
- AP teachers spoke with their students about the importance of passing the AP Spanish exam and the positive implications that it will have on their career paths.
- Chinese 2 is introducing one of their idols in Chinese on Padlet.

Life

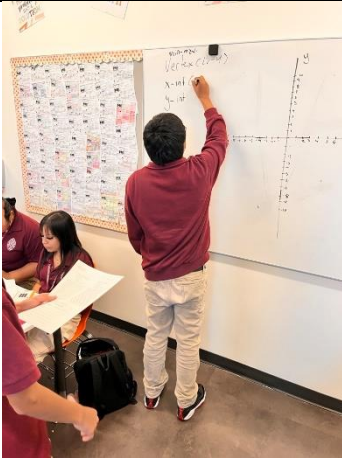
- Opening day activities identified how students can best comfort themselves on a daily basis in school
- Students have been working collaboratively through many of their initial assignments/new skills; students are sharing points of view about society and connecting them to pre-test categories of reading, writing, listening and speaking



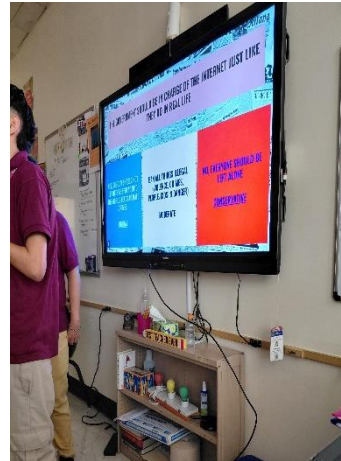
- Through BARR, teachers are implementing SEL, as well as semi-regular, one-on-one check-ins with students.
- Newcomer program starting up again, with Rosendo Arreguin as the leader of the group; EL 1, 2 & 3 students meet to discuss trials and tribulations of adapting to the US, school, social situations, etc.
- Students completed the “Top Skills” Schoollinks assessment to discover their top skills and areas for improvement.
- Students are learning about self-advocacy and who/what are their resources in school.
- Students have been working on classroom discussions to help improve their speaking abilities, understanding the difference between formal/informal questions and conversations, in order to get our points across respectfully.
- Spanish 1 students are learning about the Spanish speaking countries and their capitals.
- Spanish 2 students are creating comic strips using false cognates that they are learning.
- In French, students researched Francophone countries and colored their flags on the other side to decorate the classroom with a diverse representation of the francophone world. French 1 students also made a word wall of classroom expressions to reference throughout the year
- We were able to create connections with our students and get to know them in different ways: only one word (students create a goal and explain why), name tents (students are asked a questions to answer and teacher responds to it every day) with name glyphs, acrostic poems (students use their name to create an acrostic poem with words that describe them and then draw things they like), we’re going to a picnic (students stand around in a circle, say their name and what they will take, it has to start with their name. The next student repeats what the first student’s name is and what they will take, and so on), pirinola with questions (students spin the pirinola and based on where it lands, they have a set of questions to choose from so they can answer their group), Busca-compañero Find a partner (students find a classmate in which they have something in common with or find someone who has what the square says), and adult homework (student’s parent/guardian/tutor write a letter about the student so you can get to know them better). (See images below)
- Chinese 3 created a “Chinese class wall of fans” where they reviewed vocab by presenting themselves to their classmates creating a classroom community.
- We continue to celebrate student’s birthdays in our classrooms.
- Spanish IV projected their chosen words (peace, joy, love, freedom, responsibility) into a balloon mural rising to the sky, symbolizing that their potential goes beyond limits. On the back they wrote why they chose that word.
- Spanish V students reflected on their identity by choosing one adjective that truly represents them, creating a visual display with words such as responsible, disciplined, fortunate, and generous. This work prepares them for upcoming self-portrait writing.
- In SLA IV, Ms. Melero Juárez continues to do her “Viernes de vivir a colores”, watching psychologist Tuti Furlan’s YouTube videos and talking about different ways our emotions and thinking affects our body and the decisions we make and how to start changing our mindset to regulate our emotions and see all the good things that surround us. Before watching the video, students practice speaking by answering questions about the topic of the video. Then, as they are listening to the video, they are answering questions about it. Finally, they share their answers and the teacher usually gives examples as to how it is related not only to school, but also outside of school.
- The French classes have personalized and decorated the room with refresh posters done by French 2 and 3, flags of French speaking countries, and classroom directions in French to make it feel like the home of academic comfort!



