

MINUTES OF PLANNING COMMITTEE MEETING

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

April 17, 2026

The meeting was called to order at 9:06 a.m.

In attendance for all or part of the meeting were:

Members

Dr. Dr. Jennifer Norrell, Superintendent

Ms. Pam Jackson, Board Member

Mr. Nathan Legardy, Board Chair

Dr. Tamekia Smith, Board Member

Participants

Dr. Jennifer Norrell, Superintendent

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

Ms. Megan Coy, Illinois Agricultural Education District 4
Program Advisor FCAE Local Program Support (Via Zoom)

Representatives of the HFEO and HF Chronicle as well as members of the Leadership Team including Dr. Lawrence Cook, Mr. Asa Gordon, Dr. Jalitza Colon-Quilles, Mr. Steve Richardson were in attendance. Mr. Jack Anderson, HF substitute teacher was also in attendance.

Approval of Minutes. The minutes from March 3, 2026 stand approved as presented.

Comments. Dr. Norrell expressed appreciation to the Board for convening a non-regularly scheduled meeting, noting that their support of students allows the district to meet the deadline for a new pathway that will be presented today.

Old Business: None

New Business:

ISBE Career Pathways in Agriculture, Food & Natural Resources (AFNR) Cluster

Dr. Norrell highlighted Dr. Dallacqua's extensive work on the Agriculture Pathway, along with the development of additional pathways, and introduced Jack Anderson as a subject-matter expert supporting the initiative. Ms. Megan Coy (Illinois Agricultural Education District 4 Program Advisor, FCAE Local Program Support) and Mr. Anderson were on hand to provide input on program details and benefits. Dr. Dallacqua presented the Agriculture, Food, and Natural Resources (AFNR) Career Cluster pathway, noting existing HF facilities, including the popular Zoology/Zoobot course with a waitlist, and strong student and community interest. She noted AFNR as a rapidly growing Illinois career cluster with aligned workforce demand and referenced supporting legislation for agricultural programming and student-grown produce. HF is approved for the Animal Systems pathway and is preparing an Environmental Service Systems pathway for submission June 1. A University of Illinois dual credit course, Intro to Sustainable Food Systems, supports pathway alignment. The program follows the Three Circle Model: classroom instruction, Supervised Agricultural Experience (SAE), and FFA leadership. Grant funding supports staffing for after-hours supervision and program sustainability. Course coding allows existing courses such as Zoobot to count toward pathway and science credit requirements without major instructional changes. Funding sources include the Local Food Infrastructure Grant, Incentive Funding Grant, and Three Circle Grant, which follows a five-year funding structure transitioning from full funding in years 1–2 to a 50/50 cost share in later years. Comparable district programs were cited, including Barrington, Lincoln-Way, Naperville, Oswego, and others, as well as Evanston Township and Gary Comer College Prep for farm-to-school models and food distribution partnerships. Dr. Dallacqua spoke on the

next steps that include grant submission by month-end pending Board approval, posting an agricultural endorsement FTE position, and staff credentialing support. Committee discussion included facility usage (greenhouse, gardens, hydroponic/aeroponic systems, and underutilized campus spaces), staffing and cost considerations, and alignment with existing staffing flexibility. Dr. Norrell reiterated one FTE is required and noted that Mr. Riedel, Finance Committee Chair, will be kept in the loop regarding financial planning and grant alignment. Additional discussion included potential student-run farmers markets, community partnerships, supply chain opportunities, and alignment with culinary programming. Mr. Legardy recommended including partnership information and visual mapping of program spaces for the full Board presentation and emphasized workplace learning opportunities and applied experiences. Ms. Coy noted the program's strong student impact and growth potential and added that the "sky is the limit" for students and the district in this pathway. Mr. Legardy further noted this pathway is also in alignment with the district's renovated culinary program. The Committee expressed strong support and recommended Board approval. This item will be on the April 21, 2026 Board agenda for approval.

Summer Programming

Dr. Dallacqua provided an overview of Summer Programming. She noted that the District will offer traditional summer Behind-the-Wheel driving instruction for eligible students, summer school for credit recovery, and summer school for academic advancement, allowing students to both recover credits and accelerate coursework. She also highlighted the Leaders in Theatre Ensemble, which provides an intensive summer drama experience. Dr. Dallacqua further described programs specifically designed for incoming ninth-grade students, including a six-week Summer Academy offering one elective credit with instruction across core content areas, and Summer Bridge, which supports students needing additional academic preparation prior to entering HF. She noted a new enrichment program for incoming freshmen from Parker focused on accelerated math, with 17 students currently enrolled. She also stated that Extended School Year services will continue for students in Life Skills and VAST programs, with programming aligned to individual IEPs. Additional credit recovery programming will be provided for students in principles courses and the Anchor program, also aligned to IEP requirements. Next steps include the development of a comprehensive list of summer program positions and compensation to be presented by Human Resources for Board review, continued collaboration with program leaders for rising freshman offerings, and posting of positions at established pay rates.

