

Planning Committee Meeting

Tuesday, September 22, 2026 10:30 AM

Viking Room, 999 Kedzie Ave, Flossmoor, IL 60422

1. **Call to Order: Ms. Jackson, Dr. Smith, Mr. Legardy**

2. **Public Comments**

3. **Old Business**

4. **New Business:**

4.1. MAP Data Presentation

4.2. School Improvement Plan

4.3. Collaborative Teams & Professional Learning

4.4. College Board Forum

4.5. HF Swim Club Partnership

4.6. You Matter 2 Proposal

4.7. ECRA Contract

4.8. Enrollment Report and Residency

4.9. Southland Area Career Center

4.10. HF Strong Rally

4.11. Next Meeting Date – Tuesday, November 10, 2026 at 10:30 a.m. in the Viking Room

5. **Executive Session Pursuant to 5 ILC 120/2(c) of the Open Meetings Act to Consider Student Disciplinary Matters**

6. **Reconvene to Open Session**

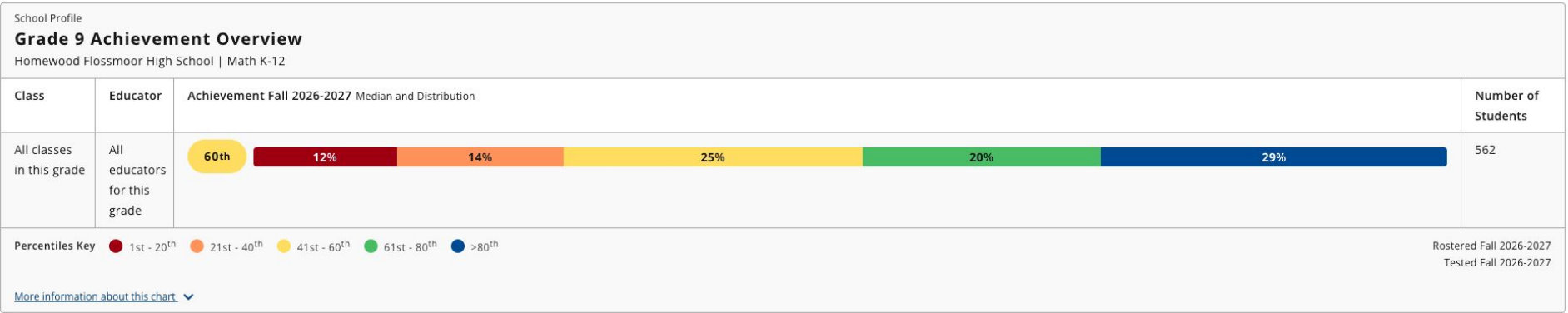
7. **Adjournment**

MAP Data Presentation

September 22, 2026 - Planning Committee



Math MAP Percentiles, 9th Grade



- 49% of 9th graders at or above the 61st percentile
- 25% of 9th graders between the 41st and 60th percentile
- 26% of 9th graders below the 40th percentile

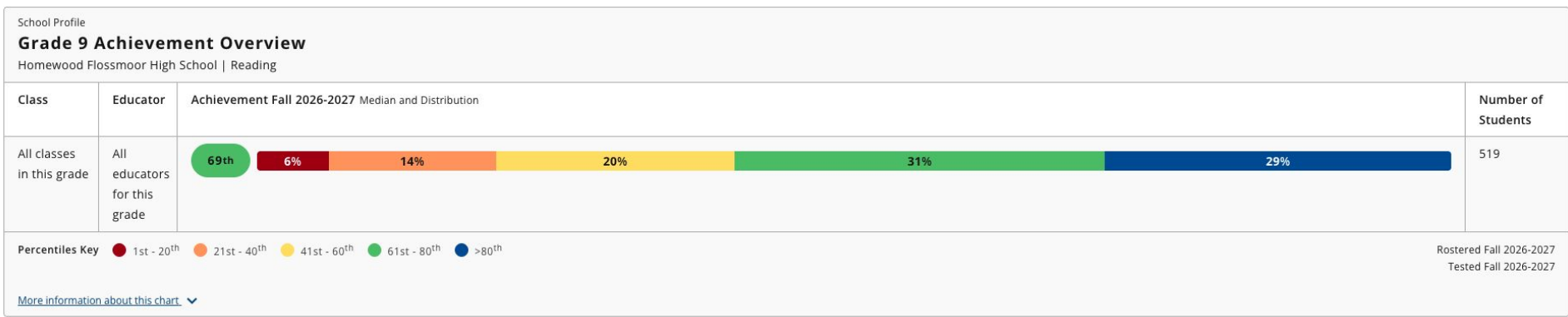


Math MAP Percentiles, 9th Grade Broken Down by Instructional Areas

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Overall Performance												
Growth: Math 6+ CCSS 2010 1.1 / Common Core State Standards Mathematics: 2010	68	12%	79	14%	137	24%	114	20%	164	29%	229-230-230	16.4
Instructional Area RIT Range												
Operations and Algebraic Thinking	73	13%	60	11%	83	15%	158	28%	188	33%	231-232-233	18.1
The Real and Complex Number Systems	83	15%	119	21%	93	17%	104	19%	163	29%	228-229-230	18.8
Geometry	80	14%	91	16%	111	20%	127	23%	153	27%	228-229-230	18
Statistics and Probability	84	15%	97	17%	93	17%	124	22%	164	29%	228-229-230	19.4



Reading MAP Percentiles, 9th Grade



- 60% of 9th graders at or above the 61st percentile
- 20% of 9th graders between the 41st and 60th percentile
- 20% of 9th graders below the 40th percentile



Reading MAP Percentiles, 9th Grade Broken Down by Instructional Areas

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Overall Performance												
Growth: Reading 6+ CCSS 2010 1.1 / Common Core State Standards English Language Arts/Literacy: 2010	30	6%	71	14%	104	20%	161	31%	153	29%	222-223-224	13.7
Instructional Area RIT Range												
Literary Text	52	10%	76	15%	88	17%	143	28%	160	31%	221-222-223	16.7
Informational Text	40	8%	71	14%	108	21%	151	29%	149	29%	222-223-223	14.6
Vocabulary	32	6%	52	10%	119	23%	149	29%	167	32%	224-224-225	14.4



Math MAP Percentiles, 10th Grade

School Profile

Grade 10 Achievement Overview

Homewood Flossmoor High School | Math K-12

Class	Educator	Achievement Fall 2026-2027 Median and Distribution	Number of Students
All classes in this grade	All educators for this grade	58th 13% 15% 25% 25% 22%	584

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2026-2027
Tested Fall 2026-2027

[More information about this chart](#) ▼

- 47% of 10th graders at or above the 61st percentile
- 25% of 10th graders between the 41st and 60th percentile
- 28% of 10th graders below the 40th percentile

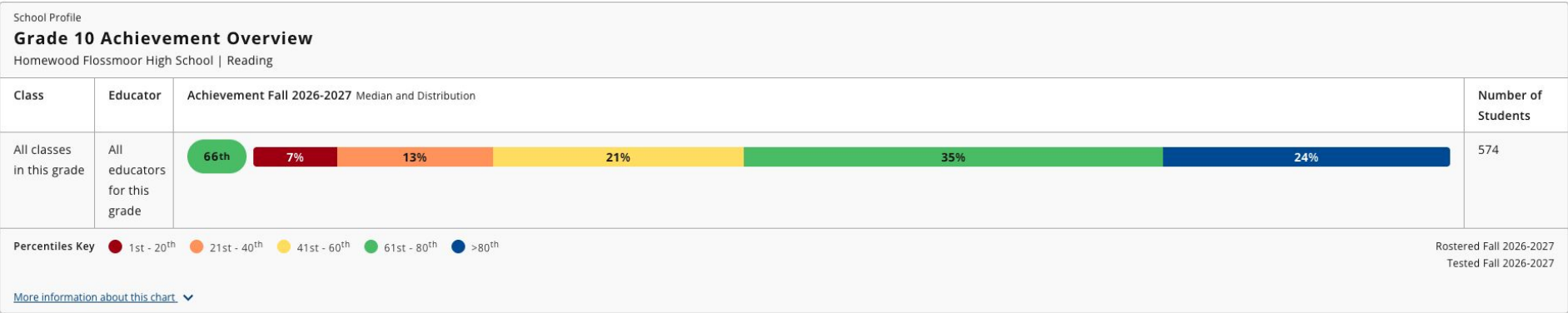


Math MAP Percentiles, 10th Grade Broken Down by Instructional Areas

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%		
Growth: Math 6+ CCSS 2010 1.1 / Common Core State Standards Mathematics: 2010	74	13%	89	15%	143	24%	148	25%	130	22%	230-230-231	17.9
Instructional Area RIT Range												
Operations and Algebraic Thinking	82	14%	57	10%	103	18%	162	28%	180	31%	232-233-234	19.6
The Real and Complex Number Systems	107	18%	118	20%	113	19%	102	17%	144	25%	227-228-229	20.4
Geometry	95	16%	89	15%	132	23%	143	24%	125	21%	229-230-230	18.2
Statistics and Probability	82	14%	101	17%	111	19%	125	21%	165	28%	230-231-232	21.1



Reading MAP Percentiles, 10th Grade



- 59% of 10th graders at or above the 61st percentile
- 21% of 10th graders between the 41st and 60th percentile
- 20% of 10th graders below the 40th percentile



Reading MAP Percentiles, 10th Grade Broken Down by Instructional Areas

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Overall Performance												
Growth: Reading 6+ CCSS 2010 1.1 / Common Core State Standards English Language Arts/Literacy: 2010	37	6%	76	13%	123	21%	198	34%	140	24%	224-224-225	13.2
Instructional Area RIT Range												
Literary Text	55	10%	81	14%	115	20%	190	33%	133	23%	223-224-224	15.8
Informational Text	43	7%	91	16%	122	21%	168	29%	150	26%	223-224-224	14.2
Vocabulary	39	7%	61	11%	127	22%	176	31%	171	30%	225-226-226	14.6



Data Reveals - 9th Grade Math

164

Top Performers

164 of our 9th graders scored at the 80th percentile or higher in mathematics.

115

IM1 / IM1 Honors

115 out of the 164 students were originally placed in IM1 or IM1 Honors for their math class.

8

IM2 Placement

8 of these 9th graders are placed in IM2, but we need to consider for IM2 Honors.

Key Finding & MAP Analysis

Of the 115 students placed in IM1 and IM1H and the 8 students in IM2, their MAP scores are higher than the majority of our students in IM2 and IM2 Honors.



Interesting Findings - 9th Grade Reading

153

Top Reading Performers

153 of our 9th graders scored at the 80th percentile or higher in reading.

38

Standard English I Placement

38 out of 153 high-scoring students were originally placed in English I, without honors.

Next Steps & Honors Placement Opportunities

These students will also be invited to an honors placement to align with their reading proficiency.



Overall trends for 9th & 10th graders

Reading vs. Math

60th+ Percentile Gap

There is a notable difference for 9th and 10th graders (11% and 12%, respectively) between the number of students at the 60th percentile or higher for reading versus math.

20th percentile

Intervention Support

Additionally, there is a notable difference in the percentage of students who are below the 20th percentile for math versus reading support.

Growth Areas

Targeted Disciplines

Finally, the Real and Complex Number Systems, along with Literary and Informational Text, are areas identified for growth among both 9th and 10th graders.



Important Next Steps

115 Students

Mathematics Pathway

Students currently enrolled in IM1 or IM1 Honors have been invited to complete a proficiency test.

With demonstrated proficiency and family agreement, schedules will update to **IM2 Honors**.

MAP Reading

English Honors Placement

Students who excelled in MAP Reading will be invited into the honors sections of English.



Important Next Steps

MTSS Review

Intervention Protocol

Placement into intervention labs will be reviewed according to our MTSS Handbook.

We are looking at a variety of criteria: MAP scores, SLA data for literacy placement to determine if there is more of a fluency or comprehension need, along with ACT scores, PSAT scores, grades, and historical intervention records.

Support Labs

Reading & Math Support

Students who meet the criteria will be placed into either Reading and/or Math support labs during their hybrid periods to receive intervention support.



Any Questions? Thank you!