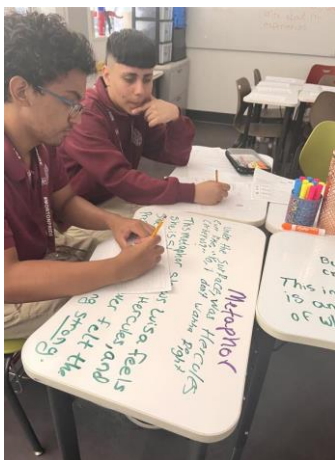
Student and Staff Accolades –



EL students in Int 3 Math are working with quadratic functions this past week! They are learning how to distinguish different kinds of quadratics (standard, factored or vertex form), as well as other key features of these kinds of functions.



For Civics with EL collaboration students and an EL Support teacher, we see students participating in an activity that correlates to what they have learned about political parties and how they identify themselves. This was to prep students to later be able to debate about other social issues they find important



EL 4 students collaborating to learn about literary devices and their effectiveness.



EL 3 Finished their family tree presentation using Speaker Progress on Teams and now we are using Book Creator as our class journals. They get to personalize them and then type their journal entries and reflections there



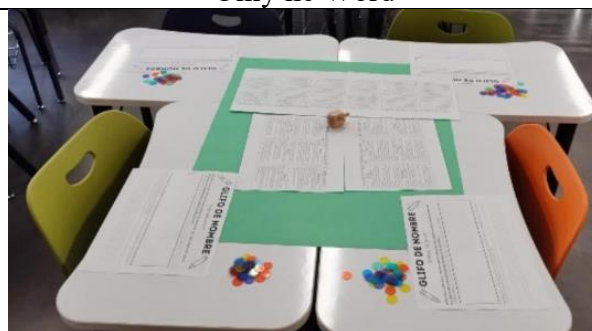
Students created an ecology of identity activity and created a flower. In each petal they shared information about them. For example, “Who are you?” and the “The World Around You.” They recorded their stories on We Video. Ecology of Identity

WeVideo Presentations for EL 2

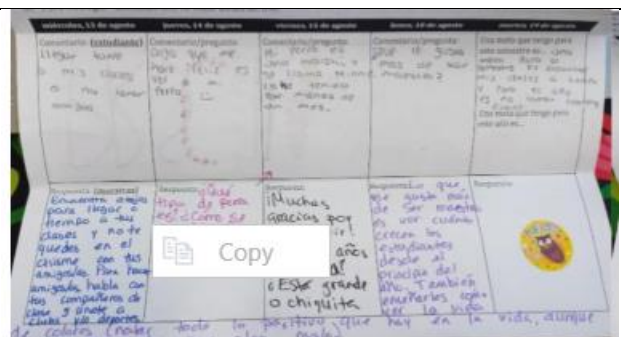
Next week, students will begin reading *Everything We Never Had* a novel of four generations of Filipino American boys. To help our students connect with our novels, students conducted family interviews, wrote short reflections on the Book Creator website and created digital family trees. They verbally described their families and used adjectives and transitions words



Only ne Word



Pirinola with questions





Science Department— Eric Bjornstad, Director

Curriculum Updates

- AP Physics and AP Environmental Science will be meeting next month to work on converting those courses to skill-based instruction and 90/10 weighting next school year.

College Ready

- Gizmos representatives met with Science Lead Teachers, Kevin O'Toole, and myself to align activities to our current curriculum.
- Representatives will be back to deliver PD to staff on Oct. 1st. The goal of the PD is to help leverage Gizmos to help students excel on the ACT

Career Ready

- We have 6 fully enrolled students taking Pharmacy Tech courses at Oakton College.
- An AP Biology student at East, Angelina Milan, completed her internship we organized with St. Charles Trading Co.
- Mr. Connelly and Mr. Katzberger met with Brookfield Zoo about a possible partnership for a potential Marine Biology class.

