

HOMEWOOD-FLOSSMOOR HIGH SCHOOL
PLANNING COMMITTEE AGENDA
October 11, 2024 - 8:00 a.m.
The Viking Room

1. Call to Order
2. [Approval of Minutes of the Planning Committee Meeting of September 10, 2024](#)
3. Comments
4. Old Business
 - a. IB Program Evaluation and Recommendation
 - i. [IB Historical Overview](#)
 - ii. [IB Hanover Research Program Evaluation](#)
 - b. English Course Proposals
 - i. English 3: LGBTQ+ Lives and Literature
 - ii. English 4: Global Voices in Literature
 - iii. Course Interest Survey
5. New Business
 - a. New Course Proposals
 - i. [Course Proposals October 2024](#)
 - ii. Consumer Economics
 - iii. Professional Textile Construction
6. Adjournment

Approval of Minutes of the Planning Committee Meeting of September 10, 2024

MINUTES OF PLANNING COMMITTEE MEETING
Homewood-Flossmoor High School, 999 Kedzie, Flossmoor, IL
September 10, 2024

In attendance for all of the meeting were, Mrs. Hoereth, Mr. Riedel, Mr. Legardy, Dr. Wakeley and Dr. Hester. Dr. Alexander, Mrs. Rudan, Mrs. Erdey, Ms. Catherine Ross-Cook, Ms. Jeanne Miller and Mr. Dan Gould were also in attendance for all or part of the meeting.

Marilyn Thomas from The Chronicle was present for part of the meeting.

The meeting was called to order at 8:05 a.m.

Approval of Minutes. The May 14, 2024 minutes stand approved as presented.

Comments. Dr. Wakeley asked to slightly alter the agenda to speak about English Course Approvals after the Weighted GPA Recommendation is discussed. Mrs. Hoereth suggested they discuss English Course Approvals as the first item. The committee agreed.

English Course Approvals

Dr. Hester stated they were excited to bring the new English pathways to the committee. It is the first curriculum that was built entirely using the standards based process, which was a very collaborative process. Dr. Hester introduced Ms. Jeanne Miller, English Department Lead and Mr. Danny Gould, Curriculum Specialist. Dr. Hester explained there is a subject area committee that worked together and every draft in the process was taken back to the full English department, who have all been trained in the standards based process. Dr. Wakeley shared that all departments will go through this process, and there is an ongoing process for curriculum renewal. Dr. Hester explained for Math, it was an entire rewrite of curriculum, whereas with English, all core courses were renewed. They are recommending approval of the 4 year course sequence to begin implementation in the 25-26 school year. They are also recommending 2 new courses: English 3 LGBTQ+ Lives & Literature, and English 4 Global Voices. Lastly they are seeking the approval of earned honors, starting with English 4. They are bringing an overview of how texts are being selected, using a culturally responsive approach, and there is a high level of excitement around these new courses. Dr. Hester turned over the meeting to Ms. Miller, who explained that all students will start with English 1. As they move up, students will advance to English 2 or AP Language. At grade 11, there will be potential for dual credit (which will be discussed later in the meeting). Course offerings for grade 11 would be American Lit, the requested new course LGBTQ+ Lives & Literature, AP Language, AP Lit and IB Lit. At the senior level, the offerings will be African American Lit, the new requested course Global Voices, as well as the prior offerings of AP Lit, IB Lit and AP Lang 2, and Intro to College Comp. Global Voices will replace Contemporary Lit. Built into these sequential courses are intentional reading and writing opportunities. Ms. Miller then offered a description of the new proposed courses (LBGTQ+ Lives & Literature, and Global Voices) and gave an opportunity for the committee to ask questions. Mr. Riedel asked about the fact that preparing students for essay writing was not specifically referenced in Global Voices, whereas in Contemporary Lit, it was. Dr. Hester explained that the prior curriculum heavily emphasized reading for literature, and while writing was present, it did not have an intentional progression. The new curriculum is very intentional and follows a progression for all common core standards, which includes writing. Dr. Hester then pointed to a document detailing the writing progression in all the courses, including Global Voices.

Ms. Miller then went through the curriculum development process and explained that the proficiency scales were built from common core standards and takes into consideration a four year sequence of learning (how things align vertically, not just horizontally). There will be

common assessments and some shared texts between courses at the same level. This is a shift in how they are using texts in the classroom.

Ms. Miller reiterated they are asking for approval of earned honors. Dr. Hester shared that, unlike other departments, they are recommending earned honors start at the senior year (English 4). Mr. Riedel asked how they would roll out earned honors after year one. Ms. Miller stated that it will depend on how the first year goes. Mrs. Hoereth commented that she appreciates the approach of starting earned honors with English 4, but that makes her wonder about the other earned honors that have been approved which are starting in the first year, and it will be interesting to see which is the best approach. Mrs. Hoereth also had follow up questions as to why the language in the Global Voices description doesn't include working on college essays. Dr. Hester explained college essay writing work will take place in junior level courses, however she also agreed there may be a need to rewrite descriptions to cover skills in ISBE course descriptions. Mrs. Hoereth also asked how students learn about new course offerings, as she wants to ensure students know the two new courses are everybody. Dr. Hester responded that currently departments preview courses students are currently taking but there is no formal schedule. However, there has been discussion around scheduling days for each department. Mrs. Rudan added that students will have each course they are eligible for populate in School Links. Dr. Alexander added that counselors will have talking points around all courses, especially new ones. Mr. Legardy commented that they provided data for the new English 3 course but not for English 4, so how did they develop that pathway? Mr. Gould responded that they spent a lot of time researching what other districts in the area were doing. He also clarified that the new English 3 course was not a replacement for another class, but an add-on. Mrs. Hoereth encouraged them to consider local authors as they decide text selections for English classes.