HOMEWOOD FLOSSMOOR HIGH SCHOOL SCHOOL IMPROVEMENT PLAN 2026-2027

Implementation and Monitoring Details

Strategic Plan Goal Alignment: College, Career and Life Readiness and Professional Excellence

Goal: SMART Goal: By the end of the 2026–2027 school year, HF will increase the student growth percentage (SGP) by 3–5 percentage points in English and Mathematics, as measured by standardized ACT assessment data.

Worthy Target and Practice/Performance Measures

Worthy Target 1: Empower collaborative teams to regularly analyze Common Formative Assessments (CFA) data to drive instructional shifts and improve student achievement.
Worthy Target 2: Implement systemic universal screening for all freshman, sophomore, and transfer students using NWEA MAP assessments to determine placement and intervention needs.
Worthy Target 3: Utilize MTSS data and evidence- based progress monitoring to target student placement in learning labs, providing structured intervention and enrichment opportunities.

Actions / Measures	Monitoring / Evidence	Person(s) /	Implementation Timeline				Resources & Support Needed	Progress		
	Data Sources	Group(s) Responsible	Baseline Data	Baseline Data	Progress Data	Progress Data	(e.g., \$, materials, technology, partnerships)	Completed	In Progress	Not Started
Worthy Target 1: Empower collaborative teams to regularly analyze Common Formative Assessments (CFA) data to drive instructional shifts and improve student achievement.										
100% of of collaborative teams will meet on a weekly basis to analyze CFAs to drive instructional shifts and improve student achievement.	CFA Scores Collaborative Team Lead Meetings Collaborative Team Meeting Minutes	District Leads and Collaborative Team Leads					Summer Curriculum Writing and Professional Development \$94,965		X	
Worthy Target 2: Implement systemic universal screening for all freshman, sophomore, and transfer students using NWEA MAP assessments to determine placement and intervention needs.										
100% of freshmen, sophomores and new students will take the MAP test twice annually	MAP Scores (Bi-annually)	AP for Strategic Initiatives, AP for Operations and District lead for English and Mathematics					1-Year Contract for MAP \$20,485		X	
Worthy Target 3: Utilize MTSS data and evidence- based progress monitoring to target student placement in learning labs, providing structured intervention and enrichment opportunities.										
100% of student support teams will review student metrics and monitor student outcomes to ensure students are in the proper intervention or enrichment labs.	Panorama Data (Semester cycles) SST Meetings	AP for Student Support and District Lead of Counseling					ALEKS Math Intervention \$8,532		X	

Monitoring Details

	Adult Practices	Student Practices/Performance
Processes	Our building leadership is responsible for ensuring that our structures are implemented with fidelity. We will monitor progress of all goals as a means to making sure students are receiving high quality services. All teacher will administer common formative assessments, review and analyze the data, and determine interventions and enrichment to support all students. Support teams will implement will systematically monitor students progress in order to provide them with meaning support during our hybrid periods.	Teachers will deliver high leveraged tier I instruction. Student will have access to reteaching opportunities from their classroom teachers. Students will participate in enrichment and intervention opportunities based on needs.
Responsibility	The entire building leadership have the same goals. We will continue to build critical mass, which data has shown our effectiveness when we all commit to the same goals.	Students are responsible for arriving to school fully regulated and timely available to do their best academically.
Recording Method(s)	Panorama, PowerSchool, MAP and ALEKS Dashboards	Student and parent PowerSchool portals
Data Management	Data management will be supported by the information services department and the assessment coordinator's office. Building leaders will also ensure the fidelity of record keeping of their respective departments.	Monitor teacher verbal and written feedback as well as progress updates from HF
Communication of Expectations - Results	All staff meetings, collaborative team meetings, District Lead Meetings, Executive Leadership Meetings and School Leadership Meetings	Student Conferences, parent conferences and grade-level meetings

Task Details (Complete for each action)

Action 1	Evidence (How will we know if it worked?)
Ensure that collaborative team meetings are functioning with high efficiency	We would know that it worked by gathering evidence from meeting minutes , CFA data and walkthrough finding from our leaders

Tasks: List the tasks in sequential order (How will we do it?) We will...	Timeline (When will we do it?)		Person(s) Responsible/Involved (Who will do it?)
	Start Date	Completion Date	
Meeting and minutes are being conducted on a weekly basis	8/2026	5/2026	Collaborative Teams (Teachers)
Teachers will administer 9 CFAs to measure student success	9/2026	5/1	Teachers and District Leads
Collaborative team leaders will attend monthly meetings to report on progress	8/2026	5/1	District Leadership and Collaborative Team Leads
Leadership will have presence and support in collaborative team meetings	8/2026	5/2027	Principals and District Leads
Task Details (Complete for each action)			
Action 2 (Info below is cut off) Monitor student achievement data to ensure success		Evidence (How will we know if it worked?) We would know that it worked by gathering evidence from student data after the intervention	
Tasks: List the tasks in sequential order (How will we do it?) We will...	Timeline (When will we do it?)		Person(s) Responsible/Involved (Who will do it?)
	Start Date	Completion Date	
Student support teams (SST) will meet on a weekly basis to monitor student success	8/2026	5/2027	Deans, Counselors, Social Workers, and Related Services
Students will be assigned to hybrid periods aligned to their needs	8/2026	5/2027	AP for Student Support and DL for Counseling
School Leadership Team (SLT) will meet quarterly to drive our School Improvement Plan	8/2026	5/2027	Principal

HOMEWOOD FLOSSMOOR HIGH SCHOOL IMPROVEMENT PLAN 2026-27

Implementation and Monitoring Details

Strategic Plan Goal Alignment: College, Career, Life Readiness, Fiscal Responsibility and Family and Community Engagement

SMART Goal: By the end of the 2026–2027 school year, Homewood-Flossmoor High School will increase consistent student attendance from 72% to 80% percentage points, resulting in a corresponding reduction in chronic absenteeism.

Worthy Target and Practice/Performance Measures

Worthy Target 4: Administrative attendance monitoring by alpha-slice to ensure personalized accountability and consistent student engagement.
Worthy Target 5: Cultivate a positive school culture through a structured, school-wide incentive program designed to reward consistent attendance.
Worthy Target 6: Partner with families through proactive communication strategies to foster a unified commitment to student attendance and school engagement.

Actions / Measures	Monitoring / Evidence	Person(s) /	Implementation Timeline				Resources & Support Needed	Progress		
	Data Sources	Group(s) Responsible	Baseline Data	Baseline Data	Progress Data	Progress Data	(e.g., \$, materials, technology, partnerships)	Completed	In Progress	Not Started
Worthy Target 4: Administrative attendance monitoring by alpha-slice to ensure personalized accountability and consistent student engagement.										
100% of the administrative team will have a student alpha slice and will monitor and intervene regarding their attendance	Panorama Reports	Administrative Team					Each Admin \$TBA		X	
Worthy Target 5: Cultivate a positive school culture through a structured, school-wide incentive program designed to reward consistent attendance.										
We will have (4) quarterly incentives for students that meet our requirements of attendance, behavior and grades.	Panorama and Power School Reports	Activities Director and Student Government Leadership					4 Quarterly Incentives \$10,000		X	
Worthy Target 6: Partner with families through proactive communication strategies to foster a unified commitment to student attendance and school engagement.										
100% of our families will receive proactive communication bringing awareness to their students' attendance.	Info Dynamics	Assistant Principal for Student Support and Deans					None		X	

Monitoring Details

	Adult Practices	Student Practices/Performance
Processes	The administration will provide attendance support by sorting student by alpha slice and providing necessary interventions. We will provide positive reinforcements for students that have desired attendance above 90%. We will engage families by sending our bi-weekly attendance report card.	Our administrators, teachers and deans will monitor student attendance
Responsibility	Our entire leadership and student support team will support attendance. We will continue the strategies that allowed us to improve last year's attendance.	Teachers make two-way communication to students and parents regarding student attendance.
Recording Method(s)	Panorama, Powerschool, etc...	Panorama, Powerschool, etc...
Data Management	Data will be managed by all administrators.	Data will be managed by administrators, teachers and student support members.

Communication of Expectations - Results	The principal will communicate expectations and results.	Teacher leaders will communicate expectations to students		
	Task Details (Complete for each action)			
	Action 1 Engage students by increasing awareness regarding their attendance.	Evidence (How will we know if it worked?) We would know that it worked when students attendance improves and parents become more involved.		
	Tasks: List the tasks in sequential order (How will we do it?) We will...	Timeline (When will we do it?)		Person(s) Responsible/Involved (Who will do it?)
		Start Date	Completion Date	
	Communicate the expectation of 90% attendance to all students	8/2026	In progress	Building Administration
	Provide incentives for all student to have access to quarterly incentives for good attendance	8/2026	In progress	Building Administration
	Implement our comprehensive attendance procedure for students who need support	8/2026	In progress	Student Support Teams
	Administrative alphas slices for reinforcement and motivation	8/2026	In progress	Building and District Administration
	Task Details (Complete for each action)			
Action 2 Engage parents by increasing awareness regarding student attendance.	Evidence (How will we know if it worked?) We know that it worked when two-way communication with parents about attendance increases.			
Tasks: List the tasks in sequential order (How will we do it?) We will...	Timeline (When will we do it?)		Person(s) Responsible/Involved (Who will do it?)	
	Start Date	Completion Date		
Establish systematic communication about student attendance	9/2026	In progress	Building Administration	
Establish two-way communication with parents	8/2026	In progress	Building and District Administration	
Establish an attendance campaign to generate support	Pending	TBD	Building Administration	

HOMEWOOD FLOSSMOOR HIGH SCHOOL IMPROVEMENT PLAN

2026-27

Implementation and Monitoring Details

Strategic Plan Goal Alignment: Student Voice and Empowerment

SMART Goal: By the end of the 2026–2027 school year, Homewood-Flossmoor High School will strengthen student voice and engagement to reduce exclusionary discipline incidents and social emotional incidents for all students by 10% as measured by behavior data and Terrace Metrics results.

Worthy Target and Practice/Performance Measures

Worthy Target 7: Utilize data from Terrace Metrics to proactively identify individual student needs for mental health support.

Worthy Target 8: Collaborate with student organizations to validate student perspectives and increase student input across student activities programming.

Actions / Measures	Monitoring / Evidence	Person(s) /	Implementation Timeline				Resources & Support Needed	Progress		
	Data Sources	Group(s) Responsible	Baseline Data	Baseline Data	Progress Data	Progress Data	(e.g., \$, materials, technology, partnerships)	Completed	In Progress	Not Started
Worthy Target 7: Utilize data from Terrace Metrics to proactively identify individual student needs for mental health support.										
100% of our students will complete a behavioral health survey (Terrace Metrics).	Terrace Metrics Data	Director of Student Support and District Lead of Counseling							X	
Worthy Target 8: Collaborate with student organizations to validate student perspectives and increase student input across student activities programming.										
Administration will leverage the voices of various students groups so that their voices will be validate across programs offered to them.	Student Surveys Meeting Minutes Anecdotal Feedback	Director of Student Support and District Lead of Counseling							X	

Monitoring Details

	Adult Practices	Student Practices/Performance
Processes	Administration and Faculty will leverage student data to respond to students needs. Also, we will increase our students sense of belonging by including them in programmatic decisions when possible.	Students will provide and partner with Administration, Faculty and Staff
Responsibility	Our compass teachers administer Terrace Metrics during Compass periods while our student support team provides interventions for students based on the results. The administration is responsible for collaborating with student groups and validating their voices by including them in meeting structures and dialogue regarding programs.	Students groups will attend and participate in meetings with leadership.
Recording Method(s)	Terrace Metrics Data, Survey Results and Meeting Minutes	Deans and other student support team members will meet with students and maintain accurate records.
Data Management	Terrace Metrics data will be managed by the Director of Student Support. School leaders will manage other data pertaining to student voice and empowerment	Data will be entered by student all professionals who service students, teachers, student support and administration.
Communication of Expectations - Results	The administrative team is responsible for communicating expectations and results.	Student voice will be elicited from student groups and individually

Task Details (Complete for each action)

Action 1	Evidence (How will we know if it worked?)
Administer Terrace Metric Survey	We would know that it worked by gathering evidence based on how many student have completed the survey and have been supported.
Tasks: List the tasks in sequential order (How will we do it?) We will...	Timeline (When will we do it?) Person(s) Responsible/Involved