Life Ready

- Science Department walk-through focus will be on instructional non-negotiables

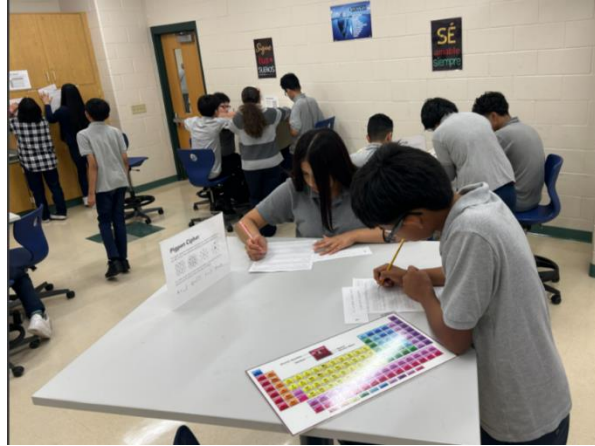
Student and Staff Pictures

STEM Physics students engineer and test bird gliders.

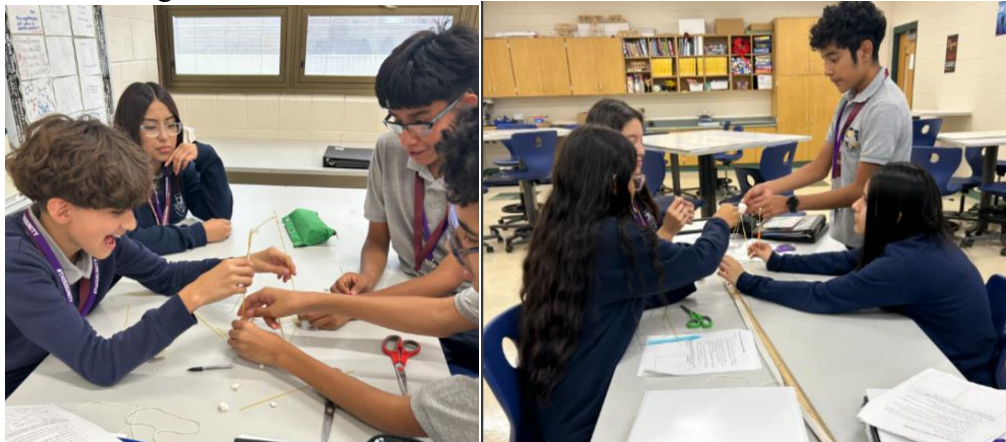




STEM Physics students compete in a team building activity to solve a murder mystery.



STEM Physics students engineer marshmallow towers.





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Biology Students investigate different ecological factors in the garden.



Biology students practice collecting quantitative and qualitative data with cookies.





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Angelia Milan completed her summer internship with our community partner, St. Charles Trading



Science Density Lab at East with Mrs. Kennedy





English Department – Megan Delaney, Director

Professional Development

Over the course of the year, the English Department prioritized exploration of Artificial Intelligence (AI) in education. Teachers engaged in a series of professional development sessions designed to build both awareness and practical strategies for integrating AI into curriculum, instruction, and assessment. These sessions provided grounding in the ethical use of emerging technologies, with particular emphasis on transparency and digital citizenship.

As part of this work, English teachers collaborated closely within their Professional Learning Teams (PLTs) and partnered with students to co-create AI usage policies. This process ensured that guidelines for AI integration were not simply handed down, but rather developed collectively, giving students a voice in shaping expectations and fostering a shared ownership of responsible technology use. This collaborative approach not only strengthened teacher practice but also provided a model for engaging students as partners in learning and decision-making.

The professional development focus on AI leaves the department well-positioned to continue supporting students in developing both the literacy and critical thinking skills needed to navigate new and evolving technologies.

Student and Staff Accolades

The English Department also experienced notable professional recognition this year. Eight teachers were selected to present at the Festival Ignite Conference, a platform that highlights exemplary practice from across the field of education. Their participation placed the department in the spotlight as a hub of instructional innovation and leadership.

Presentations covered a wide range of impactful topics, including:

- Best practices in multilingual instruction, ensuring equitable access and achievement for students who are developing English alongside other languages.
- High-leverage Tier 1 strategies, which strengthen core instruction and directly benefit all learners.
- Student engagement techniques, designed to increase active participation, motivation, and ownership of learning.

By sharing their expertise with colleagues beyond the district, the English Department reinforced its role not only as a community of dedicated practitioners but also as thought leaders contributing to the advancement of the field. Their recognition at Festival Ignite is a testament to the strength, collaboration, and instructional excellence consistently demonstrated within the department.