Weighted GPA Recommendation

This topic is a continuation from a previous meeting and Dr. Alexander stated they wanted to provide additional data about why they are recommending this change. He shared how they can provide a holistic experience for students so they can be focused on the career path and choices to prepare them for post secondary options as opposed to gamifying the system. It's more about helping students to see what can best prepare them for the real world. Mrs. Rudan explained that most colleges don't recognize the 6.0 scale and counselors have to convert it to a weighted 4.0 scale anyway so it really becomes just for them. She echoed Dr. Alexander that students are not making choices based on career goals but on how they can best position their GPA. Their recommendation is a weighted 5.0 scale. Regular CP classes will be on a 4.0 scale, and anything beyond that (Honors, AP, or IB course) gets an extra point weight. Dr. Alexander commented that they wanted to provide more data as the committee in the past was looking to ensure students are taking the most rigorous courses along with increasing enrollment in higher level courses. The conversation turned to earned honors. Drs. Wakeley and Alexander explained how the proficiency scales will help students be clear about what it takes to advance to earned honors. Dr. Alexander also shared that they want to increase AP enrollment as well as increase the AP passing percentages. Mrs. Rudan commented that as students advance they will automatically be placed in more rigorous courses and students will have to opt out of the rigorous course they are placed in. She added if they provide the right supports, students succeed. These are strategies to close the achievement gap. Mr. Riedel expressed the need to articulate that increasing rigor also helps students who are going into trades or apprenticeships, as they want to raise the bar for everyone, not just students who plan on continuing their education. Mrs. Hoereth asked what the selling point was for taking AP over Honors or CP. Mrs. Rudan and Dr. Alexander concurred that college credit and the financial impact of that are the selling points. Dr. Hester added that they need to help students see the connection between reading and writing skills and their post-secondary plans. Mr. Legardy expressed that he is not convinced, as he feels they are relying on the kids to have a long range view. Mrs. Rudan

explained that they are having guided conversations through counselors. Dr. Hester added they are building a different architecture, one of higher skills and success. Dr. Wakeley pointed out that they are one of the only schools that has multiple grading levels and feels if other kids can do it, their kids can do it. Mrs. Hoereth commented that the change is aspirational but risky, as the system is heavily reliant on counseling and advising. Administration agreed it is going to take time, but it is about providing access and opportunity. Teachers also have to be “counselors” and encourage students. Mrs. Rudan added they also have a heavy focus on post secondary built into the vision for Compass. This is a whole school effort. Mr. Riedel commented that they are speaking about two separate issues which are becoming conflated. He feels it is clear the weighted scale needs to change but when it comes to increasing rigor there is not a finite plan. Communication is critical, and things will need to be reevaluated periodically so they can be clear what “needles” they are moving. Mrs. Hoereth asked for the timeline on implementing these changes. Mrs. Rudan stated the recommendation is they will recalculate the GPAs on the new scale beginning with the 25-26 school year and move forward with the new ranking system beginning with the 27-28 school year. Mrs. Hoereth shared she is willing to pilot something, but they have implemented so much since Dr. Wakeley has started, and there are some data points that they need to see. She asked how they will track progress. Dr. Hester responded that this is attached to the College, Career & Life Readiness (CCLR) goal of the Strategic Plan and is reflected in year one goals. Mr. Riedel reiterated they need to have indicators so they can report back and see where the trend lines are going. Mrs. Hoereth and Mr. Legardy agreed they need to have checkpoints built in the strategic plan to allow them to pivot when needed. Dr. Wakeley talked about the reporting mechanism for the strategic plan, explaining how the action steps in year one will determine what they do in year two, as they can look back at the data and make changes if they need to. Dr. Hester suggested they build in a subgoal and key performance indicator (KPI) of intentionally moving kids into higher level courses. They will include the specific KPI for the full board so there is no confusion regarding where they are heading. Mr. Legardy stated that this should be on the standard agenda and not the consent agenda for the September board meeting.

New Business:

PRESS Policy Updates: Issues 115 & 116

Dr. Wakeley stated much of the PRESS changes deal with Title IX changes. He commented that they needed to make some changes with the departure of Jodi Bryant who had been the gatekeeper of Title IX. They brought in Franczek attorney Ms. Amy Dickerson to provide additional training, as they have moved Dr. Hester into that role. They will also have further training for the rest of administration on investigations so they can help staff know who to go to and what the processes are. Dr. Wakeley stated there are no earth shattering changes with the remainder of the policies.

Administrative Procedures Development

Dr. Wakeley explained they have board policies that are managed by PRESS Plus but they are now working with PRESS to develop Administrative Procedures. This will be for an additional fee. He indicated this process would be more staff heavy than board heavy. He stated he wanted to make sure before anyone else steps into the superintendent role that these things have been taken care of.