	Start Date	Completion Date	(Who will do it?)
Identify survey date(s).	9/2026	In Progress	Director of Student Support
Communicate to compass teacher and relevant personnel	9/2026	In Progress	District Lead of Counseling
Ensure student have make up opportunities.	9/2026	In Progress	Director of Student Support
Task Details (Complete for each action)			
Action 2 Elicit student feedback regarding programmatic decision making	Evidence (How will we know if it worked?) We would know that it worked based on how students choices are reflected in programs that we offer.		
Tasks: List the tasks in sequential order (How will we do it?) We will...	Timeline (When will we do it?)		Person(s) Responsible/Involved (Who will do it?)
	Start Date	Completion Date	
Include students on SLT	8/2026	In Progress	Principal
Have routine meetings with student groups	8/2026	In Progress	Principal and Leadership
Survey student interest	8/2026	In Progress	Principal and Leadership

Timestamp	Email Address	First and Last Name	Department	Position	What is your Course Team
9/1/2026 11:10:25	derrick.webb@hf233.org	Derrick Webb	CTE	Teacher	Computer Applications
9/1/2026 21:09:04	grant.sikkema@hf233.org	Grant Sikkema	CTE	Teacher	Computer Applications
9/4/2026 8:33:47	twhite@hf233.org	Tiffany White	CTE	Teacher	Engineering/Industrial Tech/Automotive
9/1/2026 11:10:33	jmuller@hf233.org	Joseph Muller	CTE	Teacher	I teach engineering classes but am paired with the manufacturing team
9/4/2026 14:09:36	anniece.hodges@hf233.org	Anniece Hodges	CTE	Staff	
9/1/2026 12:53:51	tywon.green@hf233.org	Tywon Green	Delta	Staff	
9/1/2026 13:01:02	jelfner@hf233.org	Jon	Elfner	Teacher	US History
9/1/2026 11:27:37	kmulling@hf233.org	Kanoa Mulling	English	Teacher	AP Seminar and IB English
9/1/2026 12:23:55	jasmine.ogunleye@hf233.org	Jasmine Ogunleye	English	Teacher	English 1
9/1/2026 14:37:47	jupton@hf233.org	Joe Upton	English	Teacher	English 2
9/2/2026 7:57:51	mpack@hf233.org	Mary Kate Pack	English	Teacher	English III
9/1/2026 11:09:45	tlove@hf233.org	Tremaine Love	Fine Arts	Teacher	Music Collaborative Team
9/1/2026 11:14:52	lleverson@hf233.org	Lindsay Leverson	Guidance	Staff	
9/1/2026 11:29:09	msauder@hf233.org	Melissa Sauder	Guidance	Staff	
9/1/2026 12:48:05	lleverson@hf233.org	Lindsay Leverson	Guidance	Staff	
9/4/2026 10:20:36	dvanvliet@hf233.org	Danielle Van Vliet	Guidance	Staff	
9/1/2026 13:47:53	andrew.fentress@hf233.org	Andrew Fentress	Guidance	Staff	
9/4/2026 6:48:04	daniel.gould@hf233.org	Danny Gould	IB Coordinator/English	Teacher	English 3
9/2/2026 10:32:57	emccabe@hf233.org	Betsy McCabe	Math	Teacher	IM 2
9/1/2026 11:10:50	mjones@hf233.org	Melissa Jones	Math	Teacher	IM2/IM3
9/1/2026 12:00:11	tmadison@hf233.org	Tiffany Madison	Math	Teacher	Integrated Math 2
9/2/2026 14:43:58	beverly.woodslenor@hf233.org	Beverly Lenore	Reading	Teacher	Reading Department
9/1/2026 12:13:16	atenny@hf233.org	Anna Tenny	Reading	Teacher	Reading Intervention
9/1/2026 12:37:42	jeremy.james@hf233.org	Jeremy James	Reading / Student Sup	Teacher	Technically Reading, but mainly just me and Tom Cicero for Credit Recovery
9/1/2026 11:09:27	jwatkins@hf233.org	Jeanettra Watkins	Science/Instructional C	Teacher	Science
9/8/2026 9:55:55	mary.janac@hf233.org	Mary Janac	Security - Deans Assis' Staff		
9/1/2026 13:11:31	kdavis@hf233.org	Krystal Davis	Social Science	Teacher	US History/AP
9/2/2026 12:52:48	fsimmons@hf233.org	Fatima Simmons	Special Education	Teacher	English 2/English 4

9/1/2026 12:08:41	terrell.alexanderi@hf233.org	Terrell Alexander III	Special Education	Teacher	Math Department
9/1/2026 11:01:38	brittany.gill@hf233.org	Brittany Gill	Special Education	Staff	
9/1/2026 11:04:31	taylor.nash@hf233.org	Taylor Nash	Special Education	Staff	
9/3/2026 15:52:27	kelly.shereyk@hf233.org	Kelly Shereyk	Special Education - Ma	Teacher	IM2
9/1/2026 11:09:27	kzandi@hf233.org	Kristina Zandi	Special Education/Guic	Staff	
9/1/2026 11:03:47	mylan.reeves@hf233.org	Mylan Reeves	SPED	Teacher	Anchor
9/3/2026 10:23:59	azeezat.sofunde@hf233.org	Azeezat Sofunde	Sped Department	Staff	
9/4/2026 9:09:53	lmaul@hf233.org	Lorrie Maul	Student Support (Guid:	Staff	
9/3/2026 7:39:58	luke.senffner@hf233.org	Luke Senffner	Student Supports	Staff	
9/1/2026 11:04:41	sbrown@hf233.org	Sara Brown	World Language	Teacher	Spanish
9/1/2026 11:02:42	robin.noble@hf233.org	Robin Noble	World Language/Instru	Teacher	French 1
9/3/2026 10:51:38	mobell@hf233.org	Monica Bell	World Languages - Fre	Teacher	WL - French
		Tim Laba	Math	Teacher	Stats/ IM1

----- Forwarded message -----

From: **Clinton Alexander** <clinton.alexander@hf233.org>

Date: Thu, Sep 17, 2026 at 8:13 AM

Subject: Re: School Improvement Plan

To: Jennifer Norrell <jennifer.norrell@hf233.org>

Cc: Lisa Dallacqua <lisa.dallacqua@hf233.org>

Good morning,

The volunteers for the School Leadership team are attached to this email.



School Leadership Team (Responses)

Proposed Dates are as follows:

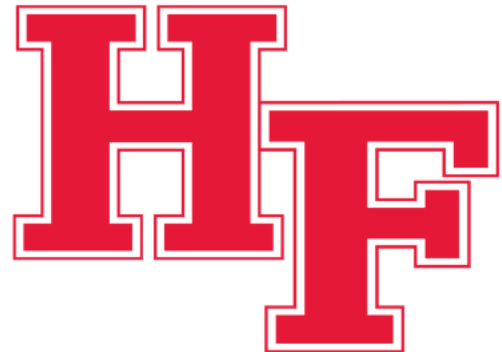
- October 14th
- December 9th
- February 24th
- May 5th

HOMEWOOD-FLOSSMOOR COMMUNITY HIGH SCHOOL DISTRICT 233

2026-2027 Collaborative Teams & Professional Learning

Strengthening Tier I Instruction Through Disciplinary Literacy

September 22nd Planning Committee



THE BIG PICTURE

Two Systems, One Goal

Professional Learning builds shared knowledge; Collaborative Teams turn it into classroom practice — together they drive Tier 1 instruction on our district focus standards.



Professional Learning

All staff build a shared, research-based foundation in disciplinary literacy.

Collaborative Teams

Teams apply that learning to write and analyze Common Formative Assessments.

Tier 1 Instruction

Data from CFAs directly informs day-to-day classroom instruction.

Student Achievement

Growth on district focus standards across every discipline.



Our Shared Foundation: The Essentials of Adolescent Literacy

Joan Sedita — Integrating Evidence-Based Reading and Writing Instruction, Grades 5–12

RESEARCH FRAMEWORKS

- The Science of Reading
- The Simple View of Reading
- Scarborough's Reading Rope
- Sedita's Writing Rope

WHAT IS DISCIPLINARY LITERACY?

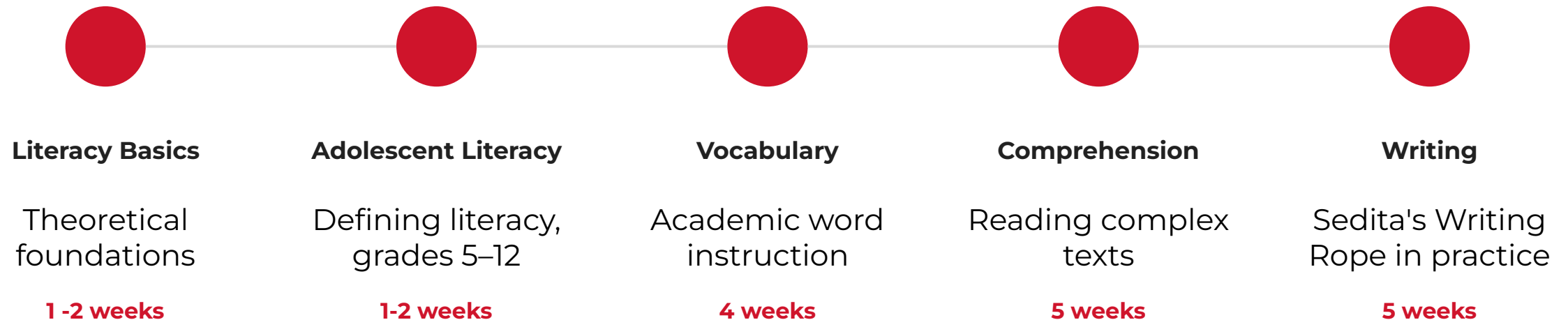
Content-area teachers blend generic content-literacy strategies with the specific reading, writing, and thinking habits of their own discipline — how a scientist reads data, how a historian reads a primary source.

Directly aligned to our district focus standards: RI.1, RI.2, RI.4 • W.1 • Math Practice 3



A Professional Learning Progression, Not Isolated Topics

September through mid-January — each new chapter builds on, and keeps using, the last.



Compounding, not sequential replacement: when teachers move into Comprehension, they keep using Vocabulary routines; when they move into Writing, they keep using Comprehension and Vocabulary strategies too.

The Weekly Rhythm: Learn It, Then Apply It

SESSION A • 40 MINUTES

Asynchronous Professional Learning

Teachers read Sedita's text and engage with exit-ticket activities that build shared literacy knowledge — the district's core yearlong progression.

SESSION B • 40 MINUTES

Application & Creation

Using a distributive leadership model led by District Leads and literacy specialists, teachers develop or adapt an instructional artifact, connect learning to an upcoming lesson or unit, and collaborate on implementation.

Every Department Applies the Foundation

Beginning in January, departments extend the shared literacy foundation into discipline-specific practice — nothing learned in Semester 1 is left behind.

Department	Semester 2 Focus
English	Advanced Word Study & Fluency + Grammar in Writing
Social Science	Advanced Word Study & Fluency + Social Science Literacy
Science	Advanced Word Study & Fluency + Science Literacy
World Language	Evidence-based Practices with Communicative Language Teaching & Comprehensible Input
CTE	Supporting Teaching & Learning Through Discussion + CTE Application
Fine Arts / PE / Health / Driver's Ed	Disciplinary Literacy Application
Mathematics	UIC Math Coaching + IRIS Vanderbilt Tier 1 Mathematics — sustained, yearlong focus
Special Education	Yearlong strand: IEP development, specially designed instruction, progress monitoring



Collaborative Teams Put the Learning to Work

- 1 Select a district focus standard** **STEP 1**
RI.1, RI.2, RI.4, W.1, or Math Practice 3.
- 2 Write & validate a Common Formative Assessment**
Using the ACID Test protocol to check quality.
- 3 Confirm the text is on grade level** **NEW THIS YEAR**
Checked with the Diffit app.
- 4 Administer and enter data**
Results recorded in Mastery Manager for every team.
- 5 Analyze results & plan next steps**
DuFour's questions guide reteaching, Tier 1 strategies, and MTSS referrals.

