

Refreshing the Strategic Plan



Today's Agenda

Create Your Own SWOT Analysis

State of the District

Task Force SWOT Analysis

ThoughtExchange

Task Force Goals

Marker Talk

The Current Plan



A Strong Foundation



DISTRICT 34
BUILDING FUTURE

Thank You Glenview!

District 34 Referendum Results

Yes: 65.72% No: 34.28%

Your support will impact
Every school
Every classroom
Every student

For decades to come

Visit glenview34.org/building-future for progress updates

Student Success & Well Being

- Full-day kindergarten
- New learning opportunities (e.g.: STEM, Modern Media)

Educator Growth & Support

Professional development for staff

- Late-start Wednesday
- Fall Institute Day
- Focus on equity foundations & inclusive practices

Parent & Community Partnerships

- Updated website in 2020
- All teachers & teams use Smore newsletters
- Community Connect Resource Fair

Resource Stewardship

Successful 2020 referendum

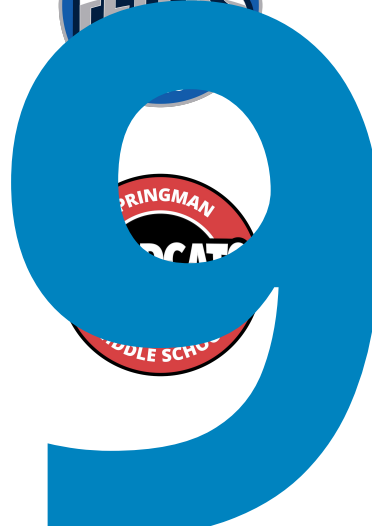
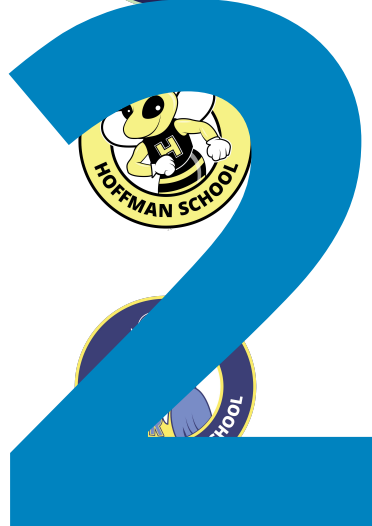
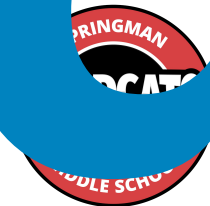
- Better facilities (new spaces in every building)
- Better programs (Full-day kindergarten)

Dig Into Data: Who Are We?

