

**Strategic Plan Goals:**

- Student Achievement
- Climate
- Resource

## District Continues to Work to Achieve Strategic Goals

**B**ased upon evidence of student learning, increases in student growth, and high student/parent satisfaction, District 34 has much to celebrate according to the most recent State of the District report. Even with all of this great news, the report also highlighted the challenges facing the school system in the coming years.

“Everyone in our system worked diligently this year as we continue to do all we can to reach our strategic goals to ensure students are growing academically, to create an empowering learning community and to make the best use of our resources,” Superintendent Dr. Gerald Hill says. “We recently were assessed by the Consortium for Educational Change, a group of educators from outside of our system who reviewed our District against best practices. That report outlined a multitude of celebrations around student learning that are a source of pride.”

### Evidence of Success

Evidence of this reported success in the three strategic plan areas includes:

- An assessment report showing District 34 students learn at high levels when compared with peers locally and nationally. (See page 3 for more details)

- Survey results indicating that parents are highly satisfied with the education provided to their children. When asked to respond to the statement, “the District provides my child(ren) a high quality education,” nearly 97% of parents either agreed or strongly agreed.
- The District bond rating of Aaa, the highest a school district can receive. District 34 is one of just 22 school districts in Illinois to earn this rating and one of just 68 in the country.

### Future Focus

Dr. Hill says that the work of a highly successful system is always ongoing and continuously improving. Several areas of focus in the coming years will include:

- Continue to revise key areas that are proven to positively impact student growth, such as learning targets and benchmark assessments.
- Develop a District tracking system to monitor student progress with relation to student interventions.
- Work through the Budget Alignment Advisory Committee to align our resource investments to the strategic priorities of the District as we face projected deficit spending in future years.

Dr. Hill says that while the District continues to face challenges, the system is well positioned to turn those to opportunities given the dedication and focus of the educators on student learning.



Student learning and growth are evident in District 34.

# District Cuts Budget in Preparation for Future Financial Shortfalls

*Through the work of the Citizen's Finance Advisory Committee, it was determined in February that going into the 2011-12 budget year, District 34's financial projections showed a \$21 million spending deficit through the 2014-15 school year.*

**T**wo recent Board of Education decisions have dramatically reduced that deficit. The Board agreed to spend down the fund balance from the current 50% level to the 30% level, therefore allocating \$10.8 million from reserve funds toward the spending gap. Additionally, the Board authorized nearly \$4 million in reductions through class size increases and other staffing allocation changes.

This brought the deficit, and the remaining necessary reductions, to approximately \$6.3 million.

## Recent Reductions

Recently, District 34 central office administrators analyzed and studied central office departmental budgets and identified reductions of \$619,264, equating to a 6.7% reduction. These budget reductions represent cuts in operational budgets and do not include any staffing reductions. These budget reductions are to be maintained for at least the next four years, making the total reduction approximately \$2.4 million over that time span.

In general, the budget reductions include:

- Less budget allocation toward curriculum adoption.
- Reduction in both the contracted services budgets and the budgets utilized for curriculum based summer projects.
- Reduction in the area of technology.
- Reduction in the purchasing of central office supplies and materials.
- Reduction in induction and mentoring program costs.
- Reduction in printing budgets, specifically around paper costs.

Additionally, with the hiring of three administrators at lower salaries than their predecessors, the District will save approximately \$432,000 over the next four years.

## Addressing the Deficit

Even with all of the reductions and the use of fund balances, the District still currently faces approximately a \$3.2 million deficit over the next three years (or just more than \$1 million each year). To address this challenge, the Board of Education has asked a recently created Budget Alignment Advisory Committee and its existing Citizen's Finance Advisory Committee to provide reports aligning the budget to District priorities, while balancing the budget through the 2014-15 school year.



## Thank You Retirees

District 34 thanks its recent retirees for their dedicated service.

The retirees included:

**Bonnie Buehler**, Springman Teacher  
**Jan Christensen**, Springman Teacher  
**Kathleen Hart**, Administrator  
**Kathy Pattengale**, Pleasant Ridge Teacher  
**Alex Posner**, Springman Teacher  
**Deanna Sainati**, Pleasant Ridge Teacher

## Four Board Members Elected

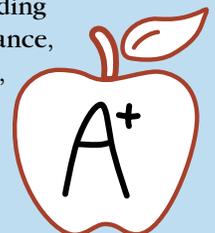
The community elected four Board of Education members during the April election including Sam Ach, Sue Ellen Bohac Galligan, Jackie Lutz and Julie Shechtman each to four-year terms. This is the fourth term for Bohac Galligan and the second term for Shechtman. Ach and Lutz are both first-time electees to the Board.

The District would like to thank the two outgoing Board members for their service to the District. John Hinkamp who served for four years and Beth Primer who served for 12 years. Primer served as president of the Board twice during her tenure.

