# 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

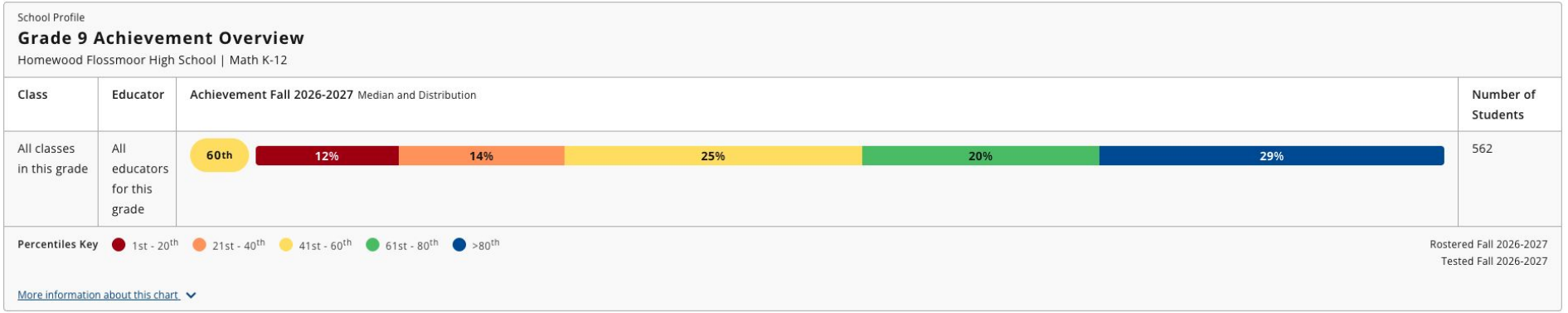
4.11. Next Meeting Date — Tuesday, November 10, 2026 at 10:30 a.m. in the Viking Room

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


School Profile

**Grade 9 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 | 60th — 12% \| 14% \| 25% \| 20% \| 29% | 562 |

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

Rostered Fall 2026-2027
Tested Fall 2026-2027

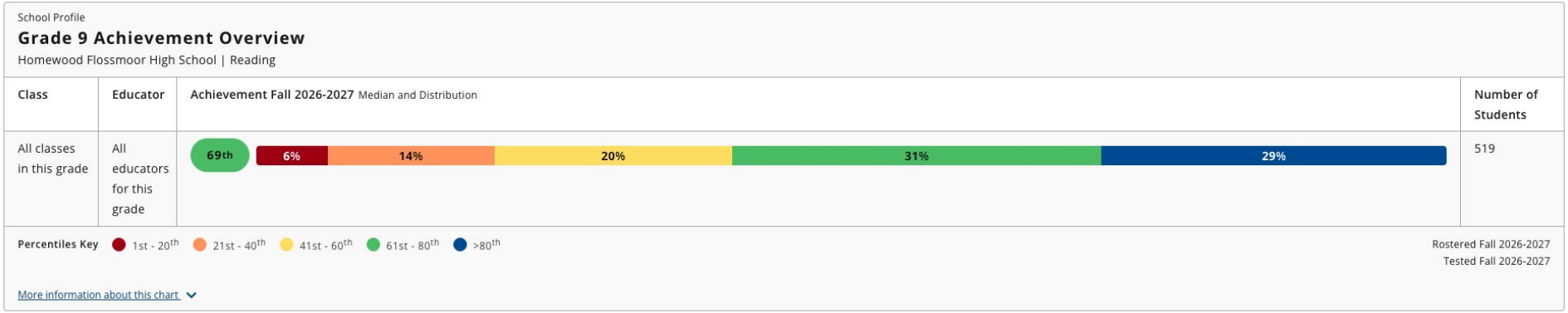
More information about this chart

- 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Overall Performance** | count | % | count | % | count | % | count | % | count | % | (+/- Smp Err) | |
| 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



School Profile

**Grade 9 Achievement Overview**

Homewood Flossmoor High School | Reading

| Class | Educator | Achievement Fall 2026-2027 Median and Distribution | Number of Students |
|---|---|---|---|
| All classes in this grade | All educators for this grade | 69th — 6% \| 14% \| 20% \| 31% \| 29% | 519 |