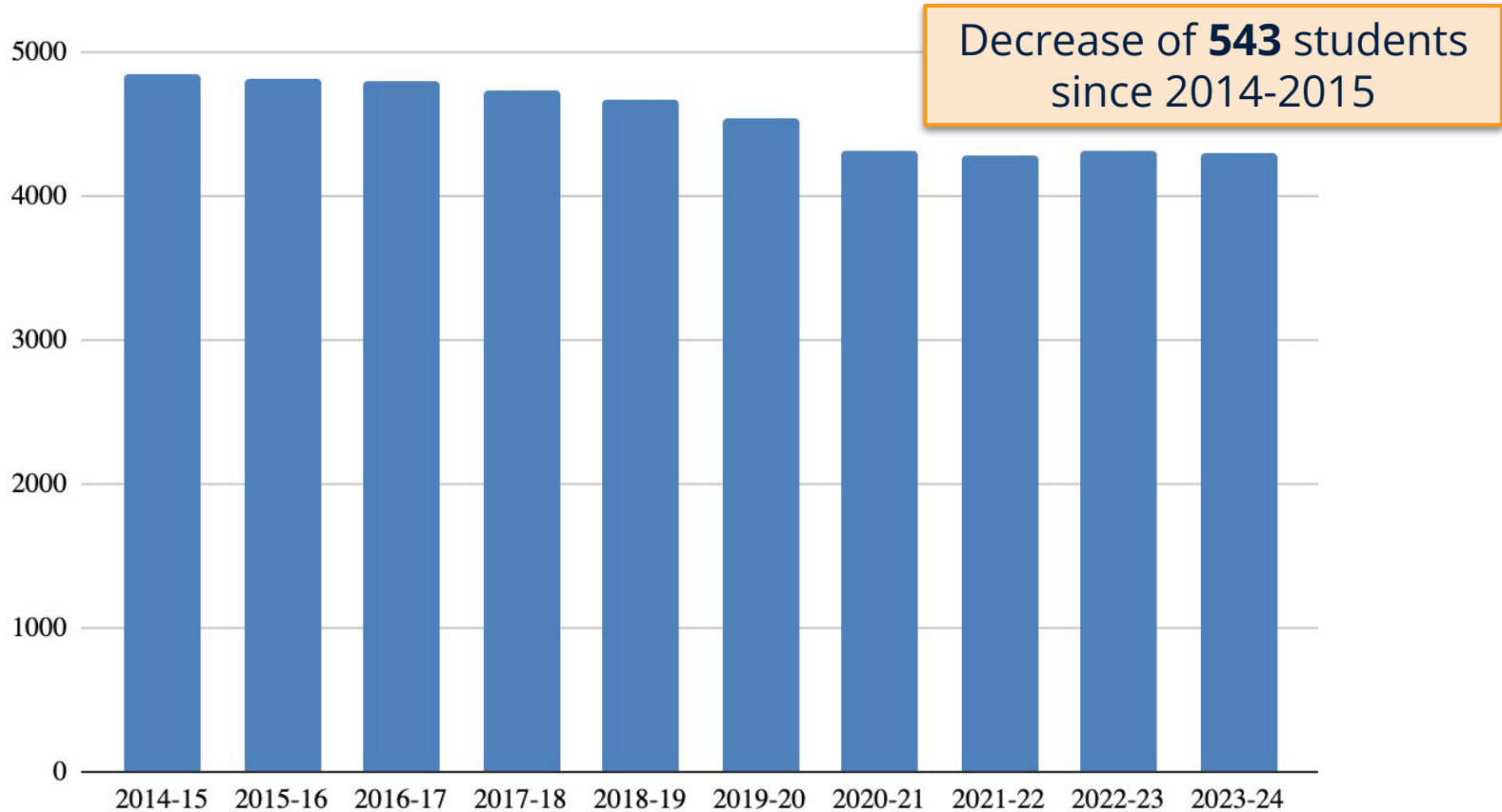
PK-2

3-5

6-8



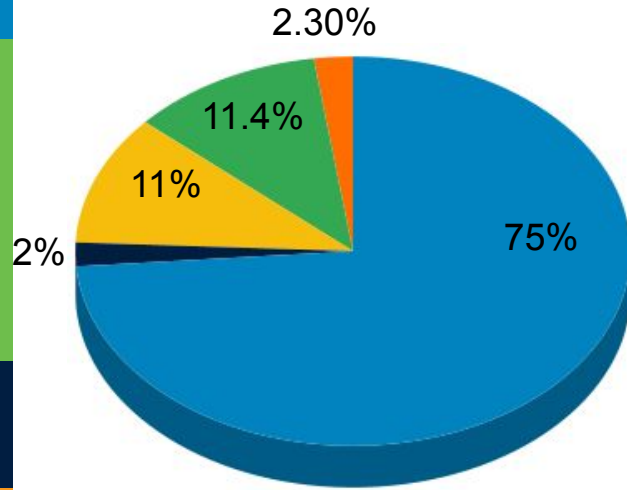
Enrollment Today



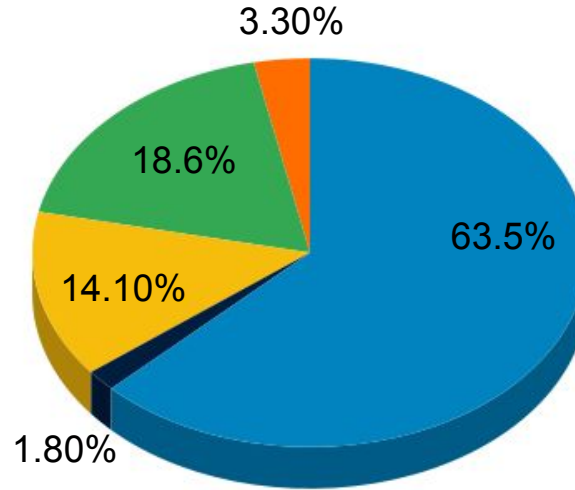
Enrollment Trend

● White ● Black ● Hispanic ● Asian ● 2 or More

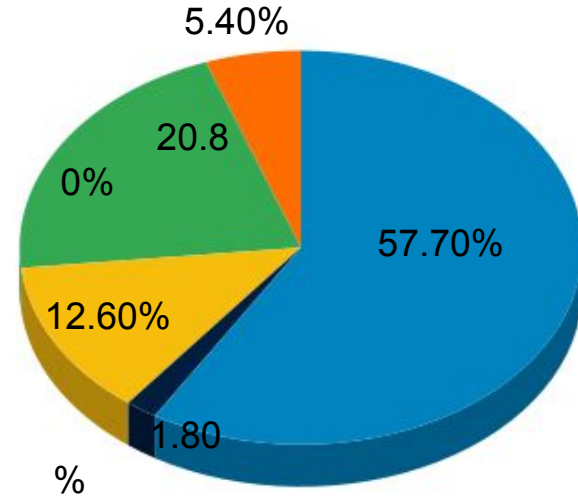
2007



2018



