

Moline, Illinois

Notice of Meeting

Members of the Board of Education

Ladies and Gentlemen:

You are hereby notified that there will be a Committee of the Whole Meeting of the Board of Education, School District No. 40, at 6:00 PM, on Monday, September 14, 2026, at the Moline Education Center, 1900 52nd Avenue, Moline, Illinois 61265.

Dr. Brian Prybil
Secretary, Board of Education

AGENDA AND RECOMMENDATIONS

Board of Education
Moline, Illinois
Monday, September 14, 2026

Join from PC, Mac, iPad, or Android:

<https://us02web.zoom.us/j/88301276700?pwd=k1kijiOZbBWlp7ks4WbZMub1ZgBnxC.1>
Passcode:143516

1. Opening of Meeting - Roll Call

A. Approval of any Board of Education Member Participating Remotely

2. Approval of Minutes

A. Minutes of the Committee of the Whole Meeting of August 10, 2026

MOLINE-COAL VALLEY SCHOOL DISTRICT 40
COMMITTEE OF THE WHOLE MEETING
Monday, August 10, 2026

CALL TO ORDER

The Committee of the Whole Meeting was called to order by Board President Chet DeSmet at 6:00 p.m. on Monday, August 10, 2026 at the Moline Education Center 1900 52nd Avenue, Moline, IL 61265.

The following Committee members were present:

Chet DeSmet, Board Member
Todd DeTaeye, Assistant Superintendent for Administration and Human Resources
Ramona Dixon, Board Member
Jason Farrell, Board Member
Vince Gallo, Chief Financial Officer
Lindsey Hines, Board member
Keith Karstens, Director of Facilities
Geoff Manis, Board Member
Varun Mekala, Student Advisory Board Member
Dr. Brian Prybil, Deputy Superintendent
Craig Reid, Director of Technology
Dr. Rachel Savage, Superintendent of Schools
Laura Sivertsen, Board Member
Erin Terstriep, Assistant Superintendent for Student Services and Special Education

The following committee member was absent: Audrey Adamson

APPROVAL OF COMMITTEE OF THE WHOLE MINUTES

A motion was made by Lindsey Hines, seconded by Ramona Dixon, unanimously carried, that the minutes of the Committee of the Whole meeting of May 11, 2026 be approved as presented and placed on file.

PUBLIC COMMENT AND PARTICIPATION

Public comment was deferred to the regular board of education meeting.

Multilingual Program Goals for the 2026-2027 School Year

Dr. Savage, Superintendent, and Ms. Lynsy Oswald, Coordinator of K-12 Instruction, stated that the district's multilingual program continues to grow and evolve in response to increasing student

and family needs. The district currently serves more than 1,000 multilingual students representing nearly 60 home languages, with approximately 189 newcomer students identified last year. This diversity underscores the importance of providing effective instructional, family engagement, and support services across all schools.

As part of the program's leadership transition, responsibilities have been intentionally divided to strengthen communication, accountability, and support for staff and administrators. Key areas of responsibility include state compliance and reporting, grants, professional learning and ESL endorsement opportunities, curriculum and assessment, ACCESS testing, family engagement, the Bilingual Parent Advisory Council (BPAC), newcomer intake, and partnerships with private schools and community organizations.

A recent Illinois State Board of Education audit identified 21 findings across four primary areas: student screening, placement and programming; staffing; student records and reporting; and parent involvement, communication, and notification.

While some findings involved documentation or issues that had already been addressed, the audit provided valuable guidance for strengthening district systems and practices. The district has developed an improvement plan and will use the coming school year to fully implement and monitor the identified changes.

One of the district's most significant challenges is the difficulty multilingual students face in meeting the state's ACCESS assessment requirements for exiting multilingual services. Students must demonstrate a level of English proficiency that can exceed the typical performance of native English-speaking students at the same grade level.

Importantly, district data show that multilingual students are demonstrating expected growth across schools and programs. The primary concern is not a lack of progress, but the exceptionally high threshold required to exit services. The district is therefore focusing on targeted instructional support, particularly in fifth grade, while also working to ensure students are appropriately identified and placed.

The district has joined a statewide consortium of more than 100 districts examining ACCESS data and expectations. District leadership is actively participating in this work, including representation on the consortium's advisory board, with the goal of helping inform future state-level improvements.

The district continues to expand support for newcomer students and families. Recently, staff hosted an event for 53 newly enrolled newcomer students and their families, providing school supplies, shoes, backpacks, and other resources. Grant funding also supported newcomer participation in YMCA summer programming, including field trips and swimming lessons.

