

Committee of the Whole Minutes  
Wednesday, October 9, 2024 4:30 PM

Harlem Administration Center  
8605 North Second St  
Machesney Park, Illinois 61115

## **EDUCATION COMMITTEE MINUTES**

9. **EDUCATION:** (Limited up to 60 minutes) *Began at 5:31 p.m.*

Administrator: Dr. Michelle Erb, Assistant Superintendent for Curriculum & Instruction

9.A. Roll Call: Rebecca Carlson, Megan Hastings absent, Micki Erb, Terrell Yarbrough, Kris Arduino, Becky Logan, Jake Hubert, Shannon Rice, Ana Luis Dominguez

Union: Elana Schelling-Tufte

E-Team members:

Loves Park – Mike Valentine

Machesney

Maple – Emily Bjork

Marquette – Brock Morlan

Olson Park – Marya Nelson

Parker Center – Erin Anderson

Ralston – Holly Perino

Rock Cut – Gloria Martinez

Windsor – Terese Marinelli

High School – Maria Bounthong

Middle School

9.B. Meeting Minutes Consensus: September 4, 2024

Unanimous consensus to approve

9.C. Public Comments (if any) none

9.D. Early Childhood Programs

Becky Logan – Curriculum & Instruction

Ana Luisa Dominguez – Multi lingual

Heidi Lange and Shannon Rice – IEP's

The program must have a Mission Statement

Mission of EC Program

*“The mission of the Harlem Consolidated School District EC Program is to create a foundation where we intentionally partner with families and community members to foster student academic and social emotional growth in a safe, equitable learning environment so that diverse learners will reach their unlimited potential.”*

PFA – “Preschool for All” is a grant funded program, Dr. Erb noted that we wrote for a grant and received it.

The program has been designed to meet the learning and developmental needs of children ages 3-5

There is no cost to families

HSD has 360 PFA seats spread across 9 classrooms at Parker Center and Maple Elementary

It is an at-risk program for several reasons, i.e. financial constraints, developmental and many more. 5 at PC and 4 at Maple.

Eligibility is determined with a free screening to identify children. Outcomes of screening may include the assurance that development is within normal range. Sometimes rescreening is done or evaluations as well for level determinations.

After screening the team determines, based on data. A child qualifier is then put on a wait list. Each month we screen 26 students and right now the waiting list is at March of 2025. Private screenings can also be done with families that already have a student in the program.

People can sign up on line or you can just call Shannon to schedule. Screening dates are publicized as well.

The focus of early childhood classrooms is play-based.

Personal care routines, Language reasoning, Mathematics, Music, Art, Science, Gross Motor Instruction are all included in the curriculum.

All people in the classroom teaching are set to the same expectations.

Evaluations are also done of the program by a third party employed by ISBE.

Mission of the Prevention Initiative Program (PI Program)

Is to guide children ages birth to three to become successful lifelong learners by fostering positive relationships among children their families, the school, and the community.

Screening is also done for this. It is to build relationships to set children up to be successful learners.

The Baby Talk Curriculum is used, which is a free program provided by the Prevention Initiative Grant.

PI provides services to families who are expecting a new baby or have children under the age of 3.

Includes home support and information for families that can help their child’s learning

The program has 4.5 home visitors with the ability to serve 90 children and 1.0 home visitor that is able to serve 20 Spanish speaking families.

There are a lot of group events in parks in the area. It is focusing on child development.

Eligibility for PI is similar to PFA, including complications with a pregnancy. We recruit throughout the school year as well. Developmental as well as social are both looked at.

Points determine if they are on the waitlist, weekly or biweekly services.

We focus on positive child interaction in home activities.

Referrals to appropriate service agencies when needed

Writing of family goals

Linking families to community resources

Information to support home management skills

Ideas to stimulate the child's learning and development

Short video was shown of a couple of visits in the home which are about 1 hour.

Kurt asked about referrals to other services and Erin noted that we have partnerships with other agencies so all home visitors throughout the community can meet with Harlem and Rockford. This program is as a result of a competitive grant to get the funds for the programs.