2023



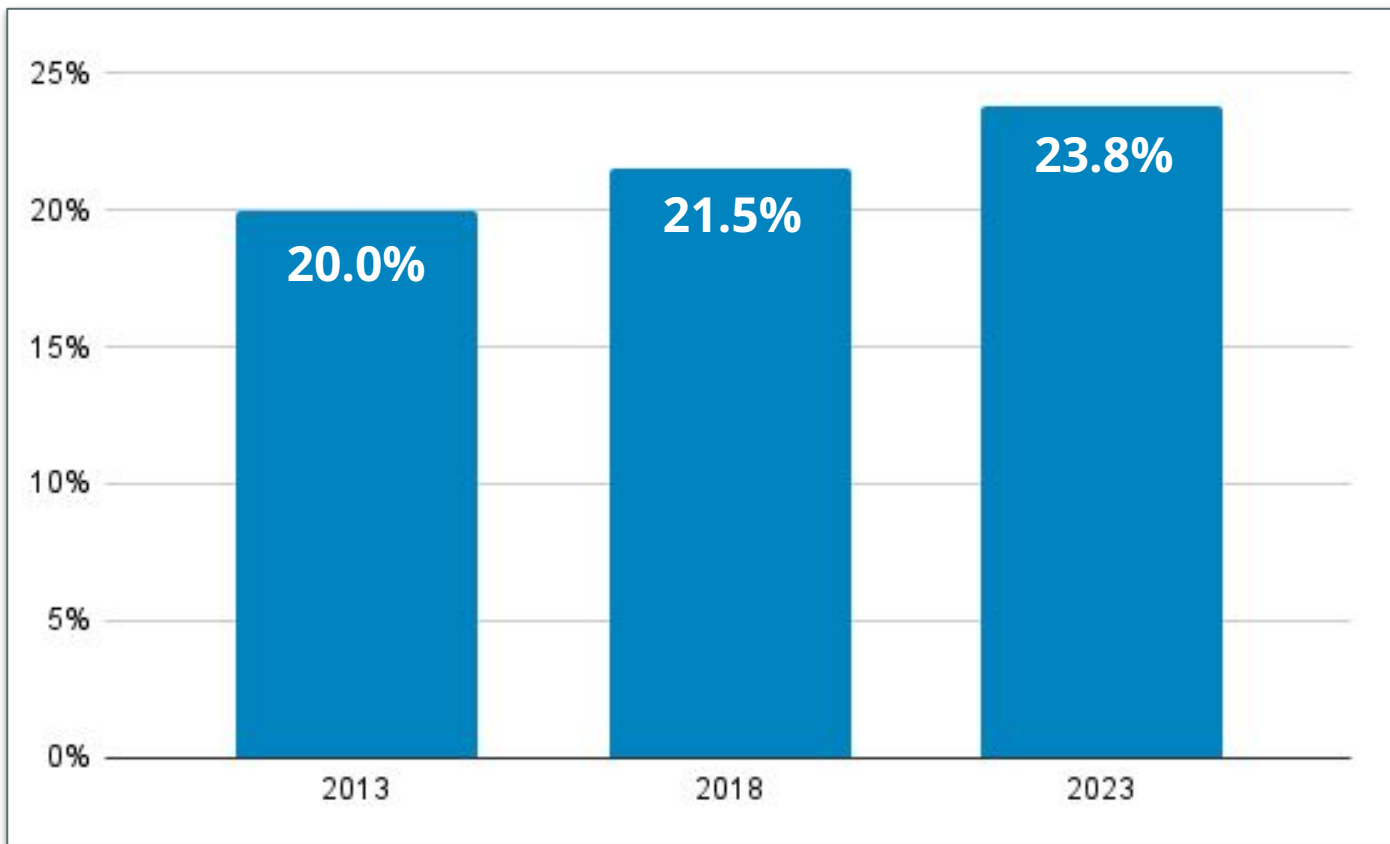
Our Growing Diversity

Languages Spoken in the Homes of Our Students

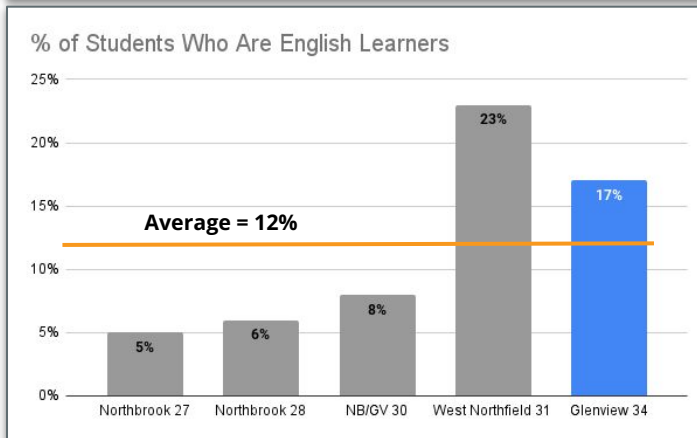
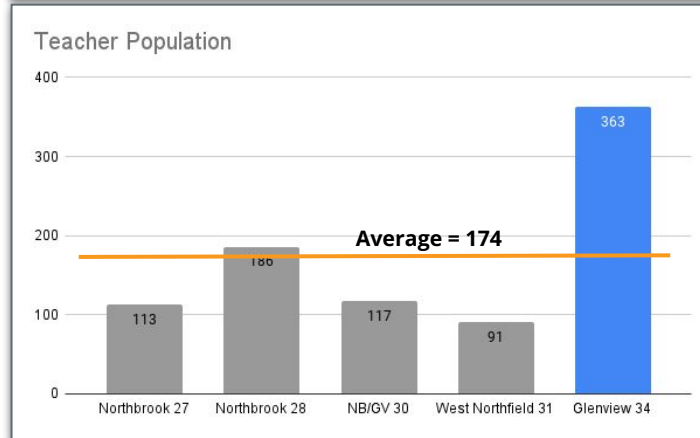
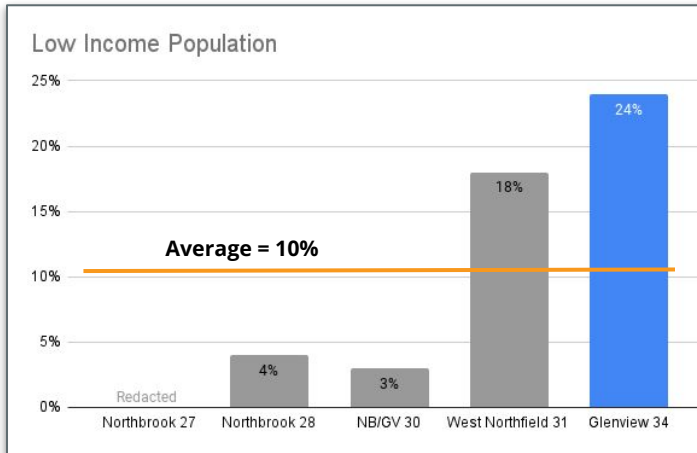
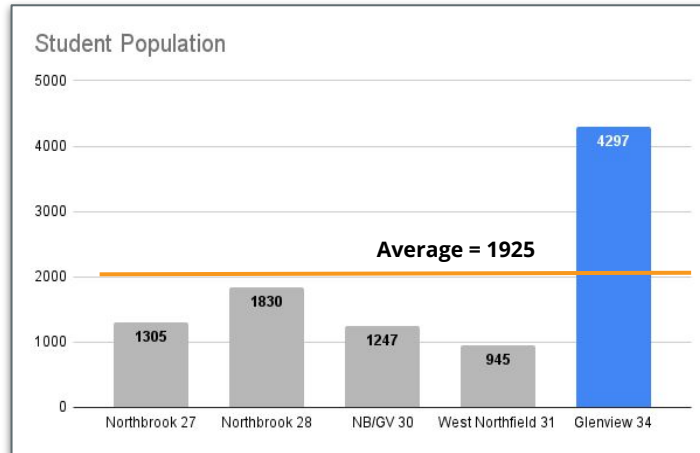
59



