

Homewood-Flossmoor High School
Planning Committee Agenda
April 17, 2026 - 9:00 am
Viking Room

1. Call to Order
2. [Approval of Minutes of the Planning Committee Meeting of March 3, 2026](#)
3. Comments
4. Old Business
5. New Business
 - a. ISBE Career Pathways in Agriculture, Food, & Natural Resources (ANFR) Cluster
 - b. Summer Programming
 - c. Summer Curriculum Writing and Professional Development
 - d. Consolidated District Plan for SY 26-27
 - e. NWEA MAP Contract
6. Adjournment

Approval of Minutes of the Planning Committee Meeting of March 3, 2026

MINUTES OF PLANNING COMMITTEE MEETING

Homewood-Flossmoor High School, 999 Kedzie, Flossmoor, IL

March 3, 2026

The meeting was called to order at 11:02 a.m.

In attendance for all or part of the meeting were:

Members

Dr. Dr. Norrell Norrell, Superintendent

Ms. Pam Jackson, Board Member

Mr. Nathan Legardy, Board Chair

Dr. Tamekia Smith, Board Member

Participants

Dr. Dr. Norrell Norrell, Superintendent

Dr. Lisa Dallacqua, Assistant Superintendent for Curriculum, Instruction and Professional Development

Dr. Alexander, Principal

Mrs. Ross-Cook Ross-Cook, Assistant Director of Curriculum and Instruction

Mr. Legardy attended the meeting via Zoom video conferencing.

Ms. Marilyn Thomas from the HF Chronicle as well as members of the Leadership Team including Dr. Lawrence Cook, Mrs. Carla Erdey, Ms. Jalitza Martinez, Mr. Steve Richardson, Mrs. Rudan and Mr. Steve Richardson were in attendance. Mr. Jack Anderson, substitute teacher and Ms. Beth Larocca, community member, were also present.

Approval of Minutes. The minutes from January 16, 2026 stand approved as presented.

Comments. Ms. Larocca asked what steps the administration is taking to improve student attendance rates. She also inquired about the Kaplan ACT preparation course for juniors, specifically whether students receive credit for the course, how much credit is awarded, and whether a grade is assigned and how it is determined. Dr. Norrell responded that portions of the meeting discussion would address some of these questions and noted that Dr. Alexander would be available follow up with Ms. Larocca to provide additional information if needed.

Old Business: None

New Business:

University of Illinois Dual Credit Partnership (UIUC)

Dr. Dallacqua spoke on a new exciting dual credit partnership with the University of Illinois Urbana-Champaign through the College of Agricultural, Consumer, and Environmental Sciences. The program, supported by the American Talent Initiative (ATI) IDEAS Fund grant, introduces new dual credit courses for Illinois public high schools. The course ACES 102: Introduction to Sustainable Food Systems is currently being piloted at two Illinois high schools and may expand statewide. The course would provide students with college credit while exploring food systems, sustainability, agriculture, nutrition, and environmental impacts. Participating teachers would receive faculty mentorship, professional development, and instructional resources through the university's Canvas platform, along with access to university library resources, databases, and campus facilities. She noted the course aligns with the district's Plant and Animal Systems pathway and could connect with AP Environmental Science and other science electives. Dr. Dallacqua outlined the next steps upon approval and noted that the current pilot is free, and once the pilot period ends, the course cost is expected to be comparable to dual credit

rates at statewide community colleges. Pending Board approval, the district would complete the dual credit instructor application, provide a letter to the university confirming the course does not conflict with an existing course at Prairie State College, finalize the university partner contract and dual credit agreement, and obtain access to course materials through the Canvas learning management system. Dr. Dallacqua also introduced guest Mr. Jack Anderson, a substitute teacher who is passionate about environmental education and increasing student involvement in environmental initiatives. Mr. Anderson expressed his support for the program and stated he looks forward to being involved in any way possible. Dr. Dallacqua added that there has been growing interest among students in revitalizing the school greenhouse, with students currently researching its history and exploring opportunities to restore the program. Committee members indicated their support for moving forward with this initiative.