ANNUAL TARGET

9

Common Formative Assessment Data Cycles

Roughly monthly, September through May, each team cycles through choosing a standard, assessing it, and responding to the data.

WHAT EVERY TEAM IS MEASURING

District Focus Standards at the Center

Standard	Content Areas	Focus
RI.1, RI.2, RI.4	Literacy (Informational Texts), Social Studies/History, Science	Reading and analyzing complex, grade-level informational text
W.1	Writing (all departments)	Argumentative / evidence-based writing
Math Practice 3	Mathematics	Constructing viable arguments & critiquing reasoning

Every Collaborative Team scores student work using shared, holistic rubrics:

Mastery

Proficient

Developing

Novice



Our Plan with Professional Learning & Collaborative Teams

01 Shared Expertise

Every teacher building shared, research-based expertise in disciplinary literacy.

02 Grade-Level Instruction

Collaborative Teams turning that expertise into standards-aligned, grade-level instruction.

03 Data-Driven Support

Nine rounds of assessment data directly informing Tier 1 instruction and MTSS support.

04 Measurable Progress

Stronger, measurable progress on our district focus standards — in every discipline.

Any Questions? Thank you!





MEMO

To: Dr. Jennifer Norrell, Superintendent for Homewood-Flossmoor 233

From: Dr. Clinton Alexander, Principal & Director of High Schools

Date: September 22, 2026

Subject: Recommendation to Approve You Matter 2 Proposal

Background & Rationale

You Matter 2 (YM2) is a community-rooted nonprofit dedicated to empowering high school students, particularly those from underserved backgrounds, through mentorship, leadership development, and experiential learning. Their flagship program, Discover U, provides structured opportunities for students to build college, career, and life readiness skills. Through a blend of workshops, internships, and enrichment programs, YM2 helps students gain confidence, professional exposure, and practical skills that prepare them for post-secondary success. A central feature of Discover U is its integration of Education Design Lab's Durable Skills Micro-Credentials, which certify student achievement in competencies like collaboration, oral communication, resilience, and critical thinking.

YM2's programs address a critical need: ensuring students leave high school not only with academic knowledge but also with the skills, networks, and confidence to thrive in college, careers, and life. Many students report that participation in YM2 programs has been their first exposure to college campuses, structured professional experiences, and mentorship. Through interactive learning, performance-based assessments, and real-world applications such as mock interviews, internships, and goal-setting plans, Discover U provides students with tangible proof of readiness. These verifiable digital credentials strengthen college applications, internship prospects, and job portfolios. By focusing on skills that employers and higher education institutions consistently value, the program ensures students can compete and excel beyond high school.

Homewood-Flossmoor partnered with YM2 during the 2025–26 school year to pilot Discover U on a limited basis. Given the strength of that pilot, the Board directed YM2 to return with a proposal reflecting a full-year scope of programming for 2026–27.

2026–27 Proposal: Attached is the updated You Matter 2 Discover U proposal for the full 2026–27 school year at Homewood-Flossmoor High School, expanded to reflect programming from Fall 2026 through Spring 2027. The updated partnership includes five Discover U workshop series, 25 student-facing sessions, and five micro-credential opportunities, with a goal of serving approximately 20 students per series.

The five series are designed to support students across key areas of college, career, financial, professional, and adult-life readiness:

- Financial Literacy & Budgeting
- Choosing the Right College
- Advocacy & Social Impact
- First Job Success
- College Survival Skills

Each series also includes a tangible student deliverable, so participants leave with something practical they can continue using beyond the program. The proposal also retains the five-session Define U pilot for 9th and 10th grade students, which is included as part of the school-year partnership at no additional cost.

As with the 2025–26 pilot, YM2 will handle registration, program delivery, data tracking, and evaluation, while the school provides space, a staff liaison, and promotional support. Students continue to benefit from free access to Discover U and additional YM2 enrichment programs, with progress monitored through digital portfolios and regular reporting to the district.

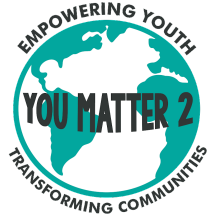
Total Requested Cost

The total cost of the You Matter 2 Program proposal is \$25,000.00, paid for through local funds.

Recommendation

It is recommended that the Board of Education approve the purchase of the You Matter 2 Cost proposal, at a total cost of \$25,000.00, as recommended by the Superintendent of Schools and Assistant Superintendent for Curriculum, Instruction, and Professional Development.

Thank you for your consideration. I am happy to answer any questions or provide additional information as needed.



YOU MATTER 2

Discover U Program Proposal

2026–2027 School Year

POINT OF CONTACT

Destiny Watson

Founder & CEO

708-996-0871 | dwatson@youmatter2.org

POINT OF CONTACT

Brandy Marshall

Program Director

708-996-1043 | bmarshall@youmatter2.org

HIGH SCHOOL PROGRAM LEAD

Raigan Lydon

High School Program Lead, Facilitates Discover U

708-996-1025 | rlydon@youmatter2.org

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Section 1: 2025–2026 Academic Year Summary & Impact

From **September–December 2025**, You Matter 2 successfully launched and completed the **pilot phase of the Discover U program** at Homewood-Flossmoor High School. This pilot provided students with structured, real-world college and career readiness experiences through interactive workshops aligned to nationally recognized 21st-century skills.

Across three workshop series, Discover U engaged students consistently, supported skill development, and issued verified micro-credentials that students can apply toward college applications, employment opportunities, and future career pathways. Strong recruitment strategies and repeat student participation demonstrated both demand and program relevance, laying a strong foundation for expansion in Spring 2026.

FALL 2025 SERIES OUTCOMES

Career Exploration Series

- **52 students** participated across 4 sessions (average of 13–14 students per session)
- **8 students** earned the **Initiative Micro-Credential**
- **100%** of students reported: *“I learned useful tools I can apply in real life”*

This series supported students in goal-setting, future planning, and building agency around post-secondary decision-making.

Communication Skills Series

- **57 students** participated across 4 sessions
- **13 students** earned the **Oral Communication Micro-Credential**
- **75%** reported increased confidence in presenting in front of a group
- **100%** identified *“telling a personal story in front of others”* as their most improved skill

Students developed confidence in public speaking, active listening, and storytelling—skills critical for both academic and professional success.

Job Readiness Series

- **41 students** participated across 4 sessions
- **10 students** earned the **Collaboration Micro-Credential**
- Post-series feedback is pending (semester concluded on **12/16/25**)

This series focused on resume development, interview preparation, workplace expectations, and professional collaboration.

STUDENT PROGRESSION & RETENTION

One of the strongest indicators of pilot success was **student retention across series**:

- **12 students** returned from Career Exploration to participate in Communication Skills
- **14 students** returned from Communication Skills to participate in Job Readiness

In total, **31 micro-credentials were issued** during the Fall 2025 semester, reflecting measurable skill development and sustained student engagement.

KEY TAKEAWAYS FROM THE PILOT

- Students consistently engaged across multiple series, demonstrating program relevance
- Micro-credential attainment validated student skill growth beyond attendance
- Recruitment strategies directly impacted attendance and retention
- Discover U effectively supported HF's college and career readiness priorities

SPRING 2026 SERIES OUTCOMES

From January–May 2026, You Matter 2 continued Discover U programming at Homewood-Flossmoor High School. Two workshop series were completed; the third was postponed to Fall 2026.

Job Readiness Part 2

- **14 students** participated across 5 sessions
- **11 students** earned the **Self-Directed Learning Micro-Credential**
- “I didn’t know that jobs looked at your personal social media accounts” – Tristan
- “I am so happy, I now have a LinkedIn account to connect me with school resources and careers” – Cheyenne

Teens on Target

- **8 students** participated across 5 sessions
- **6 students** earned the **Critical Thinking Micro-Credential**
- “Every kid needs to know the Yummy Sandifer story its so deep and sad”- Naveah
- These stories really make you think about how you should react in situations - Carly

Financial Literacy — Postponed to Fall 2026

This series was postponed from Spring 2026 due to end-of-school-year activities and scheduling conflicts. It will be delivered as Series 1: Financial Literacy & Budgeting within the 2026–2027 Discover U Program Plan (see Section 2), fulfilling this previously postponed series as part of the full school-year partnership.

MICRO-CREDENTIAL GOAL EXCEEDED

For the 2025–2026 academic year, You Matter 2 set a goal of issuing **at least 30 micro-credentials**. Across Fall 2025 and Spring 2026 combined, Discover U issued a total of **48 micro-credentials** (31 in Fall 2025 and 17 in Spring 2026) — exceeding the goal by 18 credentials, or 60% above target.

EXTENDING IMPACT BEYOND THE SCHOOL YEAR

You Matter 2’s Continued Investment in Homewood-Flossmoor Students

You Matter 2’s impact with Homewood-Flossmoor students extends beyond Discover U programming during the academic year.

During Summer 2026, **11 of the 15 youth** selected for You Matter 2’s NextGEN Summer Internship were Homewood-Flossmoor High School students, representing approximately **73%** of the internship cohort.

NextGEN is You Matter 2’s **paid, 8-week summer internship experience** designed to give high school students meaningful exposure to the expectations, responsibilities, and opportunities of the professional world.

Interns had the opportunity to earn a **\$1,200 stipend** while participating in a structured work-based learning experience focused on career exploration, professional development, leadership, community impact, and real-world skill application.

NextGEN Experiences Included

University of Illinois Chicago Campus Visit

Interns visited the University of Illinois Chicago and participated in an experience at UIC's **Surgical Innovation Training Lab**, gaining exposure to higher education, healthcare, innovation, and potential career pathways.

Lunch & Learn With Professionals

Students participated in a Lunch & Learn experience with professionals, providing opportunities to learn about career paths, workplace expectations, professional growth, and the realities of navigating different industries.

Dress for Success Day — Sponsored by UChicago Ingalls Memorial Hospital

Interns participated in a Dress for Success experience sponsored by UChicago Ingalls Memorial Hospital, where students had the opportunity to shop for **business professional and business casual clothing** to help build a workplace-ready wardrobe and increase confidence in professional settings.

UChicago Ingalls Memorial Hospital Visit & Stop the Bleed Workshop

Students visited UChicago Ingalls Memorial Hospital and participated in a **Stop the Bleed workshop**, combining healthcare career exposure with practical emergency-response knowledge.

Operation Appreciation Community Impact Project

Interns planned and implemented a community service initiative called **Operation Appreciation**, assembling essential packages for frontline and public service workers throughout the South Suburbs.

Career Readiness & Professional Branding

Interns developed:

- Resumes
- Personal statements
- LinkedIn profiles

Students also received **free professional headshots** to support their professional branding and future college, internship, and employment opportunities.

Mock Interview Day in Downtown Flossmoor

Students participated in a **three-round Mock Interview Day** throughout downtown Flossmoor.

Professional volunteers conducted the interviews, giving students multiple opportunities to:

- Practice responding to interview questions
- Strengthen professional communication
- Improve confidence
- Receive feedback
- Apply what they had learned in a realistic interview environment

Capstone Pitch Experience

The internship culminated in a team-based capstone experience designed to bring together the professional, research, communication, and problem-solving skills interns developed throughout the summer.

Each team was responsible for:

- Identifying a career or industry track
- Identifying a real problem within that industry
- Conducting research
- Speaking with professionals to deepen their understanding of the issue
- Developing a proposed solution
- Building and refining a professional pitch
- Presenting their solution to a panel of professionals

The capstone required students to apply:

- Research
- Collaboration
- Communication
- Critical thinking
- Creativity
- Problem-solving
- Presentation skills

The winning team earned an additional **\$600 team bonus**, divided among team members.