## District 34 Earns Bright Red Apple Award

District 34 has once again been named one of the top school districts in the State after being awarded the 2011 Bright Red Apple Award. Just 73 of the more than 850 school districts in Illinois earned this honor.

The award is based upon five main criteria including academic performance, pupil/teacher ratio, expenditure per pupil, educational level of teachers and average salary.



# Student Learning Remains at a High Level

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*Students in District 34 continue to learn at high levels when compared to peers locally and nationally according to a report recently provided to the Board of Education.*

The Northwest Evaluation Association (NWEA) assessments are given in the fall and spring of each school year. These exams are used by the District to measure not only the levels at which students are learning but also the growth in learning they have achieved during the academic year.

Students across the District are assessed on 20 grade level and subject area NWEA measures. District 34 measures its students against other high

achieving school districts across the country and raises the bar even higher than that level to set its goal.

Even with an elevated target level, in 20 of the 20 measures students equaled or surpassed the District goal. In fact, in 15 of the 20 measures, students were significantly higher than the goal.

“This success reflects the dedication, devotion and hard work of the educators at the classroom level in coordination with support from school and district leaders,” Superintendent Dr. Gerald

Hill says. “We are not just measuring our students against other high achieving school districts. We have raised that bar even higher and our students are still meeting or surpassing those goals.”

The District’s goal centers around the percentage of students meeting their individual growth targets. In 11 of the 17 measures, this growth percentage target was reached. This is part of the District focus to be both a high achieving and a high growth district.

## District Hires Two Administrators

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*The Board of Education recently appointed two administrators with extensive experience to lead the school system in the areas of student services and special education.*

### **Arturo “Art” Abrego**

Abrego was hired as the District’s Assistant Superintendent for Student Services. He has more than 20 years experience in education, most recently as principal at Thomas Jefferson School in Palatine District 15.



Abrego will be the educational leader in the areas of transitional bilingual education, English Language Learner (ELL) education and gifted education.

He has vast experience during his career including serving as an administrator, principal, assistant principal, classroom teacher and speech language pathologist.

He earned his bachelor’s degree in special education from Loyola University. He holds two master’s degrees, one in speech and hearing science from the University of Illinois and a second in educational leadership from Northeastern University.

Abrego replaces Assistant Superintendent for Student Services Kathleen Hart who retired.

### **Dr. Kristin Swanson**

Dr. Kristin Swanson was hired as the District’s Special Education Director. She has more than 10 years experience in education and most recently served as Autism Coordinator/Program Supervisor for the Northern Suburban Special Education District (NSSSED).



Dr. Swanson will direct the development, placement, implementation and evaluation of programs and services for children with disabilities.

Dr. Swanson has a wealth of experience including serving as a school psychologist and the director of a child development center.

She earned her bachelor’s degree in psychology from the University of Michigan. She has two master’s degrees, one in school psychology from Indiana University and a second in educational leadership from the American College of Education. Additionally, she earned her doctorate in school psychology from Indiana University.

Swanson’s position replaces the one held by Director of Support Programs Debbie Lubeck, although the duties will differ as part of a realignment effort. Lubeck will be the Student Services Administrator at Springman Middle School.

# From the Superintendent

## Studying the Important Resource of Time

**A** District Time Task Force recently reported its findings to facilitate potential solutions and opportunities to address concerns regarding teacher planning time, conference time, the length of school year and the length of day.

The goal was to discuss how time could be utilized to better serve students.

The task force included teachers, parents, a support staff representative, a Board representative and administrators. The task force developed seven guiding principles. Without prioritization they are:

- Focus on outcomes, allowing the time and providing the resources needed to achieve them.
- Provide more system-supported collaboration time. Collaboration time is defined as "the ongoing process in which educators work collaboratively... to achieve better results for the students they serve." (DuFours)
- Treat teacher time structures more flexibly to serve the communication/collaboration needs about student learning.
- Protect classroom instructional time.
- Differentiate the school day to serve student learning needs.
- Value teacher planning and collaboration time away from students as much as teacher time instructing students.
- Develop a common understanding among all stakeholders of how and why time is used to maximize student and adult learning.

The task force shared the hope that the decision-making structures within the organization will decide how best each of these principles can be utilized.

  
Dr. Gerald Hill, Superintendent



**GLENVIEW 34**  
SCHOOL DISTRICT

### Our Mission

*Recognizing the needs of each child  
and believing all children can learn,  
the mission of Glenview School District 34  
is to empower children to be responsible learners  
and decision makers in a changing society.*

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Periodical

**POSTAL  
PATRON**

Schoolook (USPS 090370) is published five times per year for citizens residing in the School District by Community Consolidated School District 34.

Periodical postage paid at  
Glenview, IL Postmaster.

**SCHOOLOOK**

Volume 50 • Number 1  
July, 2011

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