Linguistic Diversity



Socioeconomic Diversity: Low Income



Township Elementary Districts: Connected but Not Comparable

Community Feedback



Fall Stakeholder Surveys

First survey:

- 215 staff members
- 309 family members
- 144 community members

Follow up Exchange:

- 164 staff members
- 102 family members
- 16 community members

Stakeholder Surveys: Themes

Group	Theme	Theme	Theme
Staff	Staff Morale: Input on decisions & support/resources	Student Behavior: Impact of pandemic, need to focus on SEL	EDI Work: Follow through on commitment to EDI work
Families	Academic Focus: Explicit teaching about equity, more & varied after-school offerings, equitable resources for IEP/504, challenging curriculum	Bullying Prevention: Consequences for bullying behavior, improved communication about student safety	Family Involvement: Involvement opportunities, more communication with teachers & staff, equitable opportunities for low-income families
Community	Inclusivity: Need for inclusivity and recognition of differences.	Programs & Learning: Importance of STEM/STEAM learning, full day kindergarten	Fiscal Discipline: Ensure the district makes responsible financial decisions

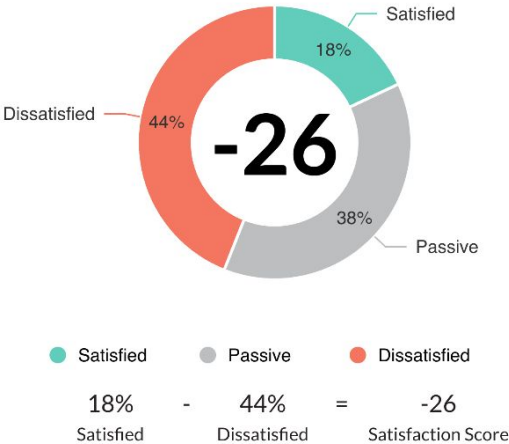
Family Areas of Strength/Improvement

Satisfaction Score ②

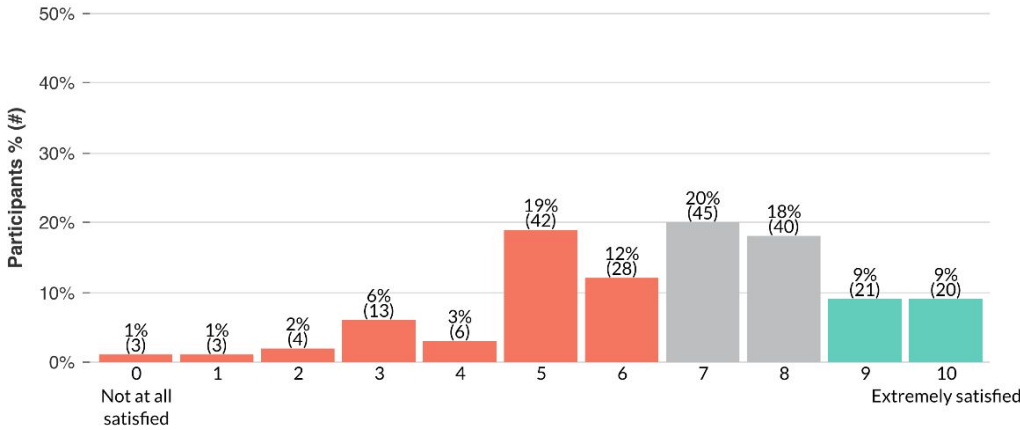
Q26 **How satisfied are you with extracurricular and enrichment opportunities?**

Answered: 225
Not answered: 84

Overall Score



Score Distribution



Priority Areas

Staff:

1. Providing a safe environment for students and employees (50%)
2. Ensuring there are high standards for positive student behavior (38%)
3. Addressing staff members' social and emotional well-being (31%)

Families:

1. Providing a safe environment for students and employees (43%)
2. Hiring and retaining quality teachers (42%)
3. Addressing students' social and emotional well-being (36%)

Community:

1. Hiring and retaining quality teachers (36%)
2. Providing a safe environment for students and employees (34%)
3. Providing differentiated learning experiences for students that match their needs (34%)

What Makes a Safe Environment?