Larry noted 360 is significant in ages 3-5 which is about 20% of each graduating classes. The priority is 3 and 4 grade levels with focus on 4 year old's mostly.

Larry noted he would like to see the data from the first cohort six years ago. Kurt noted it is an awesome program as his son was in the program and is now in the fine arts program. Kurt would like to have more of the success stories that come out of this program. Collecting the data would be great just in case the State would decide not to go with the grant per Larry. Parents are submitting surveys as well as the EC outcomes. All families have to complete an exit survey when they leave the program as a part of the State requirement. Erin noted that some families will not move so they can continue to receive these services. These spots fill up fast with waitlists. Staff is also contingent on receiving the grant funds.

Dr. Erb noted that she knows the funding will go through 2026 without rewriting as far as she has been told. The State of Illinois will oversee the Early Childhood Program. We have changes coming but not sure what they will look like. Our data will be very helpful for these reasons as well. We need more funds to sustain the program per Dr. Erb. Kurt asked if we have thought about what happens if the money doesn't come. Dr. Erb noted we are making sure to have our feelers up and we look at writing for grants all the time. Josh noted the District has already become the process paying a little more each time. By not continually giving the cost of living for the past six year is tough and the staff is not getting cost of living as well.

9.E. i-Ready Data

1<sup>st</sup> Benchmark

Reading and Math 3 texting is done three times per year K – 8

District Wide

Becky noted the scoring is a bit off, and reviewed the Math and Reading numbers.

Growth Goals for each year for buildings

It shows the Actual from the previous year, add 5% to have a stretch growth goal. We want to gain 5% each year over the previous year in Reading and Math

HMS – Jake noted there is a lot of great things going on and PD specialists and MTSS facilitators helping out. We are working with the MTSS Network and working on support systems is a huge focus with the middle school.

Parker Center – Reading data is higher this year and Math is a 1% difference

Loves Park – Fit about the same as where we were at, we have full time MTSS this year and a Math person and three people doing Reading so we are hoping for movement. We have brought in Bridges intervention program for Math and we have seen some gains this year with specific interventions.

This is last year's data.

Machesney – Very similar reading a bit higher than Math which is consistent District-wide.

Some of the students will take test in Spanish for Math, but everyone else in English and there is an additional test. So in looking at data in Hola most of the instruction is in Spanish but testing in English. They have the most growth in English in iReady. It is very interesting.

Maple – Marquette are both very similar

Clarification that this is a base line as they are testing the grade level the week after they come in before getting any of that level instruction.

Olson Park has the advanced learner program.

Marquette noted the next test will give us areas to target.

The individual results determine what interventions are needed for students.

You need to pull by class or grade level by each building to see what the trends are per Dr. Erb.

Ralston is about the same as last year, but the third group data looks pretty good with smaller class sizes. 4<sup>th</sup> and 5<sup>th</sup> grade data is also looking good.

Rock Cut – Some of the things looked at is having i-Ready show what a summer slide is. We lost the Hola program and 6<sup>th</sup> graders, but the data shows just about the same.

Windsor – Terese noted that they had a “Don’t panic” meeting and also noted that they are being creative with Their 3 groups, looked at grade level growth from 2<sup>nd</sup> cohort to 3<sup>rd</sup> grade so we are breaking these down to see the 3<sup>rd</sup> grade is strong with all teachers piloting LETRS.

Larry noted that after Institute Day the District invested in the idea of fluency in Math facts and that importance will pay dividends and he appreciated that everybody adopted as a tier intervention for all kids.

Terrell noted that the “Don’t panic” meeting at Windsor, you do without context. Our administrators and staff are living this and coming out with strategies to improve. Jason noted that to see where we are at as a District we all take it personally looking at the numbers. We

are doing so much better and more than years ago. We are so much more in tune with our kids' needs.

9.F. *Adjourned at 6:26 p.m.*

*Minutes taken by Kris Arduino*