School Improvement Plan - Meeting Notes and Team Update

Dr. Alexander provided a detailed update on the school's academic goals and progress toward the 2025–2026 targets that were established. The first goal is for collaborative teams across academic departments to achieve at least 10% growth in student performance on district-identified focus standards (RI1, RI2, RI4) by April 2026, measured through comparative analysis of Common Formative Assessments (CFAs). Current data shows growth of 16–17% for RI2 and RI4, while RI1 has decreased slightly. The team is analyzing the RI1 data to determine causation and make instructional adjustments. Staff continue to participate in job-embedded professional development, develop and implement assessments, analyze student achievement data, and adjust instruction accordingly. The second goal addresses chronic absenteeism, aiming to reduce rates by 5–7% from the 2024–2025 baseline of 33% to a target range of 25–28%. Current strategies include targeted interventions, early monitoring, school-wide incentives, and biweekly automated attendance reports sent to parents. Approximately 156 students in the 88–89.9% attendance range have been identified for focused intervention. The final goal focuses on professional excellence. By January 2026, all collaborative teams are expected to effectively implement continuous cycles of improvement using the Solution Tree PLC at Work model. Leadership presence, monthly monitoring of team meetings, and leveraging instructional coaches through Teachstone data is used to ensure fidelity. Additionally, the school will collect instructional data from all classrooms to provide transparency and support data-informed decision-making. This includes classroom walkthroughs, data repository development, and structured feedback loops through the Instructional Leadership Team, School Leadership Team, and District Leadership Team. Mr. Legardy indicated that seeing year-to-year student progress would be helpful. Dr. Norrell added that the standards represented are district-identified and were introduced at the start of the year. She reiterated that these standards had not been previously measured. Mrs. Ross-Cook added that work has been done to improve the quality of assessments and to collect baseline data. Mr. Legardy stated that he is looking forward to next year when an analysis of comparative data will be available, highlighting progress over time. Dr. Norrell emphasized that the most significant benefit is the ability to evaluate how students perform on these standards, which provides valuable insights for all teachers, particularly when ACT scores are returned. The committee commended Dr. Alexander for the strong work being done and expressed anticipation for future analysis of the data.

Instructional Coach Update

Mrs. Ross-Cook provided an update on instructional coaching. She reported that the coaching team includes Mr. Reginald Brown (Social Science, English), Mrs. Robin Noble (World Language, PE/Health/DE), Ms. Jeannetra Watkins (Science, Special Education), Ms. Christina Clark (CTE, Fine Arts, Reading), and Ms. Tiffany Madison (Math, PE/Health). She noted the coaching program emphasizes a student-centered approach focused on high-quality learning experiences, equity-centered practices,

data-informed instructional design, and culturally responsive teaching. Mrs. Ross-Cook highlighted the District's True North Strategic Focus for 2025–2026, particularly the Professional Excellence priority, which emphasizes high-level collaborative teams and common formative assessments. She noted that instructional coaches teach one class per day and spend the remainder of their time serving as resource providers and providing classroom support. She also shared that a coaching website was launched this year to host monthly department newsletters, district priority standards, disciplinary literacy resources, and Teachstone data. She explained that instructional coaching also focuses on disciplinary literacy and supporting adolescent readers, including targeted support for first-year educators and teachers new to the District. Teachers have been trained to use the Teachstone CLASS tool, which focuses on three domains: emotional support, classroom organization, and instructional support. Mrs. Ross-Cook reported that Teachstone Data Cycle #1 focused on visiting 100% of classrooms between mid-October and November during the first 20 minutes of class. She explained that this "Primary Effect" period that results in the first 20 minutes of class sets the cognitive and emotional tone for learning and provides valuable feedback on instructional alignment and classroom practices. She also reviewed schoolwide averages across departments based on Teachstone dimensions, including positive climate, teacher sensitivity, regard for adolescent perspectives, behavior management, productivity, instructional learning formats, content understanding, analysis and inquiry, quality of feedback, instructional dialogue, and student engagement. She noted that the instructional coaching team will present "Brick by Brick: Elevating Student Voice" during the March plan period professional learning. This session will highlight Teachstone Data Cycle #2 and focus on strengthening instructional dialogue and strategies that support the District's focus standards. Mr. Legardy commented that the update was robust and reflects significant progress compared to prior years. He noted that the District is demonstrating clearer direction and stronger alignment of initiatives toward improving student outcomes, and he commended the team for their work.

FY 27 Chromebook Purchase

Dr. Dallacqua reported that vendors anticipate Chromebook prices increasing 30–50% by July due to supply chain pressures and manufacturer adjustments, with current orders carrying an estimated six-month lead-time. She noted that delaying the purchase could result in significantly higher costs and potential delivery delays affecting the start of the school year. Three vendors were evaluated for pricing, product reliability, and service. The recommended vendor was identified as the best overall option. The vendor has also indicated a willingness to defer payment until July 1, 2026, if the district commits now, allowing the district to secure current pricing while aligning payment with the next fiscal year. Dr. Dallacqua stated that committing now could avoid estimated cost increases ranging from approximately \$94,800 to \$158,000. Dr. Dallacqua noted that committing now would help ensure continuity of student device availability while reflecting proactive planning and fiscally responsible budgeting. The committee indicated support of Dr. Dallacqua's recommendation to move forward with committing to the purchase of the chromebooks to secure current pricing with the recommended vendor. Mr. Richardson reiterated that this is an annual purchase providing continuity for students. He noted that the cost reflects a 4% increase from last year and committing to this purchase now, ensures current pricing. This item will be on the March 17, 2026 board agenda for approval.