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Lastly, AP Sem teachers at the West campus celebrated their achievements after having a successful year of AP SEM under their belt. They look forward to expanding their progress to a new cohort of students this year and will be adjusting and fine-tuning their curriculum this fall.

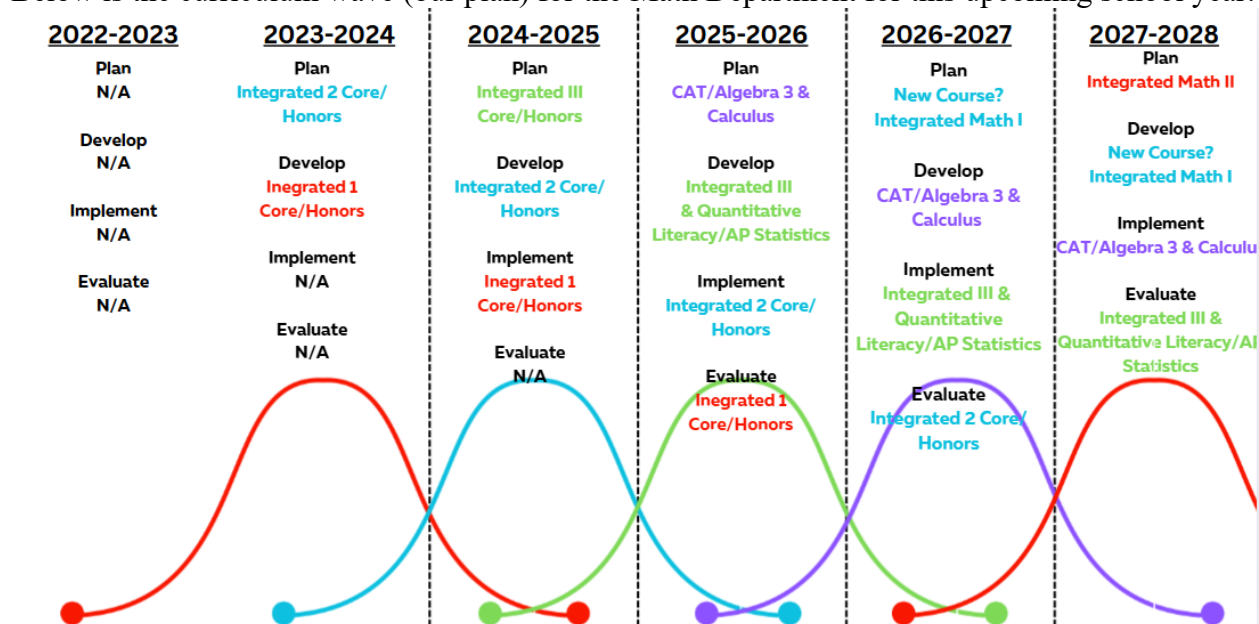




Math Department - Megan Holub, Director

Curriculum Updates

Below is the curriculum wave (our plan) for the Math Department for this upcoming school year:



We will be utilizing our in-school curriculum days to have teachers edit and update the curriculum for the courses:

- Integrated Math III Core and Honors
- Quantitative Literacy
- AP Statistics

***Life Readiness:** Curriculum development in this senior-level course ensures students are prepared for the practical math they'll encounter in adulthood—personal finance, data analysis, and problem-solving in everyday contexts.

***College Readiness:** Continued work in AP Precalculus and AP Statistics, along with adjustments in Integrated Math Honors pathways, offers students rigorous coursework that supports college credit opportunities and advanced preparation.

***Career Readiness:** Teachers are dedicating 3–5 curriculum-writing days this semester to refine and align courses in Integrated Math III Core & Honors, Quantitative Literacy, and AP Statistics. These updates ensure students are building the real-world math skills necessary for career pathways.

The Math Department will have 3-5 days writing curriculum this semester to focus on the courses above. We look forward to having this time together as a team!



ACT Data and plans:

Proficiency Level	District	East	West	Mas
Below Proficient	39%	43%	33%	94%
Approaching Proficient	44%	42%	47%	1%
Proficient	16%	14%	18%	0%
Above Proficient	1%	1%	2%	0%

See the proficiency bands above with percentages per campus. Something to note is the large amount of students in the Approaching Proficient band. Many students are close to proficient. So, through curriculum changes and ACT practice and support in class, we are aiming to move the needle for those students.