Summer 2026 HF Impact at a Glance

SUMMER 2026 HF IMPACT AT A GLANCE

- ✓ 11 of 15 NextGEN interns were HF students
- ✓ 73% of the Summer 2026 internship cohort
- ✓ 8 weeks of paid work-based learning
- ✓ Opportunity to earn a \$1,200 internship stipend
- ✓ University of Illinois Chicago campus and Surgical Innovation Training Lab exposure
- ✓ UChicago Ingalls Memorial Hospital career exposure
- ✓ Stop the Bleed workshop
- ✓ Dress for Success experience
- ✓ Three-round Mock Interview Day
- ✓ Resume, personal statement, professional headshot, and LinkedIn development
- ✓ Community impact project serving frontline and public service workers
- ✓ Industry research and professional capstone pitch experience

The strong representation of HF students in NextGEN demonstrates how You Matter 2's relationship with Homewood-Flossmoor can create a **continuum of opportunity** for students — connecting school-year college and career readiness programming with paid summer work-based learning, professional exposure, community engagement, mentorship, and meaningful opportunities to practice the skills they will need beyond high school.

This continued engagement allows HF students to move beyond simply learning about college and career readiness to **applying those skills in real professional, academic, and community settings**.

Building on this momentum, You Matter 2 is proposing a **full 2026–2027 school-year partnership** with Homewood-Flossmoor High School — expanding Discover U from a single semester into **five workshop series** that

deepen student learning, broaden access, and extend measurable impact across the entire academic year, from **Fall 2026 through Spring 2027**.

Section 2: 2026–2027 Discover U Program Plan

Building on the success of the 2025–2026 pilot year, You Matter 2 is proposing a **full 2026–2027 school-year partnership** with Homewood-Flossmoor High School, running from **Fall 2026 through Spring 2027**. This next phase is designed to **deepen student learning, increase credential attainment, and broaden student access** to structured college, career, financial, professional, community, and adult-life readiness experiences through interactive workshops, real-world research and application, reflection, performance-based assessments, tangible student deliverables, and micro-credential opportunities.

Students who meet attendance requirements and demonstrate proficiency through the required performance-based assessment may earn the associated micro-credential.

2026–2027 DISCOVER U SCHOOL-YEAR SCOPE

- 5 workshop series
- 5 sessions per series
- 25 total Discover U sessions
- Grades 11–12
- **Goal:** Serve approximately 20 students per series
- **Up to 100 student participation opportunities** across the school year
- Five student-created final deliverables
- Five micro-credential opportunities:
 - – Critical Thinking
 - – Initiative
 - – Empathy
 - – Resilience
 - – Self-Directed Learning

Each series is framed as a complete learning experience, resulting in both demonstrated skill development and a tangible product students can use beyond the program.

INVESTMENT AT A GLANCE

2026–2027 SCHOOL-YEAR PARTNERSHIP

\$25,000 — Total 2026–2027 School-Year Investment

25 — Discover U Student-Facing Sessions

5 — Workshop Series

20 Students — Target Participation Per Series

Up to 100 — Student Participation Opportunities Across the School Year

Approximately \$250 — Per Student Participation Opportunity

The estimated \$250 figure is based on 20 students participating in each of the five Discover U series. Because students may participate in more than one series, this represents cost per student participation opportunity rather than cost per unique student.

WORKSHOP SERIES OVERVIEW

Discover U offers students structured college, career, financial, professional, community, and adult-life readiness experiences across five workshop series. Each series runs **5 sessions**, held **weekly after school** (with scheduling adjustments made for early dismissals and major school-wide events), giving students time to build confidence, apply new skills, and complete performance-based assessments. To help students stay on track, You Matter 2 will implement **Google Classroom** for each series, giving students a central place to view session schedules, materials, and required deliverables.

Series 1: Financial Literacy & Budgeting

Financial & Adult Life Readiness

Financial Literacy & Budgeting is a five-session workshop series in which students develop the reasoning skills to make sound, evidence-based decisions about money. Students gather and evaluate real financial data, identify patterns in how money actually moves, challenge the assumptions and myths they've been carrying about budgeting, credit, and banking, and build a personal financial plan grounded in facts rather than guesswork.

Sessions 2 and 4 are facilitated in partnership with Chase Bank, bringing students direct access to banking and credit expertise from financial professionals.

Every student leaves with a Personal Monthly Budget and 90-Day Financial Goal Plan they have researched, reasoned through, and can actually use.

Micro-Credential: Critical Thinking

Session Dates:

- **October 6th: Money Reality Check — Gather + Assess Relevant Information**
- **October 13th: Banking 101 — Chase Bank**
- **October 20th: Follow the Money — Identify Patterns**
- **October 27th: Credit 101 — Chase Bank**
- **November 3rd: Synthesis: Present My Personal Monthly Budget + 90-Day Financial Goal Plan**

Final Deliverable: Personal Monthly Budget + 90-Day Financial Goal Plan

A two-part financial planning document built from real data and honest reasoning. The Personal Monthly Budget maps actual income and expenses using credible sources and real numbers—not estimates—and identifies the patterns and decisions that determine whether money runs out before the month does.

The 90-Day Financial Goal Plan sets one specific, achievable financial goal, documents the reasoning behind it, and lays out a concrete month-by-month action plan for reaching it, including what assumptions the student had to revise to make the goal realistic.

Partnership Note: Sessions 2 and 4 are facilitated in partnership with Chase Bank.

Series 2: Choosing the Right College

College Readiness

Choosing the Right College is a five-session workshop series in which students take full ownership of one of the biggest decisions of their lives—where to go after high school.

Students research real schools, evaluate real costs, challenge their own assumptions, and build a personalized comparison guide grounded in what actually matters to them.

Every student leaves with a clear, evidence-based picture of three schools that fit their goals, their finances, and their life—and a justified first choice they can defend.

Micro-Credential: Initiative

Session Dates:

- **November 10th: What Am I Actually Looking For?**
- **November 17th: The Numbers Don't Lie — Cost & Aid**
- **December 1st: What Assumptions Am I Making?**
- **December 8th: My College Decision Framework**
- **December 10th: Present & Finalize My Comparison Guide**

Final Deliverable: Personalized College Comparison Guide

A four-part research document in which students evaluate three colleges or post-secondary programs across five criteria they choose themselves.

The guide documents their personal priorities, applies real cost and financial aid data to each school, audits where their assumptions about college turned out to be wrong, and concludes with a justified recommendation for their strongest-fit school and one concrete next step in their actual college process.

Series 3: Advocacy & Social Impact

Community & Global Readiness

Advocacy & Social Impact is a five-session workshop series in which students choose a real issue affecting their community and build a case for change rooted in the experiences of the people most affected.

Students learn to center the voices and needs of impacted communities, examine whose perspective is missing from existing conversations, and develop an evidence-based argument that reflects the full picture.

By the end of the series, every student has produced an Advocacy Brief on an issue they genuinely care about—grounded in empathy, not just opinion.

Micro-Credential: Empathy

Session Dates:

- **January 12th: What Are People Feeling? — Validate**
- **January 19th: What Does This Community Actually Need?**
- **January 26th: Listening to Those Most Affected**
- **February 2nd: Including Perspectives I Haven't Centered**
- **February 9th: Deliver My Advocacy Brief**

Final Deliverable: Advocacy Brief

A structured document in which students make a clear, specific case for change on a real community issue.

The brief identifies who is affected and how, what those people actually need, whose voice has been left out, and a direct call to action aimed at a real audience such as a school board, local organization, or policy body.

Series 4: First Job Success

Job & Professional Readiness

First Job Success is a five-session workshop series that prepares students for what actually happens after they get a job—not the interview, but everything after it.

Students examine what employers genuinely expect, practice navigating the moments that derail many early careers, and build a personal strategy for bouncing back when the job is harder, stranger, or more complicated than they expected.

Every student leaves with a First Job Success Playbook they have personalized and can actually use.

Micro-Credential: Resilience

Session Dates:

- **February 16th: Know Your Work Self**
- **February 23rd: When the Job Isn't What You Expected**
- **March 2nd: Solving Problems Without Quitting**
- **March 9th: What Every Early Career Setback Teaches You**
- **March 16th: Present My First Job Success Playbook**

Final Deliverable: First Job Success Playbook

A four-part personal strategy document in which students build a practical, honest guide for navigating early employment.

The playbook covers how they show up under pressure, how they will adapt when the job shifts on them, how they will handle specific workplace challenges, and what a past experience has already taught them about resilience—whether they recognized it at the time or not.

Series 5: College Survival Skills

Postsecondary & Independent Learning Readiness

College Survival Skills is a five-session workshop series that prepares students for the biggest shift in their academic lives—moving from a structured high school environment to one where no one is tracking them down.

Students examine the habits, strategies, and self-management skills that determine who thrives in college and who struggles, build a realistic plan for managing their own learning, and practice the kind of follow-through that college actually requires.

Every student leaves with a College Self-Direction Plan they have personalized for where they are going and what they know about themselves.

Micro-Credential: Self-Directed Learning

Session Dates:

- **March 23rd: What Do I Need to Learn Before I Get There?**
- **April 6th: My College Learning Goals and Resources**
- **April 13th: What Will Threaten My Follow-Through?**
- **April 20th: Reflecting on My Readiness Now vs. Where I Need to Be**
- **April 27th: Present My College Self-Direction Plan**

Final Deliverable: College Self-Direction Plan

A four-part planning document in which students design their own approach to academic independence.

The plan identifies the learning habits they are bringing into college, sets specific goals and resources for managing their own success, addresses the obstacles most likely to get in their way and how they will handle them, and closes with an honest reflection on where they are now versus where they need to be—and what they are committing to do about it.

Each series is grounded in **Education Design Lab’s Durable Skills Framework**, equipping students with the tools to thrive in real-world academic, professional, and life settings. Students who complete **at least 3 of the 5 sessions** in a series and demonstrate skill proficiency through the required performance-based assessment will earn a nationally recognized **micro-credential** for that series.

Section 3: 2026–2027 Registration & Recruitment Plan

To build upon the momentum of a successful 2025–2026 pilot year and sustain participation throughout the 2026–2027 school year, You Matter 2 is expanding its recruitment approach in collaboration with Homewood-Flossmoor High School staff. The goal is to ensure students who need more targeted support and attention are included, while still reaching those who have a defined path and are looking to enhance their college and career readiness skills.

REGISTRATION PROCESS

- **Rolling Registration Model:** Students register for one series at a time via an online form.
- **No Long-Term Commitment:** Students are not required to register for all series, allowing flexibility based on interest and availability.
- **Micro-Credential Eligibility:** Students must attend **at least 3 of the 5 sessions** in a series and complete the performance-based assessment to earn a micro-credential.
- **Registration Link:** Prominently featured on all promotional materials, shared by staff, and sent via student communication platforms.

RECRUITMENT CHANNELS & STRATEGIES

Recruitment Tactic	Details
Lunch Period Tabling	On-site sign-up stations in both the North and South buildings during student lunches.
Posters Across Campus	Colorful, large-format flyers displayed in high-traffic student areas.
Viking Television Announcements	Regular student-facing announcements highlighting upcoming sessions.
Email & Newsletter Blasts	Flyers and sign-up links shared through parent and student newsletters.
Guidance Counselor Collaboration	Caseload targeting by counselors, especially for students in need of additional support.
Direct Student Referral	Guidance counselors, teachers, deans, social workers, and other school staff may directly refer students who would benefit from additional support with college and career planning, financial readiness, professional skills, self-advocacy, or post-secondary decision-making. Priority will be

	given to students who may not yet have a clear post-secondary plan, may have limited access to college and career resources, or would benefit from additional mentorship and structured readiness support.
School Staff Engagement	Teachers and advisors are encouraged to recommend students based on observed potential and need.

Goal: Ensure that Discover U remains accessible and impactful for a wide range of students—especially those who benefit from additional mentorship, soft skill development, and exposure to real-world readiness experiences.

Section 4: 2026–2027 School-Year Investment

2026–2027 SCHOOL-YEAR PROGRAM INVESTMENT

The following investment reflects full program delivery for the 2026–2027 academic year, including five Discover U workshop series, program planning and facilitation, curriculum development, student materials, micro-credential administration, assessments, school coordination, student engagement support, evaluation, and reporting.