Textbook Adoptions - New Courses, Part 1

Dr. Dallacqua requested Board approval of the proposed list of core textbooks for new courses scheduled to run in the fall 2026 school year. She noted that all courses included are either Dual Credit or International Baccalaureate (IB) courses and align with the District's IB for All initiative and College and Career Pathways. Dr. Dallacqua provided an overview of the proposed textbook adoptions, including: course names, core textbook titles with publisher links, price per book, estimated total cost

based on student registration as of February 23, 2026, and a brief summary of each text and its instructional purpose. She noted that final quantities may vary depending on student registration and scheduling adjustments prior to the start of the school year. She emphasized that these instructional materials are essential to ensuring students have access to rigorous, college-aligned content and to supporting the successful implementation of new Dual Credit and IB course offerings. This item will be on the March 17, 2026 board meeting agenda for approval. This item will be on the March 17, 2026 board agenda for approval.

Collaborative Team Data Update

Dr. Dallacqua provided an overview of collaborative team structures and professional learning implemented during the school year. She reported that the building currently has approximately 35 collaborative teams, with professional learning that began over the summer. One member from each team attended training at Stevenson High School, and Department Leads participated in an additional day for administrators that focused on observing best practices. Staff have also participated in embedded assessment literacy training during PLC At Work Institute day and have access to an asynchronous literacy course through the district's Google platform for professional learning hours. Dr. Dallacqua noted that monthly meetings with team leads have focused on the District's identified focus standards and strengthening collaborative practices. The next phase will involve integrating department-specific content standards with district literacy standards. Dr. Dallacqua noted that departments will begin incorporating their own content-area standards into collaborative work cycles before the end of the school year, with two cycles remaining. Dr. Dallacqua also connected the collaborative work to student performance data, noting that according to the Illinois School Report Card, the District's average ACT score for 2024–2025 was 17.8, with approximately 49% of students demonstrating proficiency. While some internal assessment data shows higher proficiency levels, she emphasized the need to examine discrepancies between classroom assessments and standardized test outcomes and to ensure assessments reflect appropriate grade-level rigor. She noted that staff are participating in ongoing district-wide professional learning, including a book study on text complexity and literacy practices. During discussion, Dr. Norrell emphasized that improving instructional practices related to analysis, inquiry, and rigorous content will be essential to improving student outcomes. Mr. Legardy asked about examining data at the class level and understanding where students are performing when they enter the District. Dr. Dallacqua reported that the school support team has been monitoring the "Freshmen on Track" metric since September, with approximately 93% of freshmen considered on track as of February. She noted that while this rate is encouraging, the relationship between course grades and standardized test performance warrants further review. Dr. Norrell added that a proposal related to the District's redesigned MTSS framework will be presented to the Planning Committee in May. If approved, the District would implement a consistent math assessment used across grades 6–12, aligned with Districts 153 and 161, to better track student growth and performance over time. The committee acknowledged the progress being made and emphasized the importance of continued data analysis to strengthen instructional practices and improve student outcomes.

Cell Phone Update

Dr. Norrell reported that during meetings with staff this year, teachers expressed concerns regarding student cell phones in the classroom and requested stronger measures. One option Dr. Norrell spoke on was installing lockers in classrooms where students would store phones that would be locked during the block period. Dr. Norrell noted she is also closely monitoring the outcome of the current Illinois legislative session, as the state may implement a full ban on all devices during the school day. Ms. Jackson expressed strong support for keeping phones locked up during class. Mr. Legardy asked when Springfield might make a decision; Dr. Norrell indicated it may occur during the spring legislative session.

She added that ordering lockers would require lead-time, and asked for the committee's input. Dr. Smith asked whether teachers would hold the keys; Dr. Norrell clarified that the keys would remain in the lockers until the end of the class period. The committee reached consensus to move forward with developing a proposal for classroom lockers. Dr. Alexander added that the level of implementation would be an important factor. Mr. Legardy also raised the possibility of the school instituting a full ban with providing external lockers where students would store phones before entering the building. Dr. Norrell stated the administration could research that option as well. Dr. Norrell noted that they will gather additional information, obtain quotes and report back to the committee.

Adjournment. The meeting adjourned at 12:57 p.m.