Policy 7:70

This is one of two policies that need to be reviewed by the board every two years and submitted to ISBE. PRESS did not have any suggested changes regarding this policy at this time. The policy will remain unchanged and will be on the consent agenda at the September board meeting.

Other

The Union has voted on the new HFEO contract, which passed. It will be on the September Board meeting agenda.

Dr. Wakeley shared he will not be at the September board meeting.

Mr. Legardy asked where they were with the IB audit. Dr. Hester responded that there is a planning committee meeting scheduled for October that will provide an opportunity for administration to share their thoughts and recommendations.

Adjournment. The meeting adjourned at 10:23 a.m.

IB Historical Overview

International Baccalaureate

Program Review
October 2024

What is the IB Diploma Programme?

What is the Diploma Programme generally?

- The IB Diploma Programme is a university-preparatory program offered to juniors and seniors at schools all over the world.
- The mission of IB is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- Holistic program incorporating an inclusive and culturally-responsive curriculum with opportunities for experiential learning, community service, and creative projects.
 - ***The core is global mindedness - how do we create community with people from different backgrounds?***

What has the HF Diploma Programme been?

- Selective enrollment Gifted Academy based on middle-school test scores
 - Must be double accelerated in Math and single accelerated in World Language
- Cohorted from grade 9 with little choice in course selection
- Math and Physics focused
- More challenging than IBO requires
 - For example, HF required four HL courses instead of three
 - Higher prerequisites than curriculum required
- Curriculum perceived as interchangeable with Advanced Placement

IB vs. AP

IB Classes

- Holistic, interdisciplinary curriculum
- Available grades 11 and 12
- Two levels of course depth and duration
- Student-centered & Inquiry based
- Incorporates outside research
- Course is required to sit for exam
- Final score based on coursework and multiple assessment types: essays, oral presentations, group projects, portfolios, labs, etc.