Discover U Full School-Year Partnership

5 Workshop Series | 25 Student-Facing Sessions | Grades 11–12

Includes:

- Five 5-session Discover U workshop series
- 25 total student-facing sessions
- Curriculum development and customization
- Program facilitation and preparation
- Program management and school coordination
- Student recruitment support
- Workshop materials and student engagement resources
- Performance-based assessments
- Micro-credential access and administration
- Five student-created final deliverables
- Attendance, assessment, and credential tracking
- Ongoing school communication
- Mid-year and end-of-year impact reporting
- 5-session Define U pilot for 9th–10th grade students at no additional cost

DISCOVER U FULL SCHOOL-YEAR PARTNERSHIP

Total 2026–2027 School-Year Investment: \$25,000

- **Target Participation:** Approximately 20 students per Discover U series
- **Potential Annual Reach:** Up to 100 student participation opportunities across five series

- **Estimated Investment Per Student Participation Opportunity:** Approximately \$250

Student participation opportunities are not equivalent to unique students. Students may participate in more than one workshop series depending on interest and availability.

NOTES & ADDITIONAL CONSIDERATIONS

- **No Student Fees:** HF students will continue to participate in Discover U and Define U at no personal cost.
- **Flexible Enrollment:** Students can participate in one or more of the five Discover U series depending on their availability and interests.
- **Attendance-Based Credentialing:** In order to maintain the rigor of the micro-credential, students must attend **at least 3 of 5 sessions** in a series and complete the required performance-based assessment.
- **Define U Included:** The 5-session Define U pilot for 9th–10th grade students is included as part of the 2026–2027 partnership at no additional cost.
- **Impact Reporting:** You Matter 2 will provide mid-year and end-of-year summary reports including attendance, micro-credentials issued, student deliverables, and feedback.

Section 5: Define U – 9th & 10th Grade Pilot Overview

PURPOSE

Define U is a personal growth and wellness program for 9th and 10th grade students designed to help young people better understand themselves, navigate challenges, build healthy relationships, and make positive choices as they move through high school.

Through interactive workshops, peer discussions, hands-on activities, and supportive relationships, students develop practical skills they can use at school, at home, and in their everyday lives. Program topics include:

- **Coping Skills** – Developing healthy ways to manage stress, emotions, and everyday challenges.
- **Healthy Relationships** – Exploring communication, boundaries, conflict, and supportive relationships.
- **Positive Decision-Making** – Building the skills to think through choices, consequences, and next steps.
- **Identity & Self-Esteem** – Exploring identity, recognizing personal strengths, and building confidence and self-worth.
- **Purpose & Personal Values** – Identifying what matters to them and connecting their strengths, interests, and values to their goals.

Define U gives students a supportive space to explore who they are, strengthen the skills they need for today, and become more confident in who they are becoming.

PROGRAM OBJECTIVES

- Build positive self-identity and increase confidence
- Strengthen SEL (Social and Emotional Learning) competencies
- Support early goal-setting and future planning
- Create a safe space for community-building and peer connection
- Establish early mentorship relationships with YM2 facilitators
- Provide a strong on-ramp into full Discover U participation by 11th grade

PILOT STRUCTURE

Component	Details
Target Grades	9th and 10th
Delivery Schedule	Weekly, 60–75 minute sessions after school
Program Length	5 Weeks (Pilot Fall 2026) October 5th October 19th November 2nd November 16th December 7th
Capacity	Up to 20 students
Session Themes	Identity & Values, Goal-Setting, Communication, Self-Regulation, Teamwork
Facilitators	Led by trained YM2 staff with SEL and youth development expertise
Student Incentives	Completion certificates, snacks, and participation rewards

STRATEGIC ALIGNMENT WITH DISCOVER U

Define U is not a standalone initiative — it is intentionally embedded as part of You Matter 2’s 2026–2027 programming and expansion strategy.

This pilot:

- Strengthens early engagement and builds trust with underclassmen
- Increases future Discover U enrollment through early relationship-building
- Supports at-risk or under-supported students earlier in their academic career
- Aligns with district goals around social-emotional development, future readiness, and early intervention

By cultivating student voice, confidence, and resilience from the start of their high school journey, Define U ensures students are more prepared and invested when they enter Discover U in 11th and 12th grade.

Section 6: Evaluation & Reporting

You Matter 2 is committed to tracking meaningful outcomes, ensuring transparency, and supporting continuous improvement. Our evaluation approach focuses on both **quantitative** and **qualitative** data to capture program effectiveness, student growth, and areas for refinement.

KEY METRICS TRACKED

Category	What We Measure
Skill Development	Pre/post assessments to track student growth across selected micro-credential skills
Micro-Credential Completion	Number of micro-credentials earned; sub-competency progress
Student Participation	Attendance rates, series completion, and returning participants across series
Student Confidence & Reflection	Self-assessments and reflective journaling on personal growth and future goals
Facilitator Observations	Session logs, rubric scores from proving grounds, and qualitative observations
Student Feedback	Post-series surveys on engagement, relevance, and facilitation
School Partner Feedback	Ongoing input from counselors, administrators, and staff to support refinement

REPORTING SCHEDULE

Report Type	Contents	Timing
Monthly Site Report	Attendance, student highlights, credential progress, and engagement insights	Within 7 days of month-end
Mid-Year Summary	Fall series completion, student participation, credential attainment, feedback, and early trends	January 2027
End-of-Year Impact Report	Full-year outcomes, attendance, micro-credential data, student deliverables, student feedback, impact stories, and recommendations for future programming	May 2027
Optional Reports	Custom requests based on school needs (e.g. subgroup trends, SEL data)	Upon request

CONTINUOUS IMPROVEMENT LOOP

Discover U and Define U use a cyclical improvement model to ensure relevance, engagement, and alignment with district goals. Each month, program leads:

- Review assessment and feedback data
- Meet internally to identify improvement areas
- Adjust content pacing, session format, or recruitment as needed
- Communicate changes with school partners for alignment

STUDENT OUTCOMES & COLLEGE/CAREER ALIGNMENT

Our ultimate goal is for students to graduate with:

- Stronger self-awareness and future direction
- Verifiable proof of professional and durable skills
- Increased confidence navigating college, career, employment, finances, and adulthood
- Tangible tools and deliverables they can continue using
- Real-world readiness for higher education, employment, training, internships, entrepreneurship, and community participation

Micro-credentials earned through Discover U align with state career readiness indicators and can support students in meeting ISBE graduation pathways (such as the **College & Career Ready** or **Distinguished Scholar** designations).



MEMO

To: Dr. Jennifer Norrell, Superintendent for Homewood-Flossmoor 233

From: Dr. Lisa Dallacqua, Assistant Superintendent for Curriculum, Instruction & Professional Learning

Date: September 22, 2026

Subject: Recommendation to Approve ECRA Contract

Background & Rationale

Day to day, our staff rely on real-time data — gradebooks, attendance, and the Common Formative Assessment results generated through our Collaborative Team cycle — to make immediate instructional adjustments. That data tells us what is happening in a classroom this week. It does not tell us whether a program is producing measurable growth over multiple years, whether a specific intervention is worth its cost, or how our progress compares to similar districts across the state.

ECRA's School Improvement platform is built specifically to answer those strategic, longer-range questions. It aggregates our academic, assessment, and program data into growth models and return-on-investment analyses that inform Board-level decisions about where to invest, what to expand, and what to reconsider — complementing, rather than duplicating, the real-time data our teachers already use.

What the Platform Provides

- Student academic growth and assessment data — longitudinal growth trends rather than a single point-in-time score.
- Tools to evaluate the impact and academic return on investment (ROI) of District programs — connecting what we spend to the outcomes it produces.
- Multi-Tiered System of Supports (MTSS) and RTI intervention monitoring — tracking whether tiered interventions are closing gaps district-wide.

- Individual student monitoring — flagging students who need additional support before real-time indicators alone would surface the need.
- A dedicated District point of contact, a dedicated support line and email, and unlimited access to ECRA client webinars and user group sessions.

Total Requested Cost

The total cost of this contract each year is \$38,285.00, paid for through local funds.

Recommendation

It is recommended that the Board of Education approve the purchase of the ECRA contract, at a total yearly cost of \$38,285.00, as recommended by the Superintendent of Schools and Assistant Superintendent for Curriculum, Instruction, and Professional Development.

Thank you for your consideration. I am happy to answer any questions or provide additional information as needed.



LETTER OF AGREEMENT

This Agreement (the “Agreement”) is entered into between ECRA Group, Inc. (“ECRA”), headquartered in Illinois, and Homewood-Flossmoor Community High School District 233 (the “District”), located in Illinois (each a “Party” and collectively, the “Parties”).

1. ECRA Responsibilities

ECRA shall provide all technology, software, materials and staff needed as part of this Agreement.

2. District Responsibilities

The District shall furnish to ECRA in a prompt manner all such data, documents, information, materials, decisions, or approvals of the District as ECRA shall reasonably request to deliver services covered under this Agreement. The District is responsible for confirming the accuracy of the data provided to ECRA.

3. Software Licensing

a. ECRA will provide to the District a secure online school intelligence platform containing the following applications:

- **School Improvement**

The School Improvement app will provide administrators and school improvement teams access to student academic growth and assessment data, tools to evaluate the impact and academic return on investment of programs, Multi-Tiered Systems of Supports (MTSS), RTI interventions, as well as individual student monitoring.

4. Support, Consulting, and Professional Development

a. **Dedicated Support**

District administrators will be provided a single point of contact for on-boarding, consulting, and planning of professional development. District administrators shall be provided a dedicated number/email address for support. District administrators shall have unlimited access to ECRA client webinars. District administrators shall have unlimited access to ECRA user group sessions.

b. **Optional Professional Development**

The District may request through their point of contact customized professional development sessions beyond the scope of this proposal. Virtual professional development will be billed at \$2,500 per session per consultant; on-site professional development will be invoiced at \$4,000 per session per consultant.

c. Additional services beyond the Scope of this Agreement will be billed at \$350 per hour.

5. Reimbursable Expenses

Reasonable ECRA out-of-pocket expenses including, but not limited to printing, postage, travel, and lodging will be paid by the District.

6. Fees and Invoicing

- a. ECRA will invoice the District \$38,285 in full upon signing; on July 1, 2027; and, on July 1, 2028. Beginning July 1, 2029, and each July 1 thereafter, ECRA will invoice the District the annual fee subject to an annual inflation adjustment not to exceed five percent (5%) per year.
- b. Optional consulting/professional development, or any additional Services beyond the scope of this Agreement, will be invoiced at the time they are incurred.
- c. ECRA out-of-pocket expenses including, but not limited to printing, postage, travel, and lodging will be invoiced to the District for reimbursement at the time they are incurred.

7. Business Relationship

- a. The District and ECRA agree that ECRA does not have the status of employee, shall not be entitled to any employee fringe benefits, and shall function as an independent contractor.
- b. The District agrees that any and all intellectual property and technology designed, made, or conceived by ECRA (solely or jointly with others) arising from ECRA's work for the District, is the sole property of ECRA, without royalty or other consideration to the District and shall survive this Agreement.
- c. The District understands that it is unlawful for it to either disclose to any person outside of the District's employment or make any unauthorized use of ECRA trade secrets or confidential information unless it can be shown that such information has become public knowledge through no act of the District.

8. Term and Termination

This Agreement is effective upon signing by the District. The Term of this Agreement is for three school years, beginning July 1, 2026, and ending June 30, 2029. This Agreement shall auto-renew for successive one-year terms starting July 1, 2029, unless written notice of termination is provided to ECRA at least 90 days prior to the date of July 1.

9. Use and Receipt of Student Data

ECRA will abide by all student data privacy and security regulations including the Family Educational Rights and Privacy Act (FERPA) and the Student Online Personal Protection Act (SOPPA).

- a. With respect to any data that could be considered "education records" as defined under the Family Educational Rights and Privacy Act (FERPA), ECRA acknowledges that for the purpose of this Agreement it will be designated as a "school official" with "legitimate educational interests" in the education records, as those terms have been defined under FERPA and its implementing regulations and ECRA agrees to abide by the FERPA limitations and requirements imposed on school officials.
- b. ECRA and the District recognize that in the course of working together, ECRA will be provided personally identifiable student data (covered information). The covered information provided to ECRA includes, but is not limited to, enrollments, demographics, grades, attendance, assessments, activities, and other data related to student engagement and student performance.
- c. ECRA will not disclose covered information to any third party unless permitted by law, court order, or the District.