See some more in-depth Math proficiency data here: [JSM ACT Math Proficiency Data](#)

Life Readiness: By targeting students close to proficiency on the ACT, the department is emphasizing resilience, persistence, and continuous improvement—skills critical for life readiness.

Great things we've done:

PLTs: The Math Department had a great kick-off to our PLT time to start the year. We spent time during our district opening day with PLTs updating the syllabi and discussing the curriculum plan for the year. A major topic of conversation was the movement to a 90-10 gradebook.

See the attached link to find the Math Syllabi for the year: [Math Syllabi 25-26.docx](#)

Our teams are strong and we are excited to collaborate on student learning and assessment. See some photos of our Math Department PLTs below:



East Algebra 3 PLT:



East CAT PLT:



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West Math I PLT:



West Math I Honors PLT:



FC Math I PLT:



East Math II PLT:



East Math II Honors PLT:



East Math III Core PLT:



West Math III Core PLT:



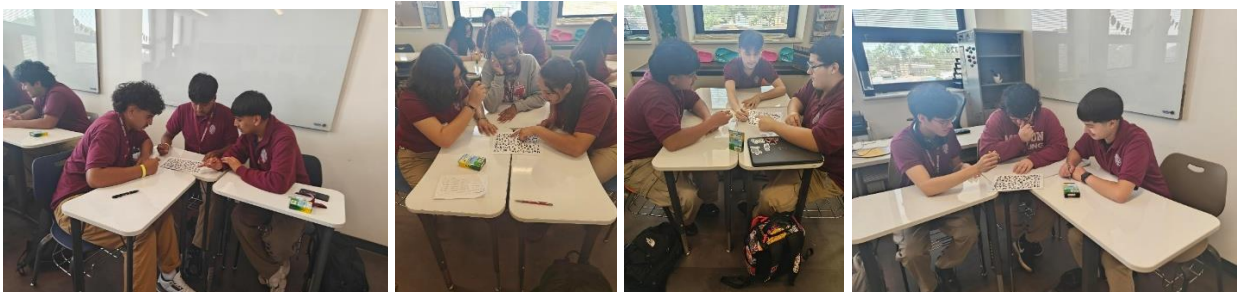
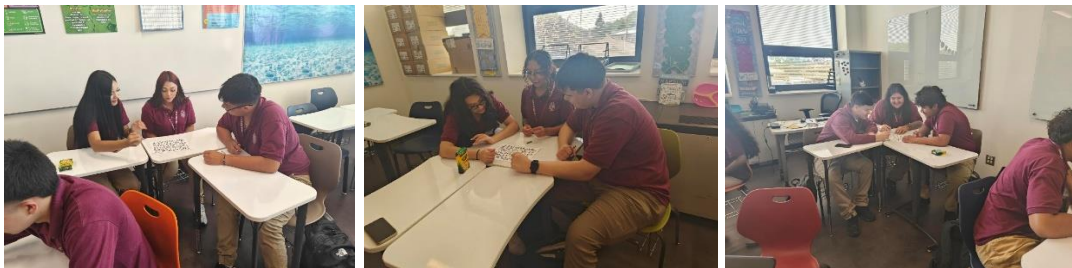
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East AP Precalculus PLT

West AP Precalculus PLT

Introduction to Math Class: Teachers have spent the first full week building a strong culture and positive environment for their students. See Ally Hansen's class at East doing some team building activities:



College Readiness:

Professional Development:

Teachers spent 2.5 days growing as educators and preparing for the school year as they attended the first institute days of the year.



The Western there was a big hit, teachers worked hard, and collaboration and learning was strong and present! Bandit the hour was also a big hit!



Co-teaching:

Co-Teaching: These teachers have been hand selected as co-teachers based off the master schedules that have been created already. The teachers that will be co-teaching Integrated Math II Core are:

West: Katie Morris and Dea Qendro

East: Zach Keiffer and Jenna Valenti

East: Jacob Paterkiewicz and Jenna Valenti



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*All 5 teachers attended a professional development offered on August 1st. It was a nice way for teachers to get to know each other and begin creating collective commitments to each other, planning, and setting themselves up for success.