We Asked:

What does the District (and those within our community) need to do to provide safe environments for our students, staff and families?

We Heard:

- Student Behaviors, Consequences & Boundaries
- Physically Secure Buildings
- Gun Control
- Mental Health



Teaching & Learning



- Assessment, Curriculum & Programs
- Multilingual Services
- Student Services & Social Emotional
- Instructional Innovation

The D34 Curriculum Is:

- Standards-based ([Illinois Learning Standards](#))
- Aligned with mandates ([Illinois Learning Mandates](#))
- Transparent: ([District Curriculum Webpage](#))
- Articulated with Glenbrook South High School
- Continuously reviewed and updated based on local, state and national, research-based changes

State

- IAR/ISA/DLM:
 - *Aggregate* performance trending towards pre-pandemic levels
 - *Disaggregate* performance illuminates ongoing achievement gaps
- ACCESS:
 - Stable performance over multiple years with >30% Expanding, Bridging & Reaching - outpacing state performance

Local Benchmark

AIMSWeb/NWEA: Slightly below pre-pandemic levels in growth, consistent in achievement

Classroom

Teachers use assessments to understand student needs/adjust instruction

Assessment Trends

A Multilingual Community: Our Top Languages

- | | |
|--------------|------------------------------|
| 1. Spanish | 6. Urdu |
| 2. Mongolian | 7. Romanian |
| 3. Korean | 8. Ukrainian |
| 4. Russian | 9. Mandarin |
| 5. Polish | 10. Assyrian & Arabic (tied) |



34% (1,500) of our students are multilingual, of which
52% (782) qualify for English Language services

More Time to Play & Grow



Full Day Kindergarten



Spaces Impact Instruction

Student Services By the Numbers

460

Students with IEPs

(11% of students)

272

Students with 504s

(6% of students)

The Student Services Team

Student Services reaches ***all*** children in District 34 and staff provide a broad range of support for students and families:

- Asst. Principal of Student Services
- Psychologists
- Social Workers
- Behavior Specialists
- Speech Pathologists
- Occupational Therapists
- Adaptive PE
- Physical Therapists
- Nurses
- Associates
- Coaches
- Parent Liaisons

Data Sources:

- Panorama
- SEL check-ins
- Behavior Logs
- Attendance Rates

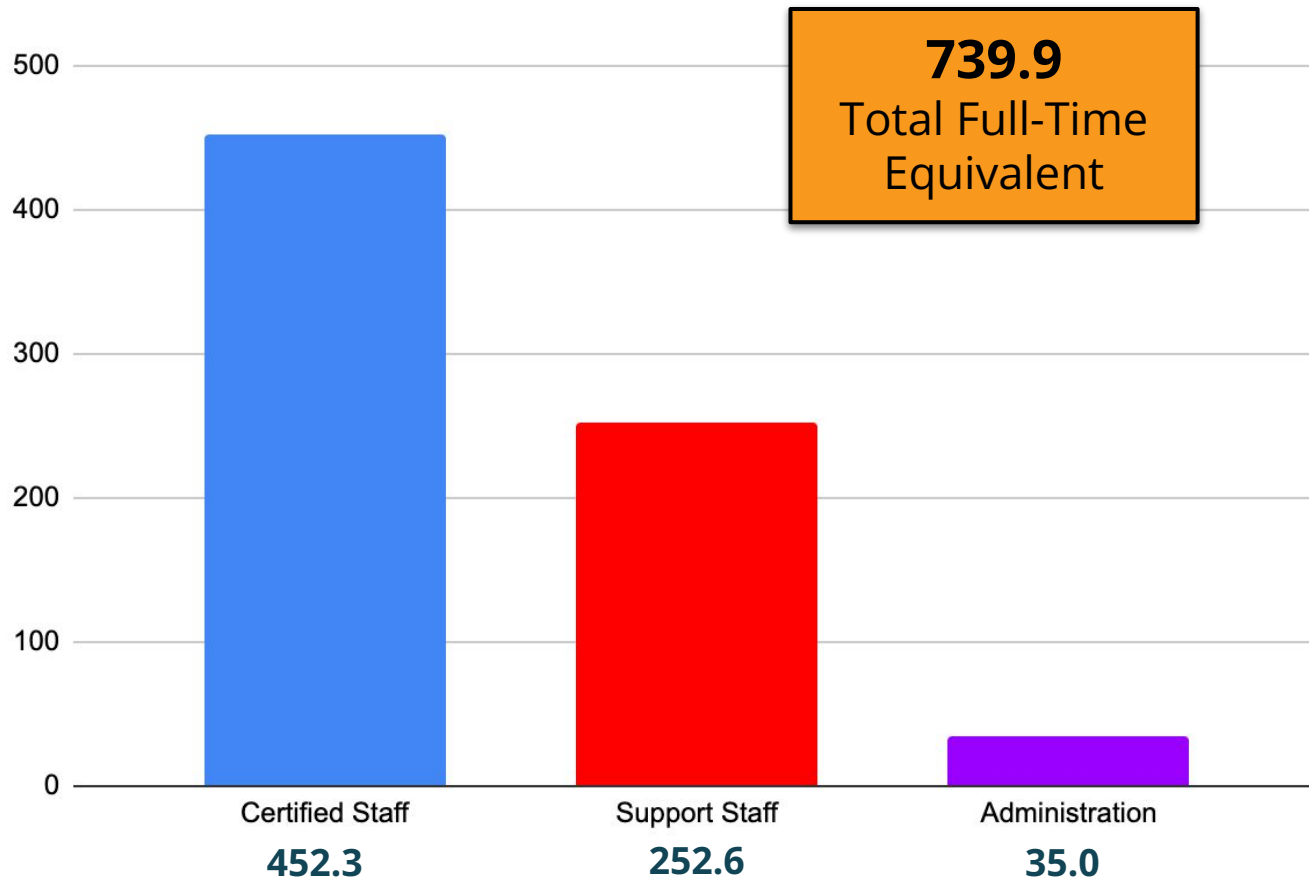
Emerging Themes:

- Sense of belonging (275 students 3rd-8th don't feel a sense of belonging: Panorama)
- Emotional regulation (1031 students across 3rd-8th feel they struggle to regulate their emotions: Panorama)
- In K-2, teachers identify 214 students who struggle with regulation

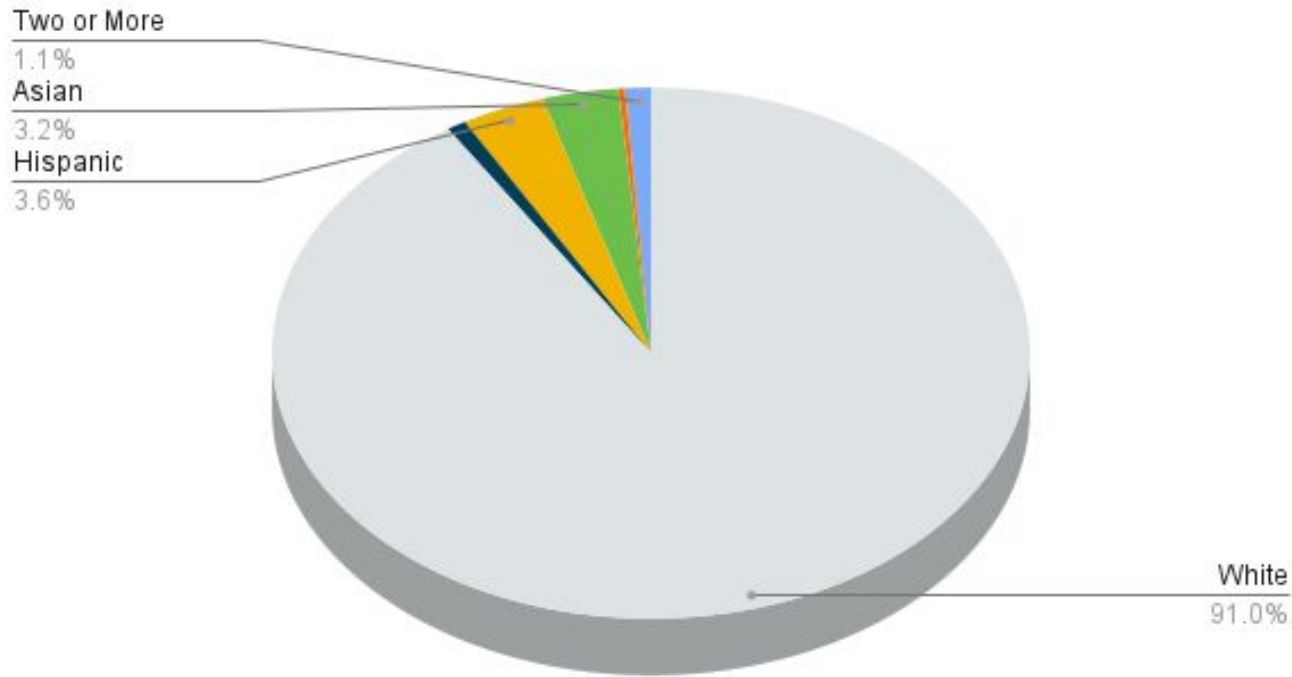
Supporting Social Emotional Learning with In-Depth Data