- d. ECRA will not utilize covered information for any commercial purpose beyond the Scope of Services being provided, and specifically not for the purpose of advertising or marketing to students and their parents.
- e. In the event a breach of covered information exists, ECRA and the District will investigate the breach, at their own expense, within their respective organizations, and work together in good faith to determine the cause of the breach. Should it be determined the breach was a result of District employee error, compromised District systems, or other causes unrelated to ECRA's obligations under this Agreement, all costs and/or appropriate remedies are the responsibility of the District. Should it be determined the breach was a result of ECRA employee error, compromised ECRA systems, or other causes unrelated to the District, all costs and/or appropriate remedies are the responsibility of ECRA.
- f. ECRA will delete or de-identify all covered information provided to ECRA by the District within 180 days when it is no longer needed to fulfill the obligations under this Agreement.
- g. ECRA acknowledges that the District may be required to provide a redacted version of this Agreement to the public. The District will consult with ECRA to redact portions of this Agreement that could expose ECRA trade secrets or confidential information that would result in irreparable harm to ECRA's business.
- h. ECRA shall implement security procedures and practices that meet or exceed industry standards, including but not limited to, encryption of covered information, enforcement of strong passwords for user accounts, training of ECRA employees, and limiting access by ECRA employees to covered information to employees that have a legitimate educational interest in order to fulfill obligations of this Agreement.

10. Applicable Law

This Agreement will be governed by and construed in accordance with the laws of the State of Illinois. Any judicial proceeding brought by or against either party with respect to this Agreement must be brought in a state or federal court of competent jurisdiction located within the State of Illinois.

11. Entire Agreement

This Agreement sets forth the entire Agreement between the Parties. No alteration, amendment, change, addition, deletion or modification to this Agreement will be binding upon the Parties unless reduced to writing and duly authorized and signed by each of them.

12. IL-Empower

The District acknowledges that services rendered under this Agreement are not part of ECRA's role as an IL-Empower professional learning partner. Any services provided by ECRA to the District as part of ISBE's IL-Empower system shall be governed by a separate agreement.

ECRA Group, Inc.:

Signature

Printed Name

Title

Date

**Homewood-Flossmoor Community
High School District 233:**

Signature

Printed Name

Title

Date



DATA BRIEF SUBSCRIPTION AGREEMENT

This Agreement (the “Agreement”) is entered into between ECRA Group, Inc. (“ECRA”), headquartered in Illinois, and Homewood-Flossmoor Community High School District 233 (the “District”), located in Illinois (each a “Party” and collectively, the “Parties”).

1. Purpose

The purpose of this Agreement is to document the District’s subscription for the preparation and delivery of annual Data Briefs.

2. ECRA Responsibilities

ECRA shall prepare and deliver selected Data Briefs for the District each year this Agreement is in effect.

3. District Responsibilities

The District shall provide accurate information and timely payment (net 30 Days) for Services herein.

4. Fees, Invoicing, and Deliverables

The District is subscribing to annual, *Full-Service Data Briefs*. ECRA will provide the District with any of the available Data Briefs in ECRA’s catalog (both District- and School-level). Deliverables will be .pdf reports. ECRA will invoice the District \$5,000 upon signing this Agreement and each July 1 this Agreement is in effect.

5. Term and Termination

This Agreement is effective upon signing by the District. The Term of this Agreement is for three school years, beginning July 1, 2026, and ending June 30, 2029. This Agreement shall remain in effect unless written notice is provided to ECRA at least 90 days prior to the date of July 1. Should the District fail to provide written notice of termination to ECRA prior to the 90-day deadline of a given school year, the District is obligated to renew this Agreement for the subsequent school year.

6. Entire Agreement

This Agreement sets forth the entire Agreement between the Parties. No alteration, amendment, change, addition, deletion or modification to this Agreement will be binding upon the Parties unless reduced to writing and duly authorized and signed by each of them.

ECRA Group, Inc.:

**Homewood-Flossmoor Community
High School District 233:**

Signature

Signature

Printed Name, Title

Printed Name, Title

Date

Date

Evidence-based School Improvement

Research-based versus Evidence-based

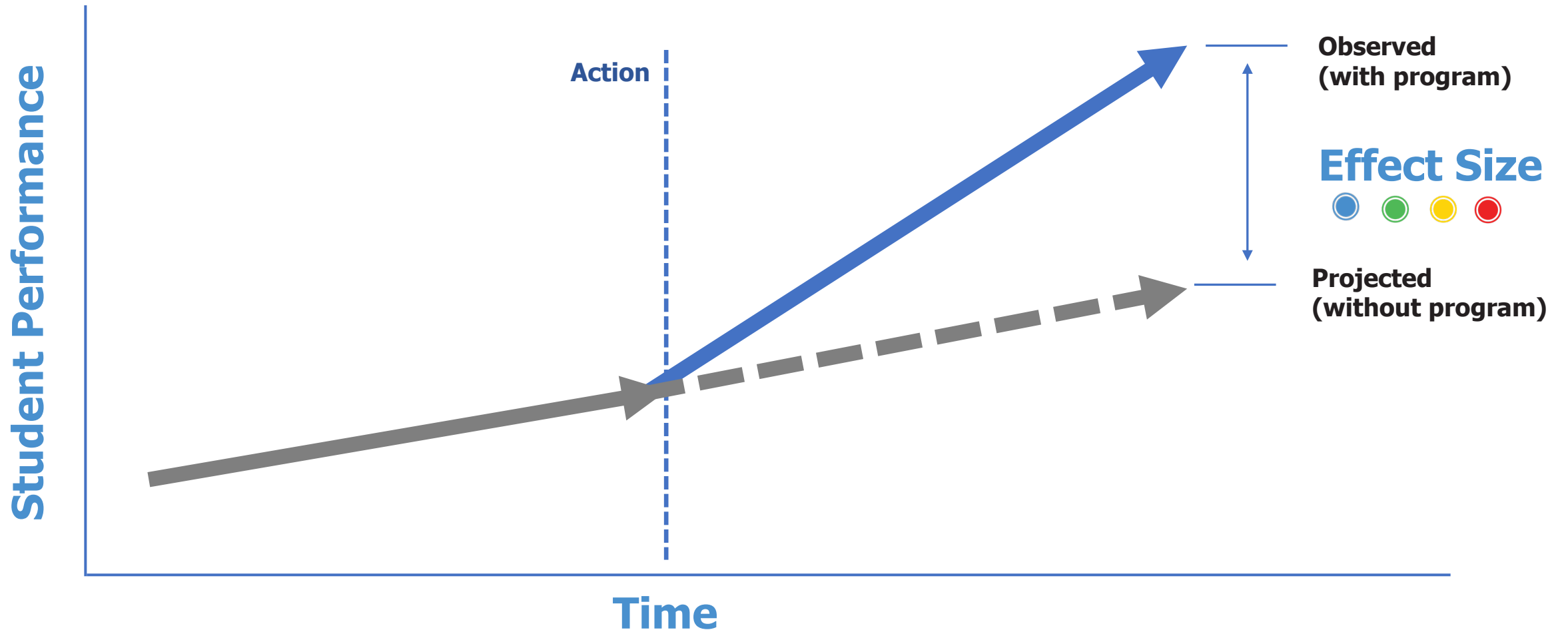
Research-based

- **Generalized**
- **“Should” work**
- **Low bar**
- **Theory**
- **Vendor marketing**

Evidence-based

- **Localized**
- **“Proven” to work**
- **High bar**
- **Results**
- **Local expertise**

A Projected versus Actual Model



An Action Oriented Framework

Effect Size	Impact on Students	Actions
Effect Size is +0.30 or above	 Higher than Expected	Scale what is proven to work
Effect Size from -0.29 to + 0.29	 Expected	Improve what can be better
Effect Size from -0.30 to -0.59	 Lower than Expected	Consider re-investing in more proven approaches
Effect Size is -0.60 or below	 Unsatisfactory	Cut or significantly alter approach

The Process

Set Goal

**Take
Action**

**Evaluate
Impact**

Set Projection-based Goals

Proficiency by School

School	Student Count *	% Projected to Meet Benchmark (+/- Std Err)
SAMPLE ELEMENTARY 1	360	30% - 32% - 34%
SAMPLE ELEMENTARY 2	312	30% - 32% - 35%
SAMPLE ELEMENTARY 3	45	43% - 50% - 57%
SAMPLE ELEMENTARY 4	112	40% - 45% - 50%
SAMPLE ELEMENTARY 5	315	33% - 36% - 39%
SAMPLE ELEMENTARY 6	46	21% - 28% - 35%
SAMPLE ELEMENTARY 7	592	30% - 32% - 34%
SAMPLE MIDDLE 8	901	29% - 31% - 33%

Take Action

State Departments

- Resource allocation
- Inform policy
- Risk-adjusted school accountability

School Leaders

- Evidence-based interventions
- MTSS implementation
- Teacher development

District Leaders

- MTSS design
- Operationalize local policy
- Academic ROI / Program Eval

Teachers

- Action research
- Personalized learning
- Targeted intervention referral

Evaluate Impact

Student Growth by Programs and Other Groups

Group	Student Group	Student Count^	% Met Benchmark	% High Growth	% Expected Growth	% Low Growth	Growth
Reading Intervention	Reading Intervention	658	15%	12%	66%	22%	- 0.25 
Reading Intervention	No Reading Intervention	2,223	45%	23%	59%	18%	+ 0.08 
Summer School	Summer School	589	21%	21%	65%	14%	+ 0.31 
Summer School	No Summer School	3,237	41%	16%	65%	18%	- 0.05 
Instructional Coach	Math Coach	628	28%	17%	65%	18%	- 0.02 
Instructional Coach	Reading Coach	312	8%	23%	63%	7%	+ 0.48 
Instructional Coach	No Coach	2,923	42%	18%	63%	19%	- 0.02 
Dual Language	Dual Language	524	31%	15%	59%	26%	- 0.32 
Dual Language	Not Dual Language	3,211	45%	18%	64%	17%	- 0.01 
Math Intervention	Math Intervention	262	39%	16%	68%	16%	+ 0.01 
Math Intervention	No Math Intervention	2,526	43%	19%	70%	13%	+ 0.07 
EXPECTED				16%	68%	16%	0.00

* Dot color is green for all growth scores that are not statistically significant

^ Student count only includes students with at least 2 predictors

**Percentages may not add to 100 due to rounding

***Results not reported for groups with fewer than 5 students

What School Administrators Need to Know About The New Illinois Accountability System