Photos from the professional development:





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Social Science and Fine Arts- Kevin Vesper, Director

Curriculum & PLTs - College Ready

- All 17 professional learning teams have successfully implemented the new cycle process this school year. This new process will allow more autonomy for teams to evaluate student data and discuss tier 1 and tier 2 intervention strategies. Finally, this new process provides more seamless feedback for the team.
- We've restructured our Fine Arts PLTs to have a Visual Arts PLT and a Performing Arts PLT. This change allows teachers across disciplines to collaborate and provide interventions for shared department skills from multiple perspectives. The team is excited about the opportunities this will bring for student growth!
- All Social Science and Fine Arts gradebooks are skills-based and follow the 90/10 grading model. This structure allows students to focus on practicing course-specific skills and provides them with meaningful opportunities to demonstrate their learning. Additionally, it offers a clearer picture of student growth and progress throughout the course.
- AP Psychology has expanded by three additional sections at Morton East High School, giving more students the opportunity to take a college-level course. This growth allows more learners to challenge themselves academically, earn potential college credit, and build skills in critical thinking and analysis.
- U.S. History Core teachers are uploading DBQs into Class Companion so students can practice their comprehension and analysis skills while receiving instant, automated feedback on their responses to strengthen learning.

Department Focus – 25/26 SY

- College Ready - The Social Science department is focusing on supporting student growth in the ACT Reading test. To achieve this, students will engage in intentional weekly practice reading and analyzing historical documents that align with the types of questions found on the ACT Reading section.
- Life Ready - The Fine Arts department is focusing on increasing the self-management/awareness indicator by integrating more SEL lessons and activities into the curriculum. PLTs will place a strong emphasis on this focus throughout the school year.

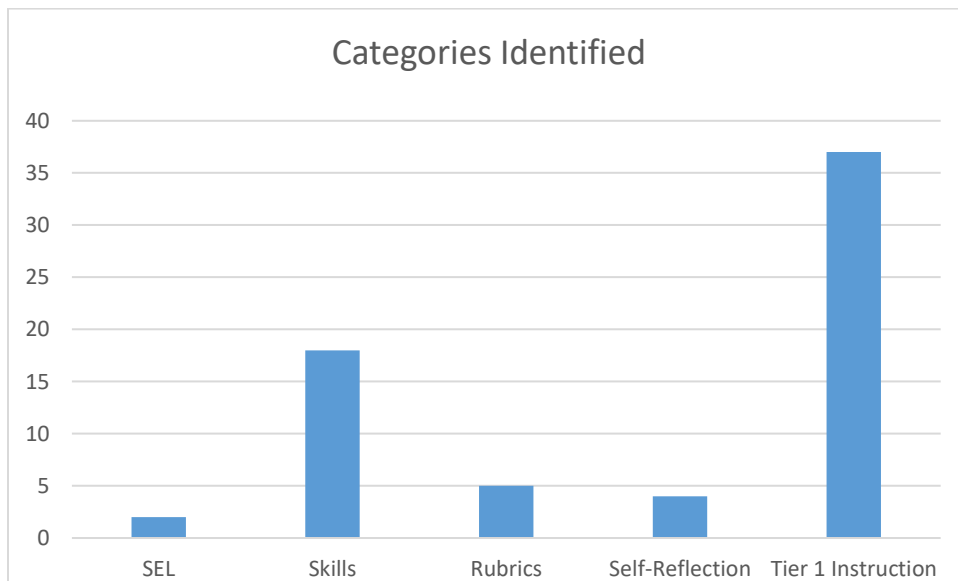
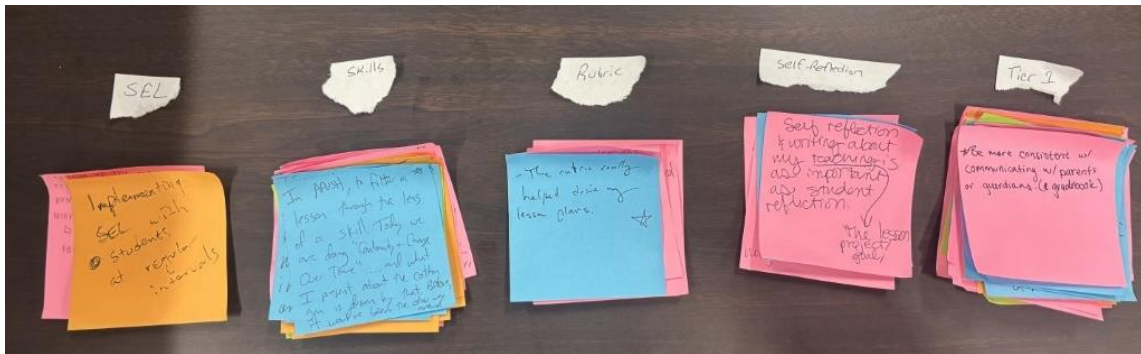
Professional Development