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

Rostered Fall 2026-2027
Tested Fall 2026-2027

More information about this chart

- 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Overall Performance** | count | % | count | % | count | % | count | % | count | % | (+/- Smp Err) | |
| 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 | Std Dev |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Overall Performance** | count | % | count | % | count | % | count | % | count | % | (+/- Smp Err) | |
| 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

School Profile

**Grade 10 Achievement Overview**

Homewood Flossmoor High School | Reading

| Class | Educator | Achievement Fall 2026-2027 Median and Distribution | Number of Students |
|---|---|---|---|
| All classes in this grade | All educators for this grade | 66th \| 7% \| 13% \| 21% \| 35% \| 24% | 574 |

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

Rostered Fall 2026-2027
Tested Fall 2026-2027

More information about this chart

- 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Overall Performance** | count | % | count | % | count | % | count | % | count | % | (+/- Smp Err) | |
| 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 Data Sources | Person(s) / Group(s) Responsible | Implementation Timeline | | | | Resources & Support Needed (e.g., $, materials, technology, partnerships) | Progress | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Baseline Data | Baseline Data | Progress Data | Progress Data | | 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<br>Collaborative Team Lead Meetings<br>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)<br>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.<br>All teacher will administer common formative assessments, review and analyze the data, and determine interventions and enrichment to support all students.<br>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.<br>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)**<br>**Monitor student achievement data to ensure success** | **Evidence** (How will we know if it worked?)<br>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 Data Sources | Person(s) / Group(s) Responsible | Implementation Timeline | | | | Resources & Support Needed (e.g., $, materials, technology, partnerships) | Progress | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Baseline Data | Baseline Data | Progress Data | Progress Data | | 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.<br>We will provide positive reinforcements for students that have desired attendance above 90%.<br>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**<br>Engage students by increasing awareness regarding their attendance. | **Evidence** (How will we know if it worked?)<br>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**<br>Engage parents by increasing awareness regarding student attendance. | **Evidence** (How will we know if it worked?)<br>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 Data Sources | Person(s) / Group(s) Responsible | Implementation Timeline | | | | Resources & Support Needed | Progress | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 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<br><br>Meeting Minutes<br><br>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**<br>Administer Terrace Metric Survey | **Evidence** (How will we know if it worked?)<br>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**<br>Elicit student feedback regarding programmatic decision making | **Evidence** (How will we know if it worked?)<br>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** |
| | **Start Date** | **Completion Date** | (Who will do it?) |
| 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.

1

**Professional Learning**

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

2

**Collaborative Teams**

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

3

**Tier 1 Instruction**

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

4

**Student Achievement**

Growth on district focus standards across every discipline.

THE RESEARCH BASE

# 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

SEMESTER 1: COMMON FOUNDATION

# A Professional Learning Progression, Not Isolated Topics

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

| Literacy Basics | Adolescent Literacy | Vocabulary | Comprehension | Writing |
|---|---|---|---|---|
| Theoretical foundations | Defining literacy, grades 5–12 | Academic word instruction | Reading complex texts | Sedita's Writing Rope in practice |
| **1 -2 weeks** | **1-2 weeks** | **4 weeks** | **5 weeks** | **5 weeks** |

**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.

HOW LEARNING HAPPENS

# 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.

SEMESTER 2: DISCIPLINARY APPLICATION

# 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 |

WHERE DISCIPLINARY LITERACY INTERSECTS WITH TIER 1 INSTRUCTION

# 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**

WHAT THIS MEANS FOR HF

# 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

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**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


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**POINT OF CONTACT**

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**HIGH SCHOOL PROGRAM LEAD**

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*High School Program Lead, Facilitates Discover U*
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# Table of Contents