Report Card $\neq$ Accountability System

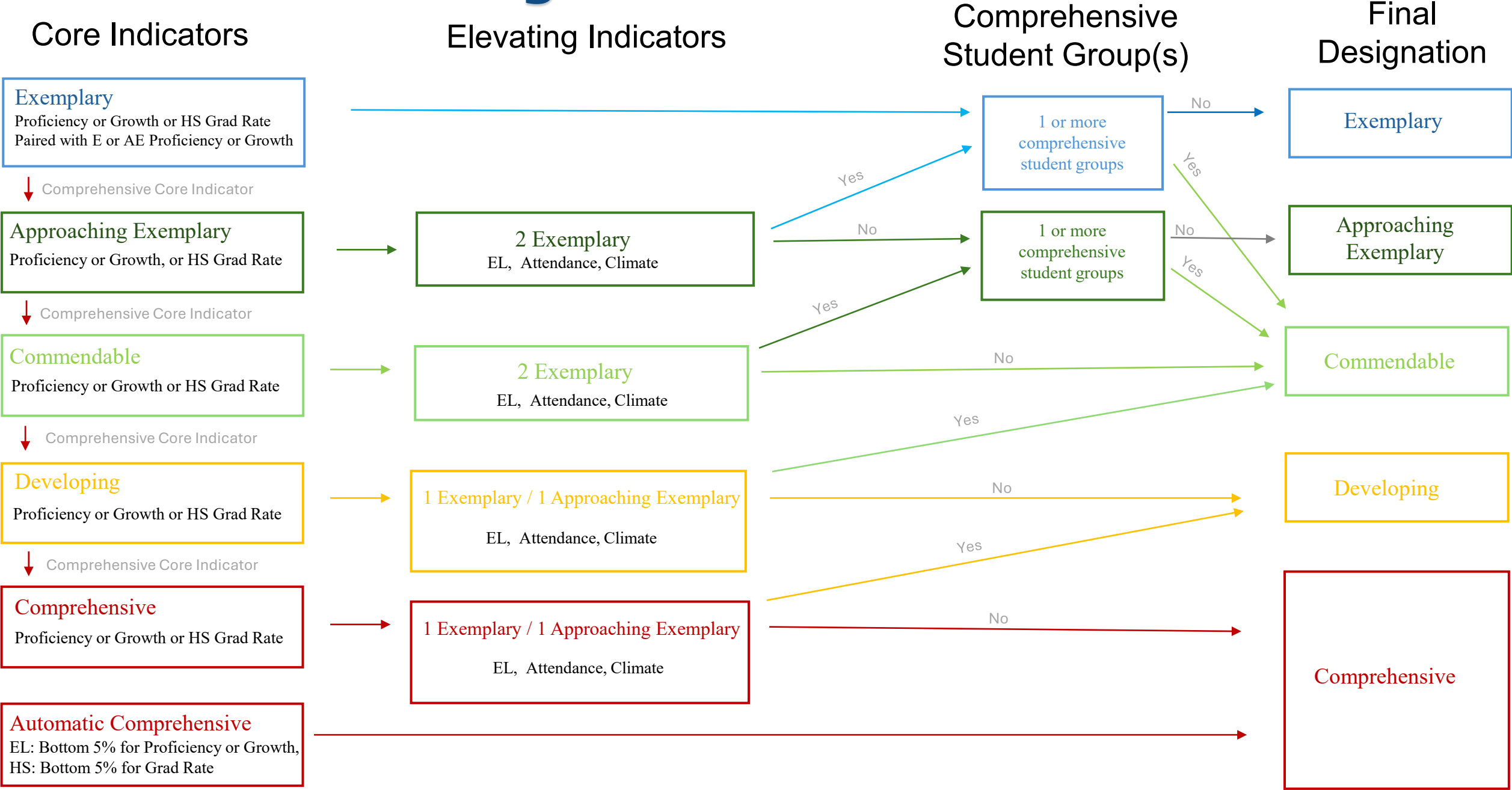
The System

Accountability Benchmarks

	CORE INDICATORS				ELEVATING INDICATORS				
	Composite Proficiency	Composite Growth Student Growth Percentile (SGP)		Graduation Rate	EL Progress		Consistent Attendance		Climate Survey
	All schools	Baseline SGP	Cohort SGP	High schools	K-8 schools	High schools	K-8 schools	High schools	All schools
Exemplary	≥ 75	≥ 67.5	≥ 60	≥ 93	≥ 75	≥ 50	≥ 88	≥ 85	≥ 95
Approaching Exemplary	≥ 52 < 75	≥ 60 < 67.5	≥ 52.5 < 60	≥ 88 < 93	≥ 50 < 75	≥ 40 < 50	≥ 80 < 88	≥ 70 < 85	≥ 90 < 95
Commendable	≥ 48 < 52	≥ 45 < 60	≥ 43 < 52.5	≥ 80 < 88	≥ 32.5 < 50	≥ 25 < 40	≥ 65 < 80	≥ 55 < 70	≥ 85 < 90
Developing	≥ 35 < 48	≥ 35 < 45	≥ 32.5 < 43	≥ 67 < 80	≥ 15 < 32.5	≥ 15 < 25	≥ 50 < 65	≥ 40 < 55	≥ 65 < 85
Comprehensive	< 35	< 35	< 32.5	< 67	< 15	< 15	< 50	< 40	< 65
Automatic Comprehensive	<13.75 OR <30 <30 OR <66.67*				Core indicators have criteria that automatically designate a school as Comprehensive. These criteria represent the lowest levels of performance in the state.				

*Graduation rate is the only Automatic Comprehensive indicator for high schools.

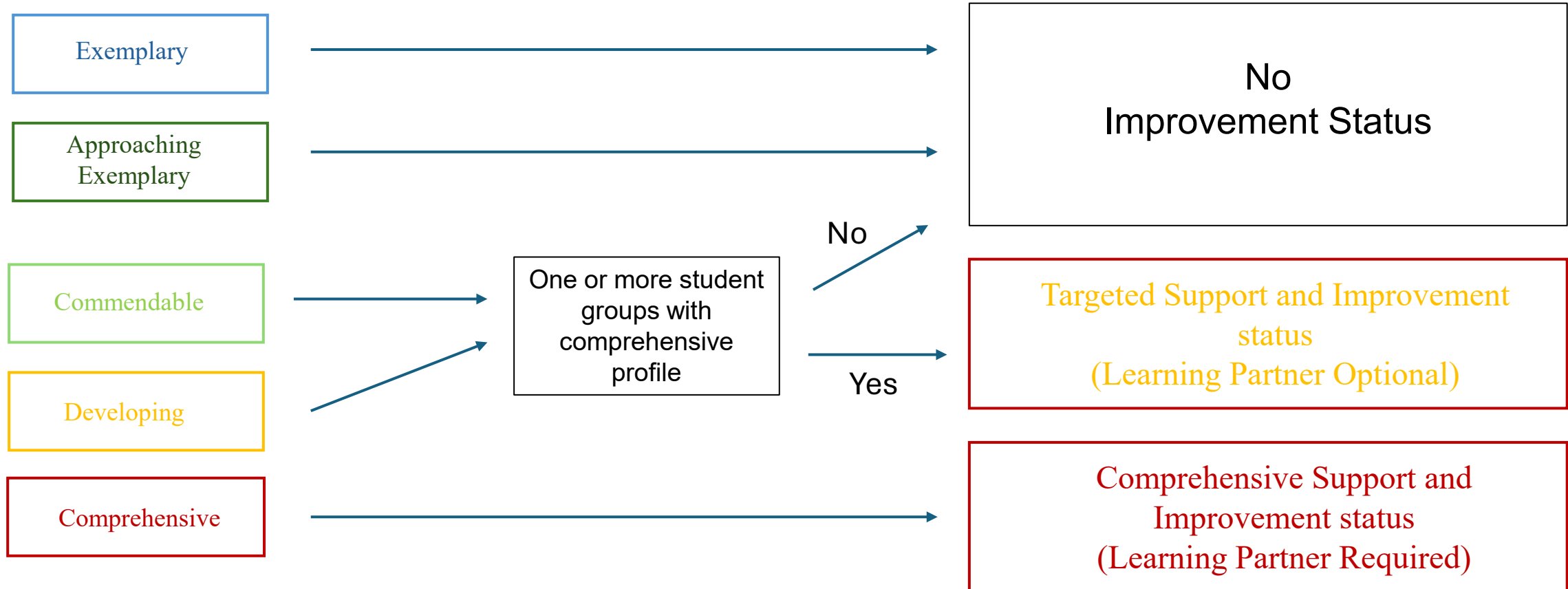
From Data to Designations



From Designations to Improvement Status

Final Designation

Improvement Status



General Playbook to Improve Designations

Start by reviewing ISBE simulated school designations of new system imposed on 2025 data.

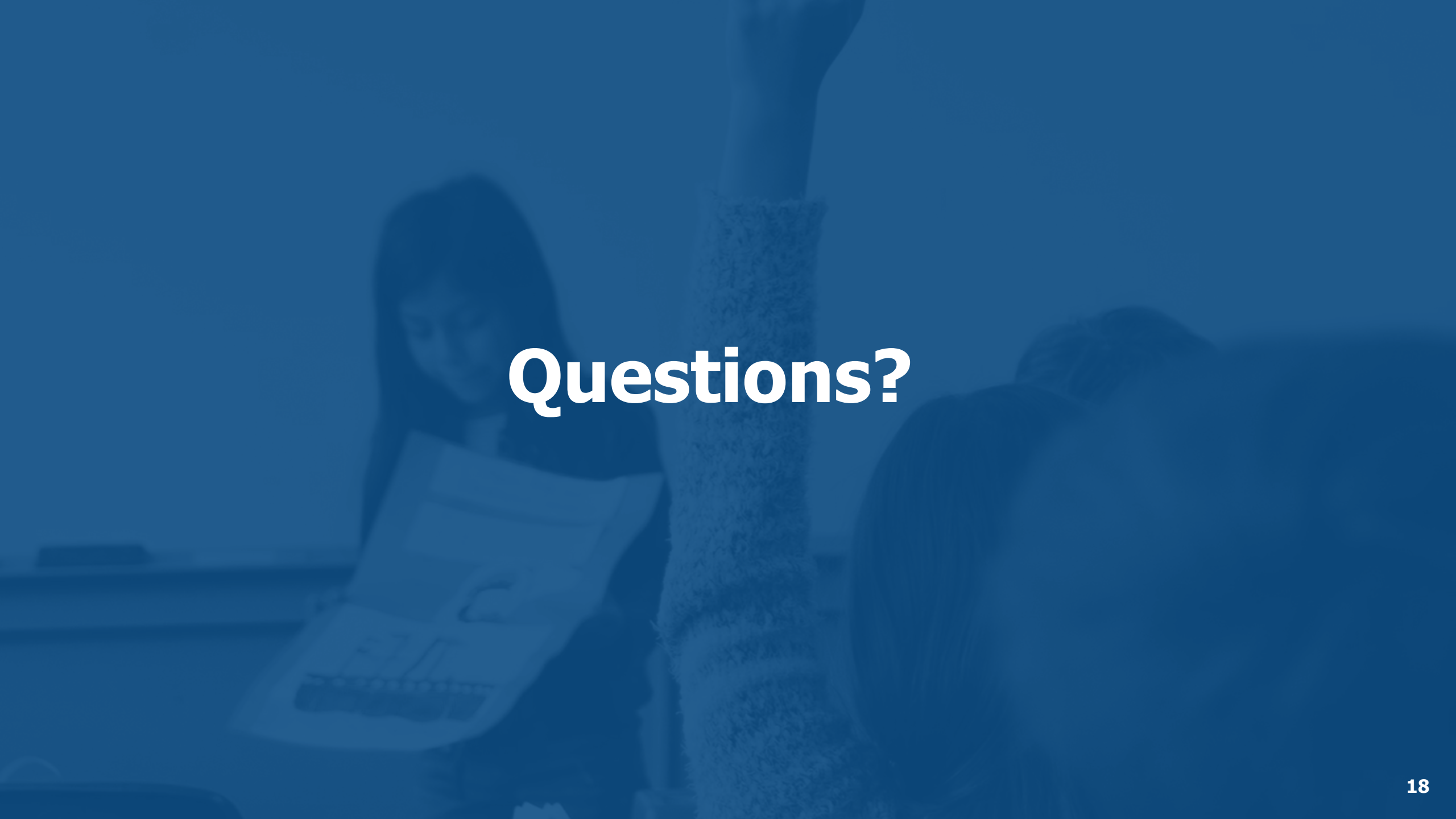
<https://www.isbe.net/summative>

Growth versus Proficiency Through the Lens of School Improvement

- Growth and Proficiency are different school improvement metrics, but they are not different school improvement actions
- Improvement in Growth is a measure of impact on all students.
- Improvement in Proficiency is a measure of growth for a subgroup of students near the proficiency benchmark. For most districts, it captures growth for 15%-20% of students.

High School 9-12

- If final designation is Exemplary, focus on continuous quality improvement.
- If final designation is Approaching Exemplary, focus on the following:
 - Growth of students near proficiency benchmark and Graduation Rate
 - Exemplary student participation in the climate survey
 - Exemplary attendance
- If final designation is Commendable, focus on the following:
 - Growth of students near the proficiency benchmark and Graduation Rate
 - Exemplary student participation in the climate survey
 - Exemplary Attendance
- If final designation is Developing or Comprehensive, focus on the following:
 - Growth and Graduation Rate of all students
 - Exemplary student participation in the climate survey
 - Approaching Exemplary Attendance

A blue-tinted background image showing a classroom scene. A student in the foreground has their hand raised, and another student in the background is looking at a document.

Questions?



Homewood-Flossmoor District Enrollment

September 22, 2026

Enrollment Report: Captured 09/14/2026

	Homewood-Flossmoor High School	Outplaced Students
9th Grade	618	1
10th Grade	618	13
11th Grade	617	8
12th Grade	654	13
13th Grade	21	5
14th Grade	20	16
Total Students	2,548	56
Total Students	2,604	