- Beginning August 4th, our new teachers participated in four days of professional development during the New Teacher Academy. During the event, the new teachers collaborated with students and staff members to help them best prepare for the school year.
- On August 7th, Lead Teachers participated in the Lead Teacher Academy, where they examined the elements of strong Tier 1 instruction and began developing the foundation of our Morton Tier 1 Must-Sees.
- On August 12th, the department met to prepare for skills-based instruction and learning. During the meeting, Eric Santos from the Learning Technology Center led a discussion on the impact of artificial intelligence in the classroom and how it can be used to support students in developing course skills.



Department Survey Data

During our department meeting on the second institute day, teachers were asked to write down one key lesson they've learned over the past three years that has influenced their teaching practice to better serve students. The responses were reviewed and organized into common categories. Here are the results:



The data indicates that the most significant changes teachers reported were in Tier 1 instruction, followed closely by an increased emphasis on skill development in the classroom.

Both of these areas align directly with our professional development focus on Tier 1 instruction this year.

Our department is dedicated to Tier 1 instruction as the driving force for student success, ensuring all learners receive high-quality, consistent teaching.



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Department Highlights



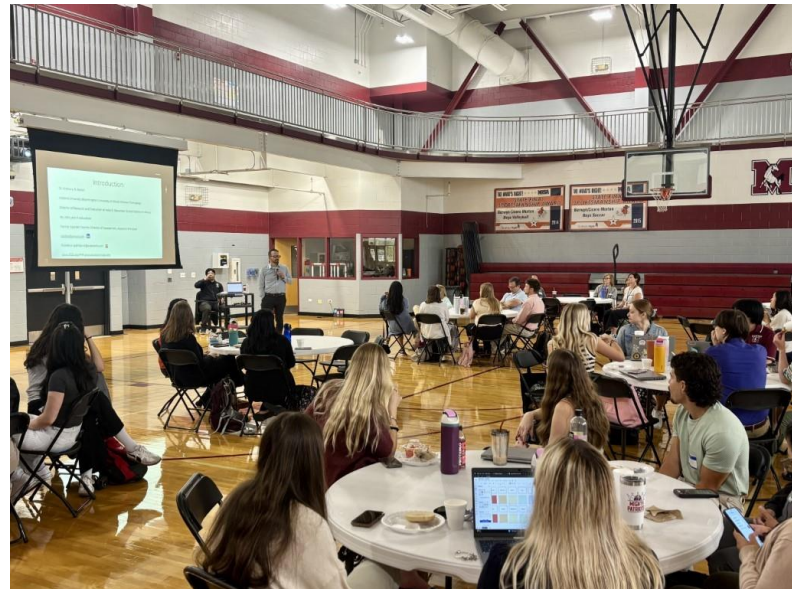
The department learning the impact A.I. can have in the classroom.



The Morton Marching Band has one last rehearsal before playing for staff.



Staff was able to take a picture with Bandit from Hawthorne Race Track during Festival Ignite!



On August 5th, department staff joined a PD session with Tony Reibel focused on skills-based assessments.



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

As part of our MTSS framework, District 201 has implemented two universal screeners to better identify and support student strengths and needs – ensuring all students are prepared to become College, Career, and Life Ready.

Renaissance Star Assessments

All 9th- and 10th-grade students take Star Reading and Math up to three times per year (fall, winter, spring). These adaptive, research-based assessments provide timely insights into student learning. The data helps teachers:

- Personalize instruction to meet individual needs.
- Monitor student growth over time.
- Place students in targeted academic interventions such as *Mustang Supports*.

This process directly strengthens college and career readiness, ensuring students have the literacy and numeracy skills necessary for advanced coursework and postsecondary success.