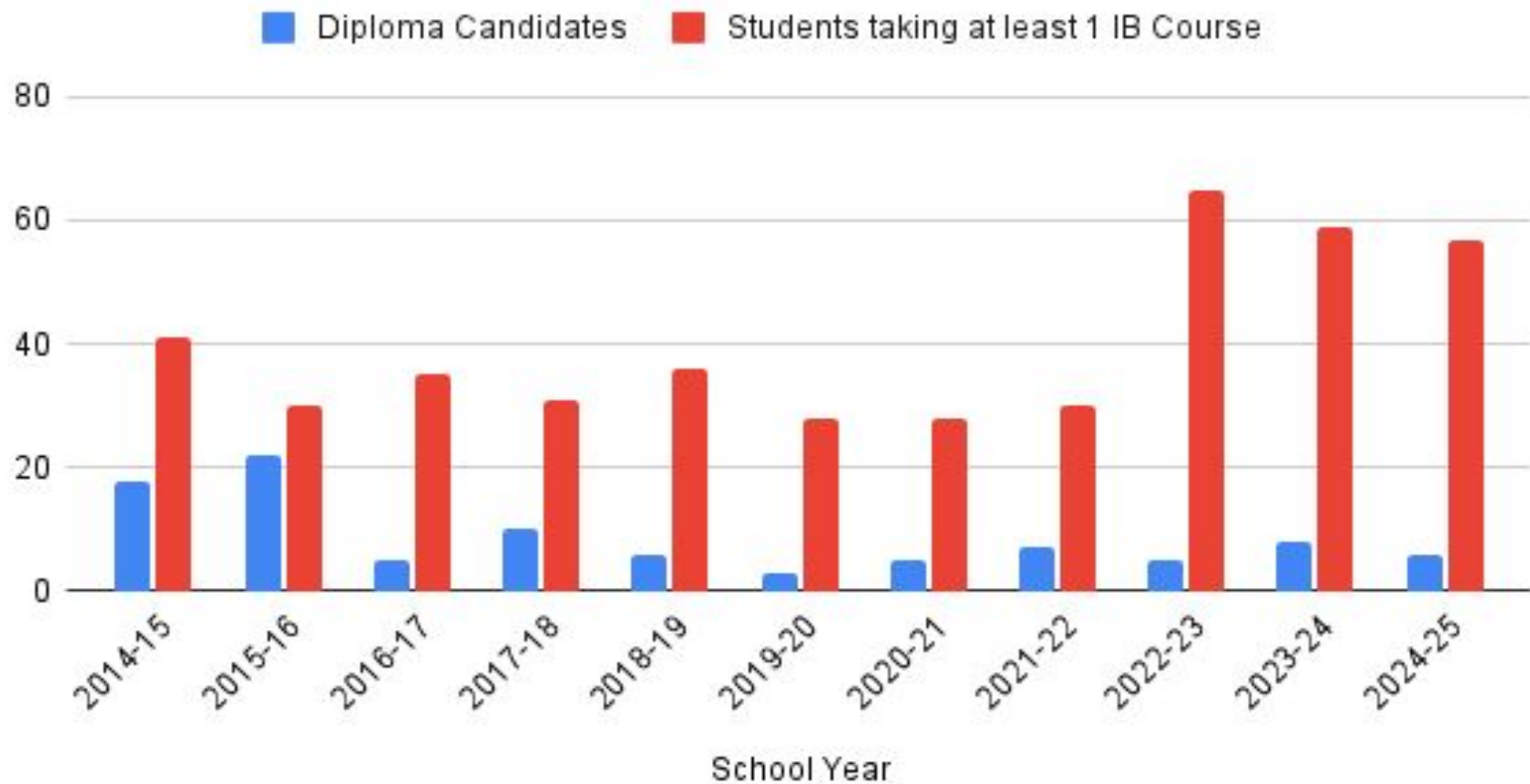
AP Classes

- Standalone classes
- Available grades 9-12
- One level of course depth and duration
- Content-centered
- No outside research
- Course is not required to sit for exam
- Final score based solely on exam
- Assessments are primarily multiple choice questions and short answers

Current Status

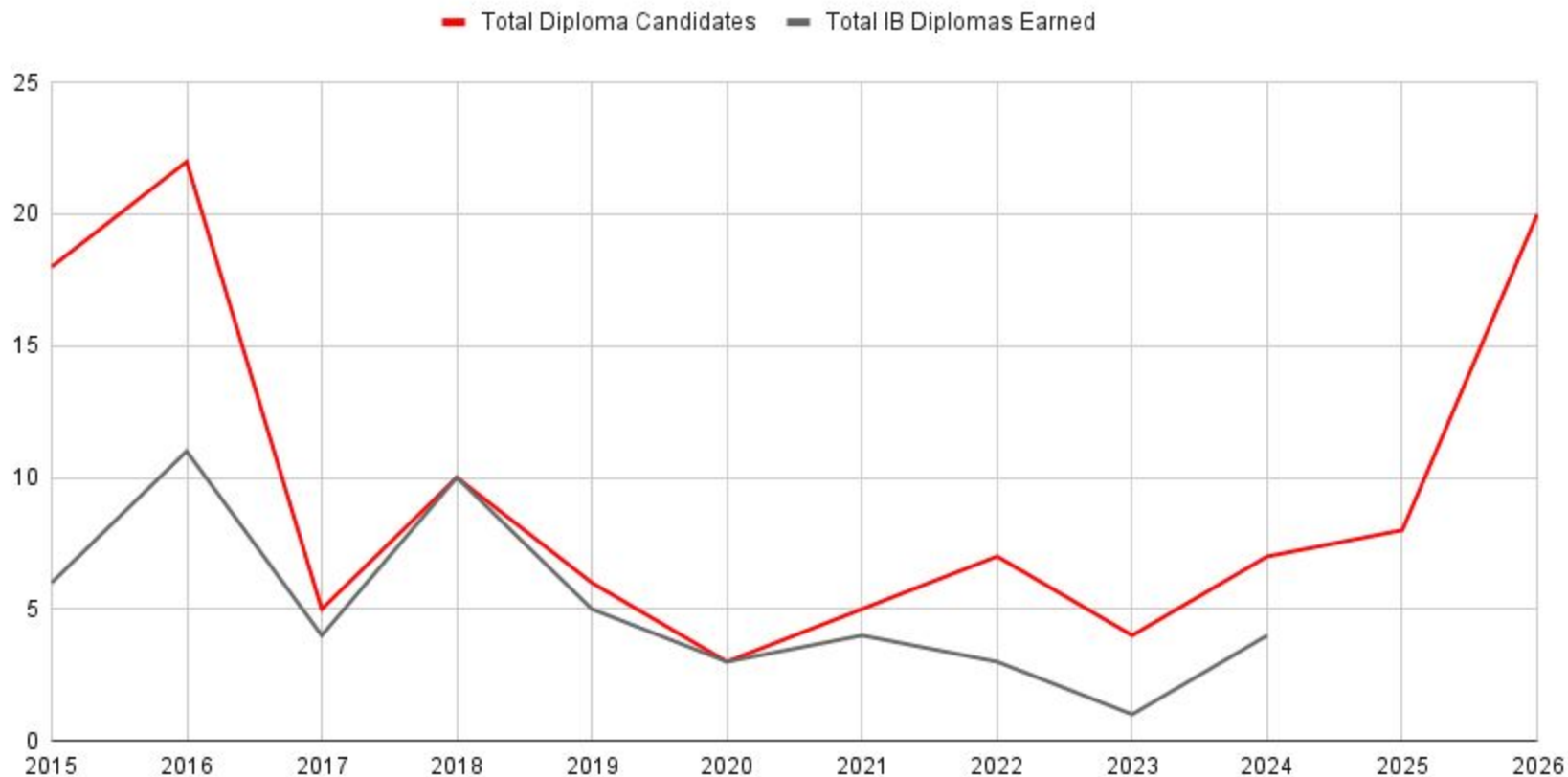
- IB Prep Academy eliminated
- Open Enrollment beginning as juniors
 - Prerequisite barriers remain
- Enrollment Increases
 - Class of 2024 - 7 diploma candidates (4 recipients)
 - Class of 2025 - 6 diploma candidates
 - 2026 Graduates - Currently 22 confirmed diploma candidates
 - This is the most since 2016
 - 2027 Graduates - Currently 61 students have expressed interest, but half of those have prerequisite barriers
- Illinois adopted IB Language B exams for Seal of Biliteracy in Jan. 2024