**Section 1: 2025–2026 Academic Year Summary & Impact ..... 3**
FALL 2025 SERIES OUTCOMES ..... 3
STUDENT PROGRESSION & RETENTION ..... 3
KEY TAKEAWAYS FROM THE PILOT ..... 4
SPRING 2026 SERIES OUTCOMES ..... 4
Extending Impact Beyond the School Year ..... 4
**Section 2: 2026–2027 Discover U Program Plan ..... 7**
2026–2027 Discover U School-Year Scope ..... 7
Investment at a Glance ..... 7
Workshop Series Overview ..... 8
**Section 3: 2026–2027 Registration & Recruitment Plan ..... 11**
REGISTRATION PROCESS ..... 11
RECRUITMENT CHANNELS & STRATEGIES ..... 11
**Section 4: 2026–2027 School-Year Investment ..... 12**
2026–2027 School-Year Program Investment ..... 12
Notes & Additional Considerations ..... 13
**Section 5: Define U – 9th & 10th Grade Pilot Overview ..... 13**
PURPOSE ..... 13
PROGRAM OBJECTIVES ..... 13
PILOT STRUCTURE ..... 14
STRATEGIC ALIGNMENT WITH DISCOVER U ..... 14
**Section 6: Evaluation & Reporting ..... 15**
KEY METRICS TRACKED ..... 15
REPORTING SCHEDULE ..... 15
CONTINUOUS IMPROVEMENT LOOP ..... 16
STUDENT OUTCOMES & COLLEGE/CAREER ALIGNMENT ..... 16

# 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)<br>October 5th<br>October 19th<br>November 2nd<br>November 16th<br>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

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## 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. E*CRA 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 |