Summer Curriculum Writing and Professional Development

Dr. Dallacqua provided an overview of summer curriculum writing and professional development. She noted that seven curriculum projects have been identified with defined deliverables, allowing teachers to engage in work focused on unit development, instructional refinement, and alignment to district priorities. Projects include preparation for increased AP and IB enrollment, with emphasis on equitable access and supports for students with IEPs through high-leverage instructional strategies such as differentiation, collaborative learning, explicit instruction, and multimodal assessment design. Additional projects include development of common formative assessments, expansion of work-based learning experiences aligned to career pathways, and continued standards-based curriculum work defining essential learning and proficiency expectations. Teachers may also submit alternative proposals addressing AP/IB support, intervention planning, or special education blended learning models. All completed projects will be reviewed jointly by department leaders and the Office of Curriculum and Instruction, with clear expectations and deliverables outlined. Dr. Dallacqua also reviewed professional development opportunities, including AP Summer Institutes, IB training, and University of Illinois-supported dual credit training for the Sustainable Food Systems course. She outlined funding of \$29,965 in Title funds and \$65,000 in local funds, totaling \$94,965 for summer curriculum writing, noting that the structured approach with defined deliverables has been well received by staff. Dr. Smith

inquired about the number of teachers participating in summer curriculum work. Dr. Dallacqua responded that participation is voluntary and based on teacher applications, though stipends are provided for selected work. She anticipates increased participation this year and noted that the application deadline is May 1, after which the number of approved projects will be aligned with available funding. Dr. Norrell added that, based on historical participation, approximately one-third to one-half of staff typically apply for summer curriculum work. She noted that additional support may be supplemented through FY27 grant funding and the upcoming budget cycle.

Consolidated District Plan for SY 26-27

Dr. Dallacqua provided an overview of the Consolidated District Plan (formerly the Title I Plan). It was noted that the plan has traditionally been presented to the Board annually in the spring under the consent agenda; however, with the committee's approval, it will be moved to the full board on April 21st as an action item for Board approval. The plan outlines the district's formal commitment to the State for addressing the needs of students with lower academic achievement. It details strategies to mitigate barriers to learning, including targeted academic interventions, expanded instructional supports, increased access to resources, and efforts to address social-emotional and environmental factors that may impact student success. The plan emphasizes equity and inclusivity in access to rigorous coursework. Additionally, the plan serves as a framework for communicating district priorities to staff and guiding the allocation of funding for professional development, summer school programming, and curriculum planning to ensure the district is effectively supporting and challenging all students. Dr. Dallacqua added that upon Board approval, the Consolidated District Plan will be sent to the state for approval. This item will be on the April 21, 2026 Board agenda for approval.

NWEA MAP Contract

Dr. Dallacqua presented on the NWEA MAP Assessment, highlighting the need for an academic universal screener. She explained that Response to Intervention (RtI), also referred to as a Multi-Tiered System of Supports (MTSS), is a state and federal mandate, with a universal screener serving as its foundation. She noted that HF had one in the past and currently utilizes Terrace Metrics as a behavioral screening tool. Dr. Dallacqua stated that the request for NWEA MAP is to implement a universal academic screener for all students in grades 9 and 10. She added that partner districts 153 and 161 currently administer this assessment at the middle school level. The MAP assessment is designed for grades 6–12 and measures student performance along a continuum in reading and mathematics. She further explained that the skills assessed align directly with HF's identified priority standards across all departments, as well as the focus of formative assessments developed through PLC collaborative teams during the current school year. Dr. Dallacqua expressed enthusiasm that this tool will allow faculty to better understand the strengths and areas for growth of incoming 9th and 10th grade students and support ongoing accountability and improvement in reading and math achievement. Dr. Dallacqua noted that this item will be placed on the agenda as a one-year contract for the NWEA MAP assessment, which includes professional development, licenses, and access to the reporting system at a cost of \$20,485.00. Ms. Jackson asked how the MAP assessment aligns with Terrace Metrics. Dr. Dallacqua explained that Terrace Metrics serves as a behavioral health assessment, while MAP will function as the academic assessment for reading and mathematics. Ms. Jackson inquired about the timing of administering the assessment. Dr. Dallacqua stated that assessments would be staggered to avoid over-testing, with MAP likely administered in the fall/winter, and Terrace Metrics scheduled later in the year so they do not overlap. Ms. Jackson also raised a concern about whether behavioral factors identified through Terrace Metrics could impact MAP results and asked if Terrace Metrics should be administered first. Dr. Norrell responded that the district is strengthening Student Support Team (SST) processes and, with the addition of a universal screener, will take a comprehensive approach to reviewing student data. She described the

development of a “monster roster,” which would compile multiple assessment data points for each student, to provide a more complete picture of student performance rather than relying on a single measure. Dr. Norrell added that a current challenge is the lack of a centralized data system for staff access; however, the district is exploring platforms that integrate multiple data sources into a single dashboard to better support instructional decisions and interventions. Mr. Legardy noted that this has been an ongoing topic of discussion for several years. Dr. Dallacqua expressed enthusiasm for the tool, noting that it includes an AI component that allows educators to analyze student data and identify priority instructional areas, including guidance on what to focus on first with students. This item will be on the April 21, 2026 Board agenda for approval.

Adjournment. The meeting adjourned at 10:35 a.m.