IB Programme Enrollment



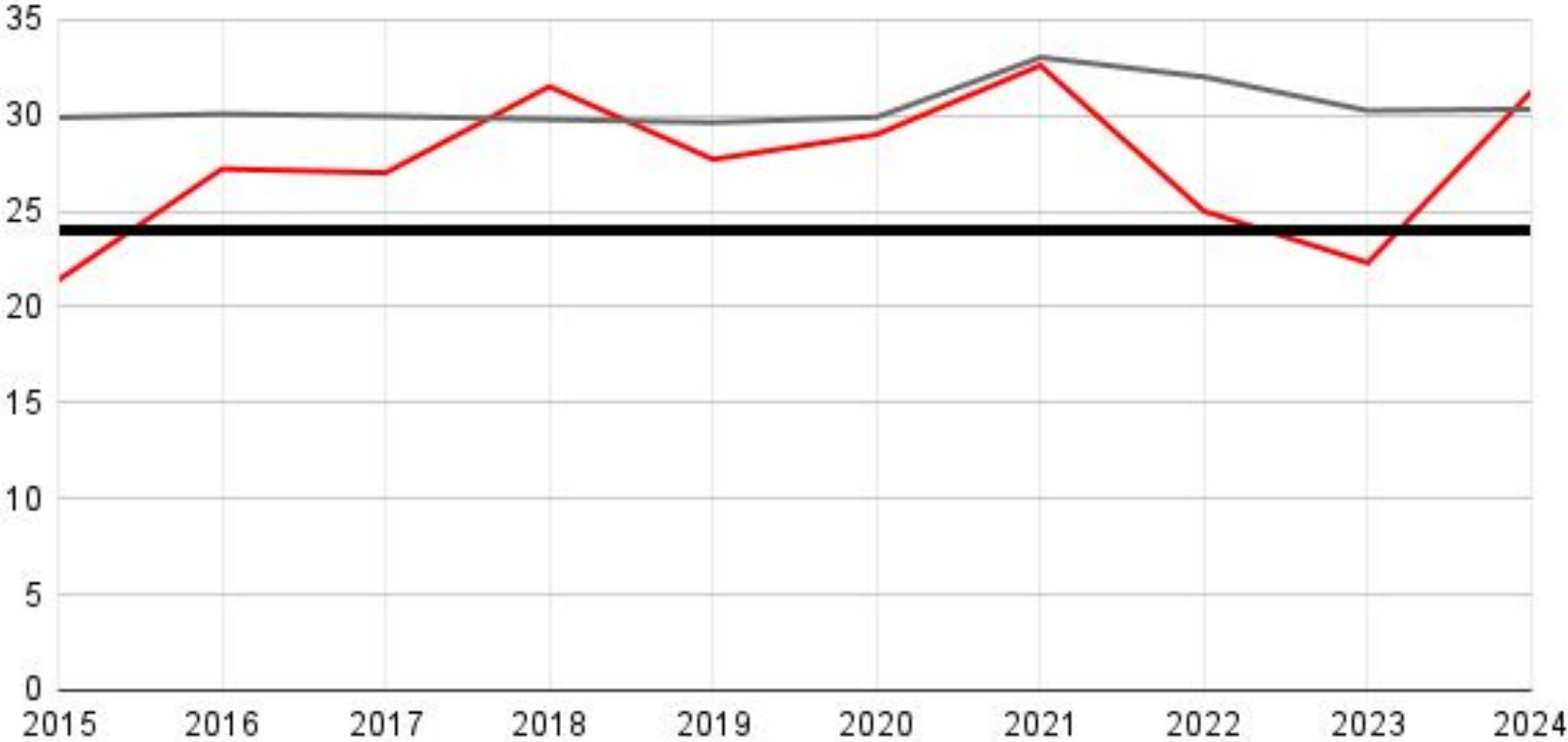
School Year

HF Diploma Candidates vs. Diplomas Earned



HF Diploma Scores (Total Points)

Average Score Passing Score Global Average



Vision for the Future

Barriers to the IB Diploma Programme

1. Lack of choice and flexibility in schedule
2. Accessibility due to HF Prerequisites
3. Lack of support and resources
4. Lack of communication and program understanding

Suggestions to Improve HF IB Diploma Programme

1. Increase course offerings to improve schedule flexibility. Lean in to IB courses without AP counterparts and those that could serve as capstone courses in CTE pathways.
2. Increase marketing and community education about IB, especially to feeder schools, families, and underclassmen
3. More support/training for staff

Potential Course Offerings

Science

- Sports, Exercise and Health Science
- Design Technology
- Food Science and Technology
- Environmental Systems & Societies**

Individuals & Societies

- Digital Society
- World Religions
- Social and Cultural Anthropology
- Environmental Systems & Societies**

Arts

- Dance
- Theater
- Film
- Literature and Performance

Other Suggestions

- Switch Chinese to *ab initio*
- Switch World Language to HL
- Potential to coseat AP and IB courses, but must be intentional

IB Hanover Research Program Evaluation



IB PROGRAM EVALUATION PRESENTATION

Prepared for Homewood-Flossmoor CHSD 233

October 2024

INTRODUCTION

Homewood-Flossmoor Community High School District (H-F) partnered with Hanover Research to evaluate their IB program.