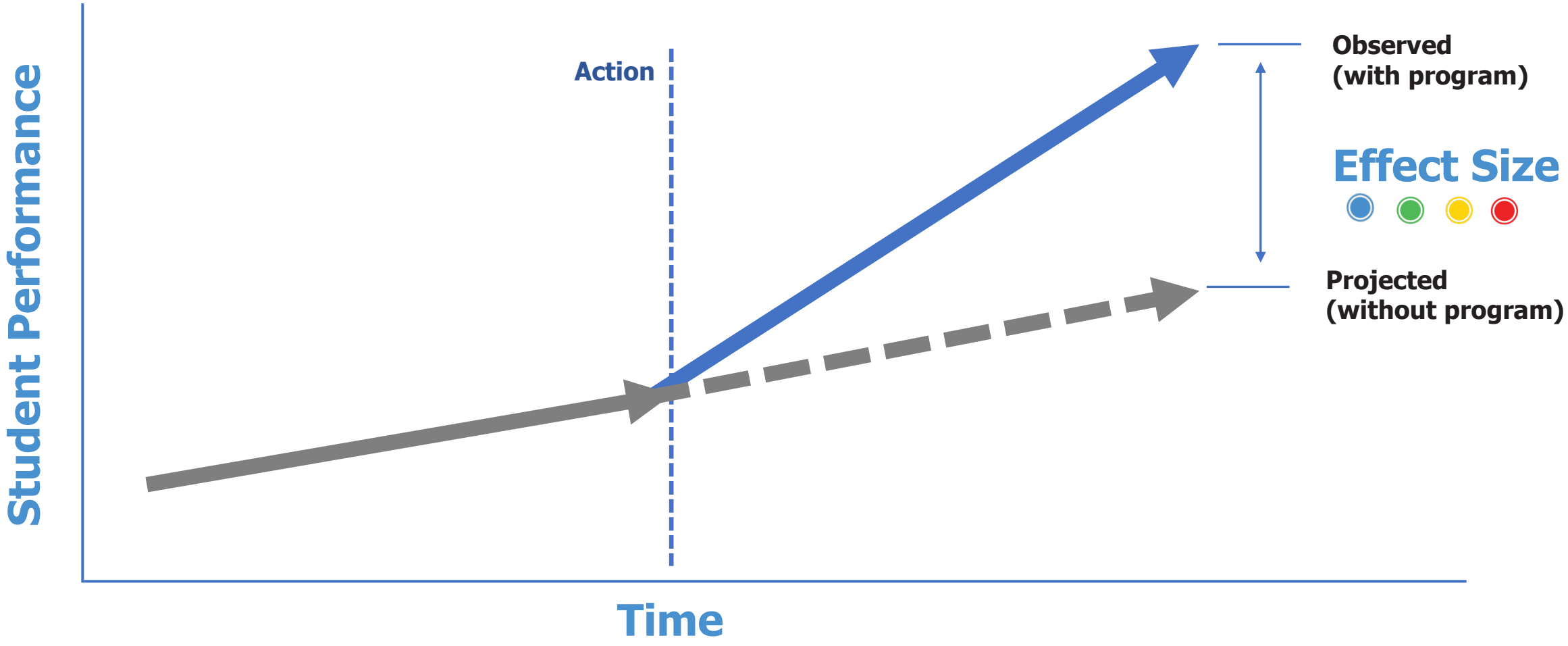
# Evidence-based School Improvement

ECRAGROUP

# Research-based versus Evidence-based

| Research-based | Evidence-based |
| --- | --- |
| • Generalized | • Localized |
| • "Should" work | • "Proven" to work |
| • Low bar | • High bar |
| • Theory | • Results |
| • Vendor marketing | • 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 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