Culture & Staff

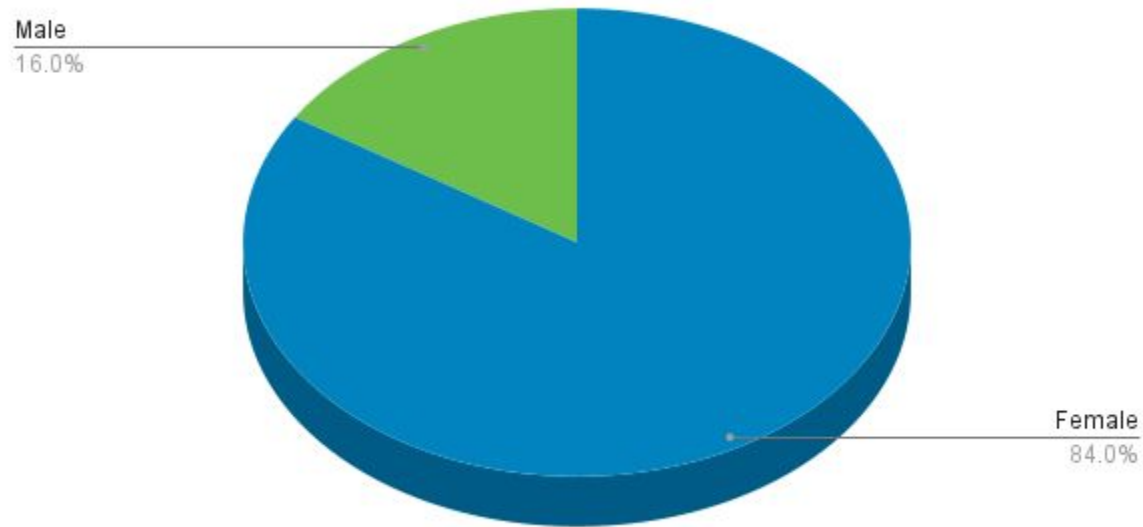




D34 Staff: By the Numbers

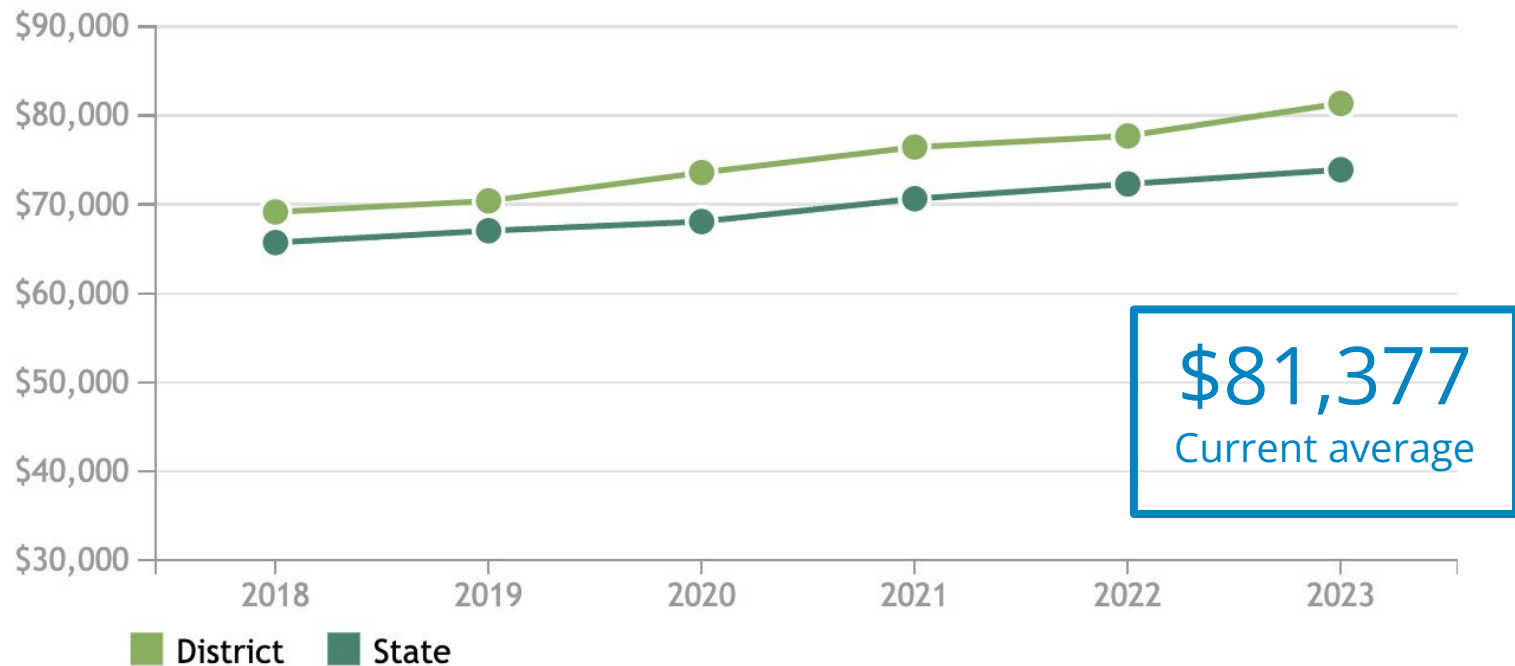


Staff Demographic Data: Teachers/Certified Staff



Staff Demographic Data: Teachers/Certified Staff

District Teacher Salary (2018-23)



Staff Salaries

Strengths:

- Mentor League & Associate Mentors
- Late Start Wednesday
- Affinity Group
- District + GEA/GPA Relationships: New agreements in 2023

Focus Areas:

- Increasing Instructional/Teacher Capacity (Endorsements)
- Staff Well Being
- High Quality, Diverse Staff: Becoming a destination district for the highest quality teachers & staff, who value D34's commitment to equity, diversity & inclusion

EXPLORE D34

as a great place to work!