To support this priority, Hanover conducted two research projects :

- ✓ **IB Program Data Analysis**
- ✓ **IB Program Survey**

This presentation presents summarizes findings from this evaluation.

PRESENTATION CONTENTS

2 / Introduction

3 / Methodology

4 / IB Evaluation Findings

26 / Next Steps

METHODOLOGY

Hanover completed two research studies to gain insight on the IB program at H-F. These projects collected stakeholder feedback and analyzed program data.



IB Program Perceptions Survey

January 2024

Hanover conducted an online survey to assess perceptions of the overall effectiveness and value of the IB program. The survey was distributed to individuals involved with the program, including staff, students in Grades 11-12, parents, and recent graduates. The analysis included a total of **121 respondents**.



IB Program Data Analysis

May - July 2024

Hanover conducted a data analysis to identify college/career readiness indicators and post-secondary outcomes to measure the effectiveness of the IB program. This analysis is based on **student data on IB program costs, participation, and outcomes** from 2019 to 2023.

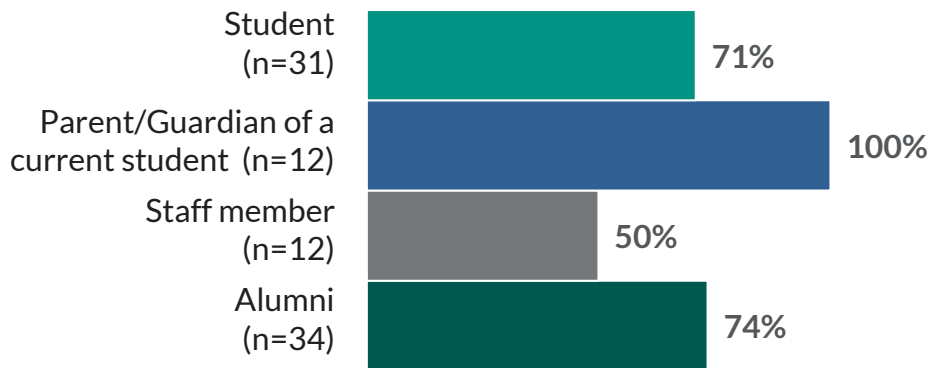
IB EVALUATION FINDINGS

Stakeholder Perceptions

SATISFACTION WITH THE IB DIPLOMA PROGRAM AND COURSES

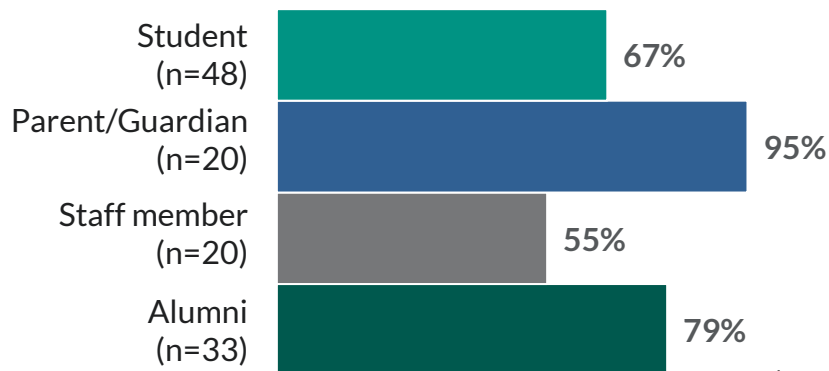
Overall, how satisfied or dissatisfied are/were you with H-F's **IB diploma program**?

% Satisfied + % Very Satisfied



Overall, how satisfied or dissatisfied are/were you with H-F's **IB courses**?

% Satisfied + % Very Satisfied



"I loved the IB program. The experiences that I gained have enabled me to be successful throughout my entire college experience. The connections I made, the topics I investigated, and the challenges I faced fostered a deeper, life-long love for learning. I also gained 19 credits through the program, which saved both me and my family a considerable amount of money." -Alumni

"I feel the program puts unnecessary constraints on students and I would argue the trade off (post high school) doesn't equate to the stress or sacrifice students make." - Staff member

"The IB content, the student participation, and the quality of teachers has changed our kids' lives. The values of the program have connected with who they want to become as people and exposed them to important, stimulating perspectives and issues. It is such a gift as parents to hear your kids say I love every one of my IB teachers." -Parent