## District Leaders

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

## School Leaders

- Evidence-based interventions
- MTSS implementation
- Teacher development

## 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 ≠ Accountability System

# The System

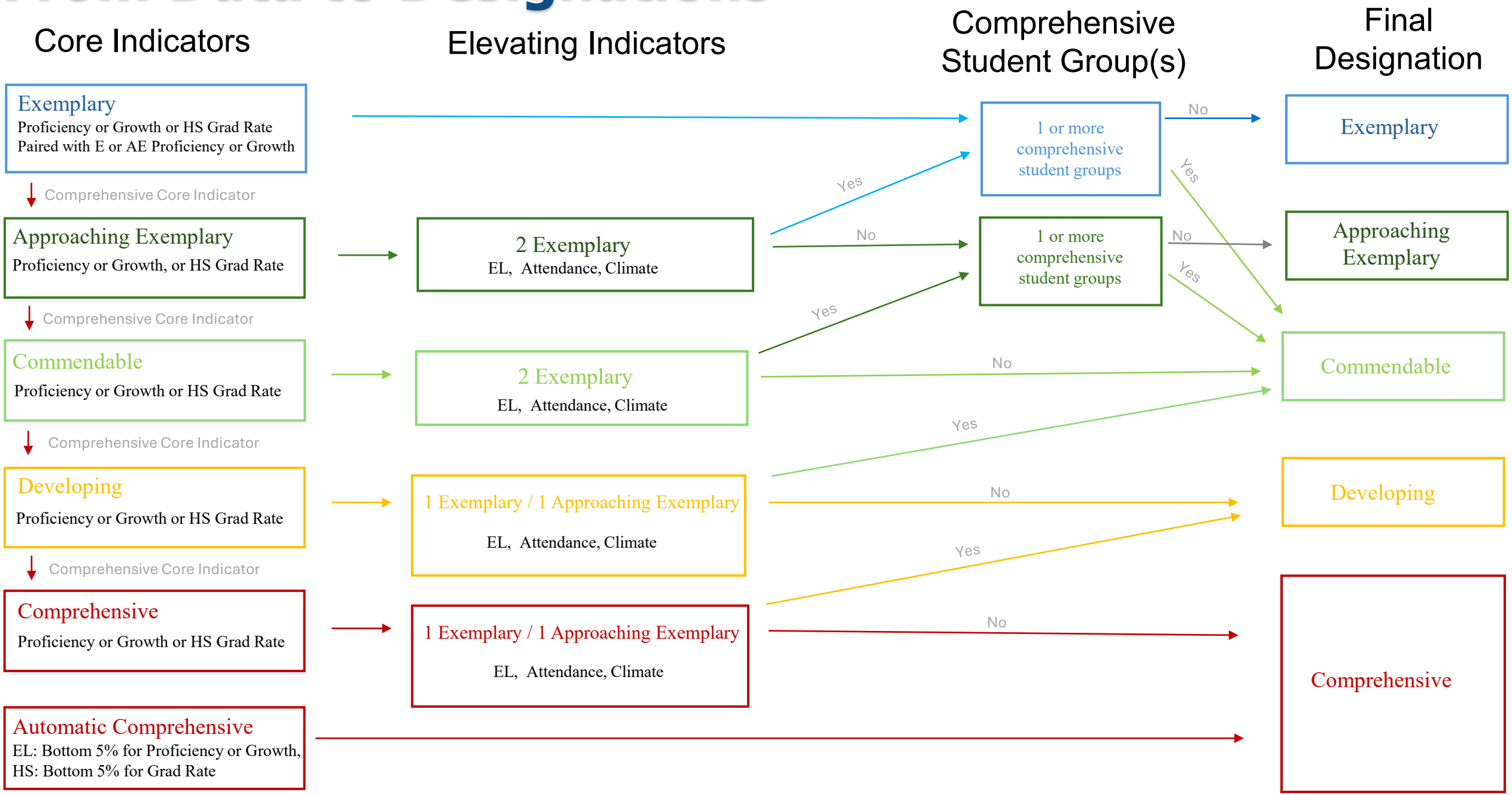
# Accountability Benchmarks

| | 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* | | | | | | |

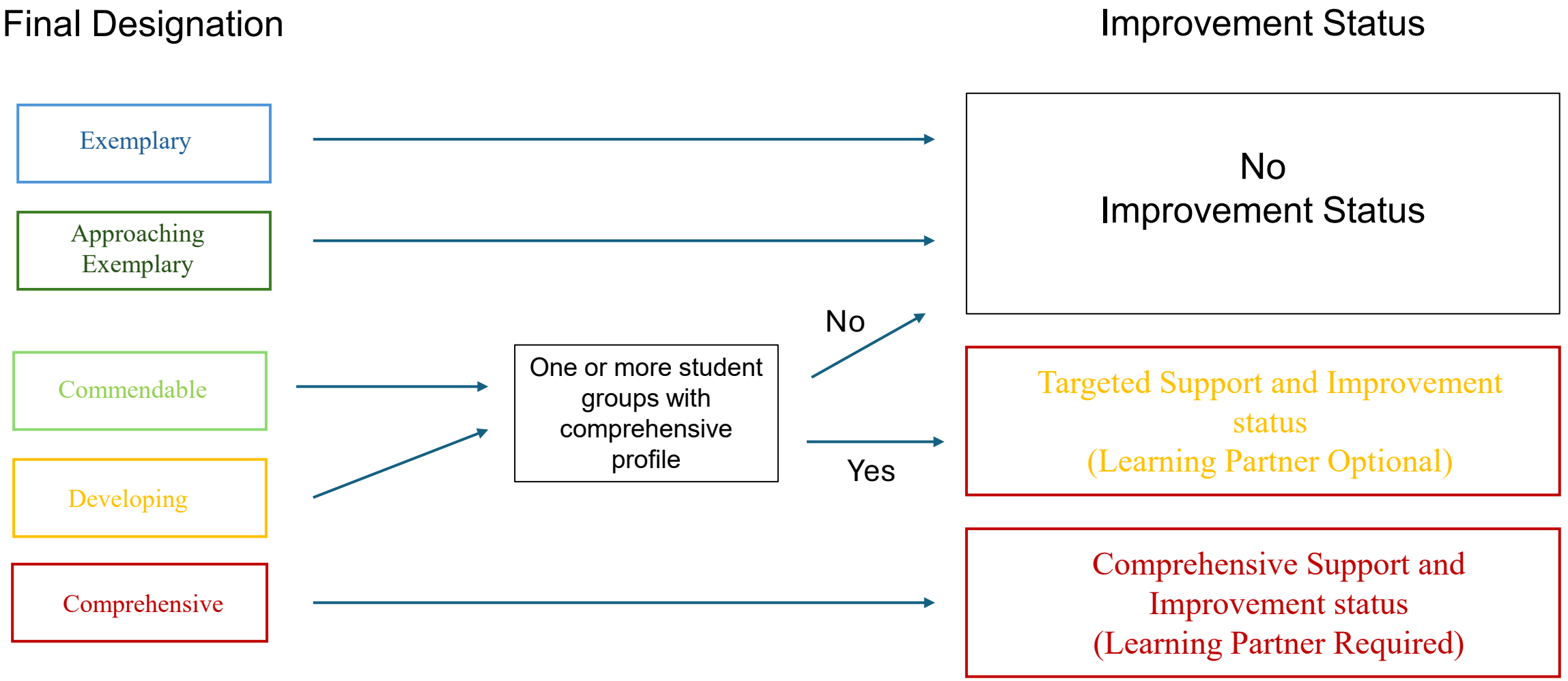
Core indicators have criteria that automatically designate a school as Comprehensive. These criteria represent the lowest levels of performance in the state.