The multilingual program is demonstrating positive student growth, strong staff commitment, and continued improvement in systems and services. Moving forward, the district will focus on implementing the audit improvement plan, strengthening instructional and assessment practices, increasing meaningful family engagement, and advocating for more realistic and equitable expectations for multilingual students. The ultimate goal is to ensure that multilingual learners have the resources, instruction, and opportunities they need to achieve long-term academic success.

Lindsey Hines, Board Member, asked who owns the ACCESS assessment testing. Dr. Savage responded that a company out of Wisconsin sponsors the assessment.

Model Schools Presentation Update for Franklin Elementary and Wilson Middle School

Mr. Bob Beem, Director of Secondary Elementary, and Mr. Tom Ferguson, Principal of Wilson Middle School presented on Wilson Middle School being named as a 2026 Model School, one of only eight middle schools nationwide to receive the recognition. A team of 25 district staff members attended the 2026 Model Schools Conference, with several staff presenting on the district's work. The presentation focused on Wilson's journey and the framework of "Cracking the Code," centered on four connected elements: Clarity, Voice, Focus, and Ownership.

Staff use 5-Essentials, MAP, and instructional data to identify needs and determine focused areas for improvement. Learning walks and peer collaboration have helped deprivatize instruction, allowing teachers to observe one another, share effective practices, and take greater ownership of instructional improvement. The work has produced measurable gains, including: 17-point increase in quality of student discussion and 11-point increase in collective responsibility. The presenters emphasized that the Model School designation represents years of collective work, not a single program or initiative. The recognition reflects a broader district culture of continuous learning, collaboration, shared leadership, and commitment to improving outcomes for students. The team plans to continue expanding learning walks, peer mentorship, collaboration, and instructional improvement across the district.

Principal of Franklin Elementary, Mr. Grant Putnam's presentation focused on what the district is doing well—particularly at the elementary level—to continue moving student outcomes forward. The presenters used a "yin and yang" approach: Administrator/Principal moves: One presenter highlighted roughly six key actions administrators can take to move a school from its current state (A) to a desired future state (B) over several years. Teacher moves and collective efficacy: Rachel explained the *why* behind the instructional practices at Franklin, emphasizing how teacher actions, collective efficacy, and principal leadership work together. The central idea was essentially: How does my "A" translate into their "B"? In other words, how do leadership decisions create the conditions for teachers to make the instructional moves that ultimately improve student outcomes?

A major example shared was the “Franklin Anthem,” a video created to capture the work and accomplishments of Franklin Elementary during the 2025–26 school year. The presenter described it as one of the pieces of work they are most proud of.

The Franklin Anthem combines:

- Classroom experiences and teacher/student interactions
- Behind-the-scenes work happening throughout the school
- Data and academic successes
- Schoolwide accomplishments
- The cumulative impact of the many actions taken throughout the year

The video reportedly represents 400–600 hours of work, reflecting the extensive time the principal spends in classrooms and with teachers and students.

A broader leadership theme was the importance of marketing, communication, storytelling, and using data to pull the right levers to move a school from A to B. The presenter emphasized that successful schools don't become model schools by accident. Rather, they achieve that status through consistent action over time. The presentation closed around the idea that “someday” isn't a day of the week and that meaningful results come from a simple principle: The number of actions taken per unit of time.

Overall, the message was that school improvement is intentional and cumulative: strong principal leadership → stronger teacher practices and collective efficacy → better student outcomes.

A motion was made by Jason Farrell, seconded by Lindsey Hines, unanimously carried, that the Committee of the Whole meeting be adjourned. Time: 6:34 p.m.

Vice- President

Secretary

3. Public Comment and Participation

4. Portrait of a Partner - Community Partner Recognition

5. School Spotlight - John Deere

6. Adjournment

NOTICE OF NONDISCRIMINATION PRACTICES

The Moline-Coal Valley Unit School District No. 40 does not discriminate against employees, students, or the general public in its programs or practices, including vocational education, on the basis of race, color, religion, sex, gender, gender identity, disability, age, marital status, pregnancy status, citizenship status, military status, unfavorable discharge from the military service, national origin or ancestry in accordance with Title IX, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The Moline-Coal Valley School District prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admission and employment. Moline-Coal Valley School District's nondiscrimination policy and grievance procedures can be located on the District website under Board Policy. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, any individual who is in need of assistance or reasonable accommodations to be able to participate in a school district-related activity, including the employment application or interview process, should contact the Assistant Superintendent for Student Services and Special Education at the District administrative offices. Any individual who wishes to file a complaint of unlawful discrimination should contact the Superintendent of Schools or the Secretary of the Board of Education at the District administrative offices, 1900 52nd Avenue, Moline, IL 61265.