Panorama Life-Readiness Student Survey

Administered across grade levels, this survey helps us understand how students view their own life readiness skills such as self-management, goal setting, engagement, and collaboration. The results:

- Guide how we provide supports and enrichment opportunities.
- Help strengthen school climate and culture.
- Equip students with the essential life-ready skills to thrive beyond high school.

Impact on the Portrait of a Morton Graduate

Together, these universal screeners ensure that no student is overlooked. By identifying both academic progress and life readiness skills, we are better able to guide students toward becoming well-rounded graduates who are:

- College Ready through strong foundational literacy and numeracy.
- Career Ready by applying academic skills in real-world problem solving.
- Life Ready with the personal skills and competencies to navigate challenges and opportunities after graduation.

Curriculum Review and Updates

Both MTSS Cohorts and BARR Teams have successfully launched across our campuses, strengthening our tiered system of supports for students.

MTSS Cohorts

- Cohorts are student support teams that meet biweekly to analyze Early Warning System (EWS) data, including attendance, behavior, and course performance.
- Using a data-driven, problem-solving approach, teams identify students in need of support, determine appropriate interventions, and monitor progress over time.
- Each cohort is facilitated by the Dean in collaboration with the Assistant Principal of Student Services (APSS), ensuring leadership and accountability in student-centered decision-making.



MTSS/Student Services staff prepare to begin MTSS Cohorts

BARR (Building Assets, Reducing Risks) Teams -based, whole-student approach.

- Composed of interdisciplinary teachers and student support staff, teams focus on both academic and non-academic factors influencing student success.
- Meetings center on student strengths, challenges, and relationship-building to foster engagement and achievement.
- Led by the MTSS/BARR Coordinator, BARR Teams also utilize EWS data to guide supports, ensuring interventions address the full range of student needs.

Together, MTSS Cohorts and BARR Teams provide a comprehensive framework for identifying, supporting, and monitoring students, ensuring that both academic progress and life-readiness skills are prioritized



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

Driver Education Program

The program recently received an upgrade with four new vehicles for Driver Education. Two vehicles will be housed at East campus and two will be housed at West campus. Thanks to Jimmy Zundell, Brad Bishop, Dave Meneses, and the rest of the maintenance team that helped get these new Buick Encores ready and safe for our instructors and students. These new cars will help provide processing for the 500+ students that received a permit this summer after running fourteen sections of Driver Education classroom sections. We have several instructors (Scott Gourley, Julie Calcagno, Yvette Kirby, Mike McGlennon, Cliff Joiner, Samantha Gutheim, Miguel Romero, Mike Caruso, Dave Waldron, and Lynette Polchan) that are teaching Behind-The-Wheel or classroom before school, during the school day, and after school that will help facilitate driving skills and safety for our students at District 201.

Freshman Center PE/Health

Good news: In PE students completed their first round of Fitness Testing, using the Fitness Gram Tests. Students worked hard and put in great effort. Students will complete their post test in December, prior to mid-terms.

Depending on the hour, some students were able to choose a specialty PE course, Fitness or Team Sports. Most classes can take part in a short fitness activity and a mini-sport tournament each day, allowing all students to be subjected to health-related components of fitness and the team-building aspects of sport.

Health classes were given an EL aide to support our EL 1 and 2 students. This has been a wonderful addition to our Health program. Our EL students can receive the assistance they need during class and this helps to keep them on track. They receive support during their 25-minute supervisory, if extra help is needed.

Student grades are posted immediately. Students are encouraged to check grades and seek help if assignments are missing. Students are encouraged to access Skyward regularly in order to always be aware of grades, missing assignments, etc. This will help students when in college, to be self-starters.

Morton West PE/Health

Beth Sullivan is currently teaching a new class at West campus, Advanced Health. Beth has put in an enormous amount of time over the last few years to finally see this class take shape. This course is project based and will be student-led, with the goal of creating more self-agency for our students in District 201. The goal for this year is to create a pre-requisite in for this class, since there are many advanced concepts and topics that are built from the standardized Health class that we offer to our freshmen students.

Morton East PE/Health

Courtney Mooney has absorbed the Lifeguarding class, and Lifeguarding students from retiring teacher Jim Bageanis. Courtney has done a great job of stepping up with this curriculum, and we're looking forward to some great things for our Lifeguarding curriculum. Also, creating opportunities for our students to utilize



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

their skills in our PE curriculum and provide support for other electives while they're in their swimming units.