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

# From Data to Designations



# From Designations to Improvement Status



# General Playbook to Improve Designations

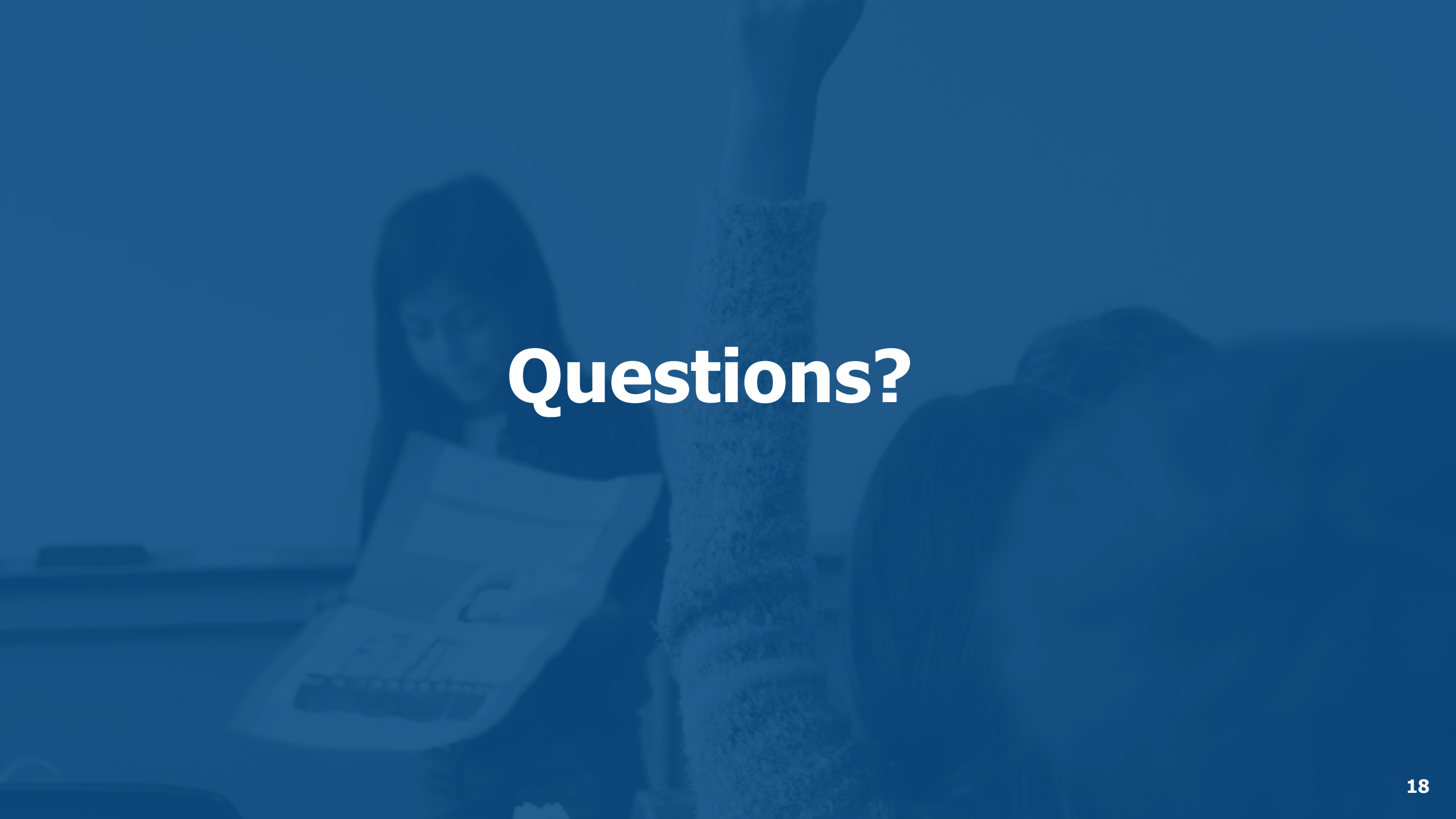
Start by reviewing ISBE simulated school designations of new system imposed on 2025 data.
https://www.isbe.net/summative

# 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



# 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** | |