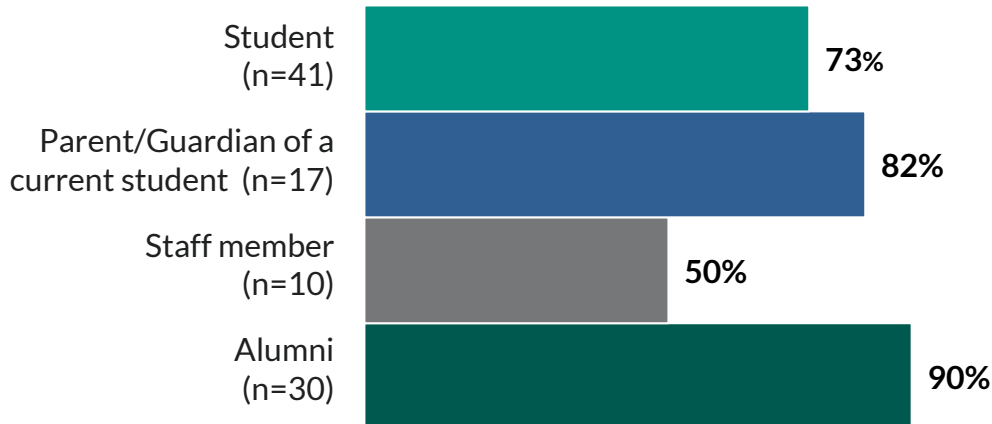
Stakeholder Perceptions

IB PROGRAM VALUE AND BARRIERS

H-F's IB program is recognized for its value beyond Honors or AP courses, particularly for intellectual growth and college preparation. However, barriers such as scheduling conflicts, the need for additional student support, and the need for a more diverse course selection are noted as areas for improvement.

IB courses and/or the IB diploma program provide additional value for students that Honors and Advanced Placement (AP) courses are not able to provide.

% Agree + % Strongly Agree



Top 3 barriers to enrolling in/completing IB courses/program

Difficulty managing school and other activities

62%

Scheduling challenges

54%

Lack of elective courses

46%

Stakeholder Perceptions

SUGGESTIONS FOR IMPROVING PROGRAM COMPLETION



Need for More Elective Choices and Flexibility in Scheduling



Enhanced Support and Resources for Students



Improved Communication and Program Understanding



“Our pathway system is too rigid. We need to have more options of classes for the students to pursue that meet the diploma requirement.” –Staff member

“My first two years in the program we had mental health and coursework check-ins once a month. That stopped my junior and senior year due to Covid (...) I think this was one of the best aspects of the program.” –Alumni

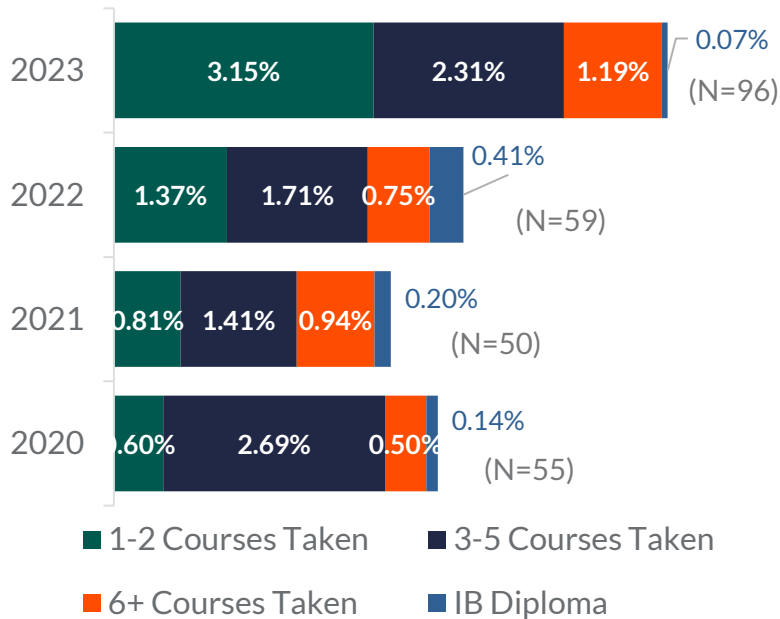
“I think H-F could make students more aware of their options, and what their graduation requirements are to get a IB diploma. A lot of students are missing out on the ability to get the diploma because they really aren't aware of how it works and the course work.” –Student

Data Analysis

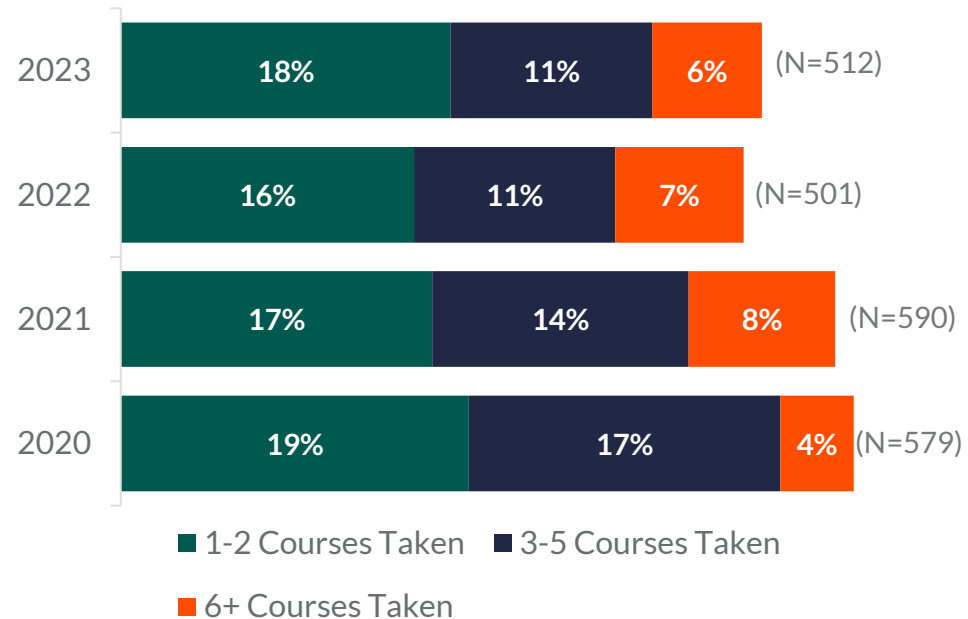
IB AND AP PROGRAM PARTICIPATION

Student participation in AP courses is more common than participation in IB courses. AP participation has seen a slight decline since 2021 while IB participation has seen a slight increase.

IB Participation



AP Participation



IB AND AP PROGRAM COSTS

Hanover observed higher per-enrollment cost of IB across all years studied, but the cost difference between AP and IB has decreased starting in 2022.

[Estimated costs per enrollment were calculated by summing the total costs of all associated fees and staff trainings as well as salary per FTE for each program per year and dividing the total by the number of student course enrollments]



PROGRAM OUTCOMES

Students who completed at least one AP or IB course by the time of graduation were more likely to enroll in a postsecondary institution compared to students who took no advanced courses.

However, Hanover observed minor differences in postsecondary enrollment and persistence outcomes between AP and IB students.

For example, 93-95% of students with 6+ IB courses enrolled in a 4-year institution, compared to 89% of students with 6+ AP courses (see figure). Additionally, students who took 1-5 IB courses enrolled in 4-year institutions at a rate of 80-90%, while for students with 1-5 AP courses, this rate was 73-85%.



RECOMMENDATIONS FOR NEXT STEPS



Continue to explore ways to support students in preparing for post-secondary education, especially among those students who do not participate in the IB program.



Explore opportunities to provide additional academic support and preparation in early high school for students interested in pursuing an IB Diploma.



Consider reviewing the current IB program structure to allow for more flexibility in course selection and scheduling.



Given the minor differences in post-secondary outcomes between the AP and IB programs, H-F should weigh the costs and other factors to determine whether the IB Program is a good return on investment.



Thank you.

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Course Proposals October 2024

HOMEWOOD FLOSSMOOR HIGH SCHOOL
 Department of Curriculum, Instruction and Professional Development

New Course Proposals for 2025-2026 School Year

Department	Course Title	Course Description	Type of Credit	Year Implemented	Grade Level	Level	Length of Course	Number of Students	Budgetary Needs
English	English 3: LGBTQ+ Lives and Literature	English 3: LGBTQ+ Lives and Literature blends the study of composition and literature as students write critical and comparative analyses of selected texts and continue to develop their media literacy, speaking and listening, research, and writing skills. This course explores the diverse experiences, perspectives, and voices of queer writers, artists, and civic leaders throughout history. Students analyze how these texts reflect and challenge societal norms, stereotypes, power dynamics, and cultural identities, fostering empathy, understanding and critical thinking skills. Students will engage with themes of cultural hybridity, intersectionality, and the complexities of navigating multiple cultural identities in a globalized world.	English	2025-2026	11	College Prep Honors (Seeking Dual Credit)	Year	100-150	\$4,000 to \$6,000
English	English 4: Global Voices in Literature	English 4: Global Voices in Literature blends the study of composition and literature as students write critical and comparative analyses of selected texts and continue to develop their media literacy, speaking and listening, research, and writing skills. This course explores the work of authors from various parts of the world to give students an international perspective. Students will examine the way literature shapes and challenges societal norms, stereotypes, power dynamics, and cultural identities across the globe.	English	2025-2026	12	College Prep Honors (Seeking Dual Credit)	Year	100-150	\$4,000 to \$6,000
Social Science	Consumer Economics	This course introduces students to the fundamental principles of economics and financial literacy, focusing on consumer decision-making, market interactions, and the role of government in the economy. Students will explore economic concepts such as scarcity, opportunity cost, and marginal analysis, applying these principles to real-world financial decisions like budgeting, saving, investing, and borrowing. Key topics include the structure of various markets (competition, monopolies, etc.), government policies, taxes, loans, and personal financial planning. Students will also examine the impact of cognitive biases and external factors on financial decision-making. By the end of the course, students will gain practical skills in managing personal finances, making informed economic choices, and understanding the larger economic forces that shape markets and government policies. This course will meet Illinois Consumer Economic requirements for graduation	Social Science	2025-2026	11-12	College Prep	Semester	600-750	\$61,000.00

CTE	Professional Textile Construction	<p>Students will dive into the world of fashion and textiles, exploring various career opportunities while mastering essential sewing techniques. They will learn to use a serger and develop skills in altering sewing patterns to create customized garments. Through hands-on projects, students will enhance their creativity and problem-solving abilities, designing and constructing unique pieces that reflect their individual styles. Additionally, students will gain insights into large-scale production processes, understanding how to efficiently produce multiple items while maintaining quality standards. By the end of the course, students will have a strong foundation in clothing construction and a deeper understanding of the fashion industry, preparing them for future educational and career pursuits.</p>	CTE	2025-2026	11-12	Dual Credit	Year	3-10 (Combine section with Adv Clothing Const.)	\$1,000.00
									