glenview34.org/explore



Finance, Operations & Facilities



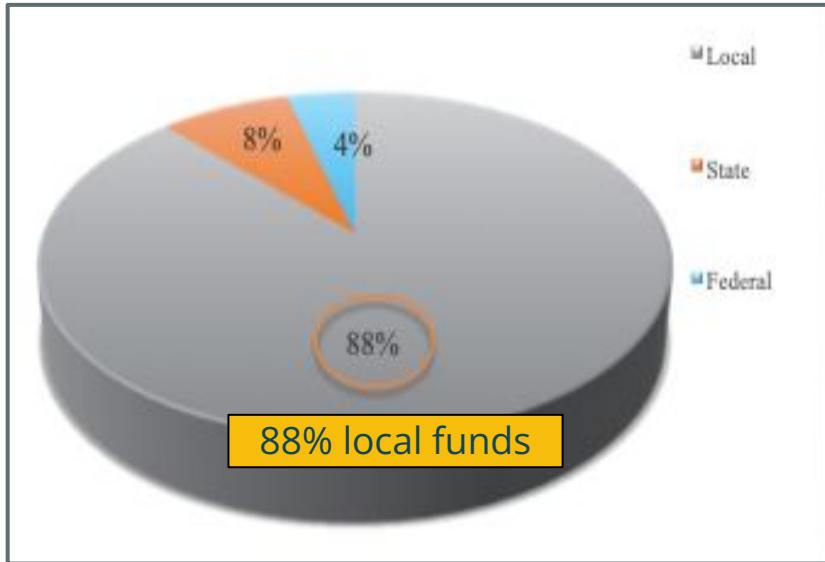
Category	Score
Fund Balance to Revenue Ratio: <i>Reflects overall financial strength</i>	4
Expenditures to Revenue Ratio: <i>Identifies how much is expended for each dollar received</i>	4
Days Cash on Hand: <i>A projected estimate of the number of days operating expenditures could be met provided no additional revenues were received</i>	4
Percent of Short-Term Borrowing Maximum Remaining: <i>Short-term debt is incurred due to several factors (i.e., delays in receipt of local revenues, etc.)</i>	4
Percent of Long-Term Debt Margin Remaining: <i>Long-term debt is incurred for major expenditures, such as building and equipment</i>	2

ISBE Profile Score: 3.8/4
“Recognition”

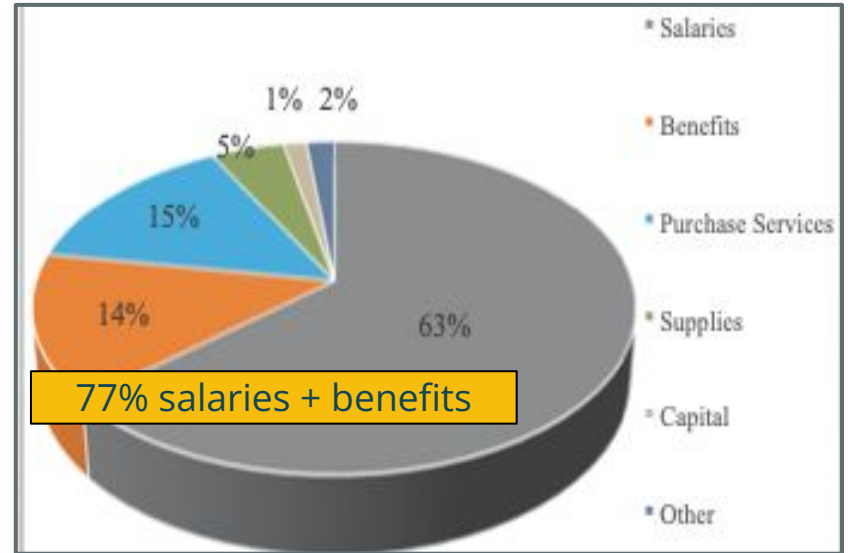
Top Moody's Bond Rating
Aaa

D34's Current Financial Health

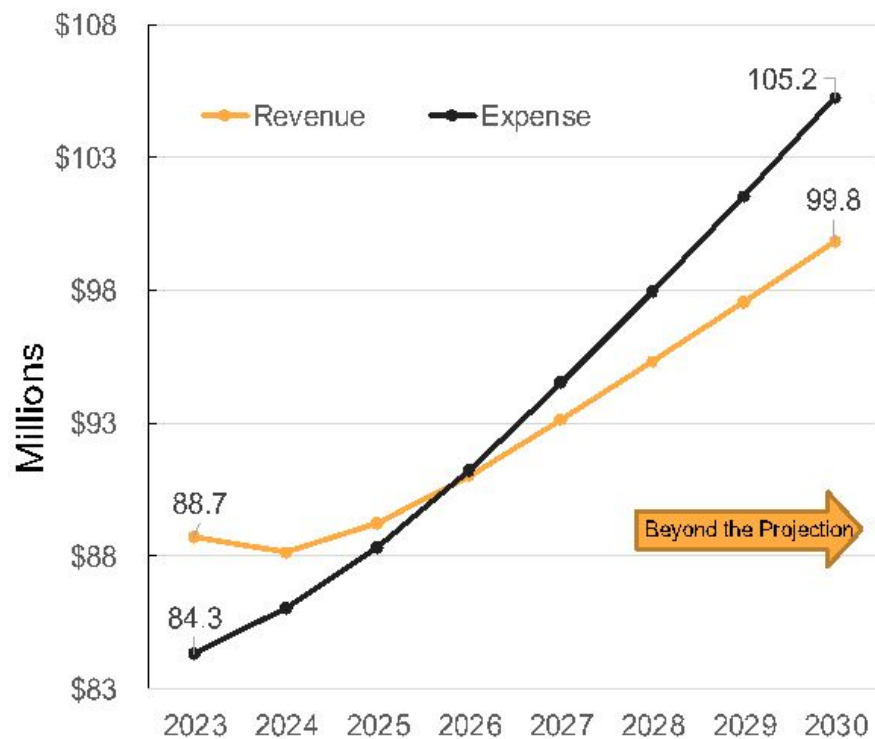
Revenues



Expenses



Operating Revenues & Expenses



Annual Growth Rates (FY25 – FY30)

Revenues (% of total):

Local: 2 - 3% (87%)

State: 0% (9%)

Federal: 0% (5%)

Total: 1.5-2.5%

Expenditures (% of total):

Salaries: 2.5 - 3.5% (65%)

Benefits: 5 - 6% (15%)

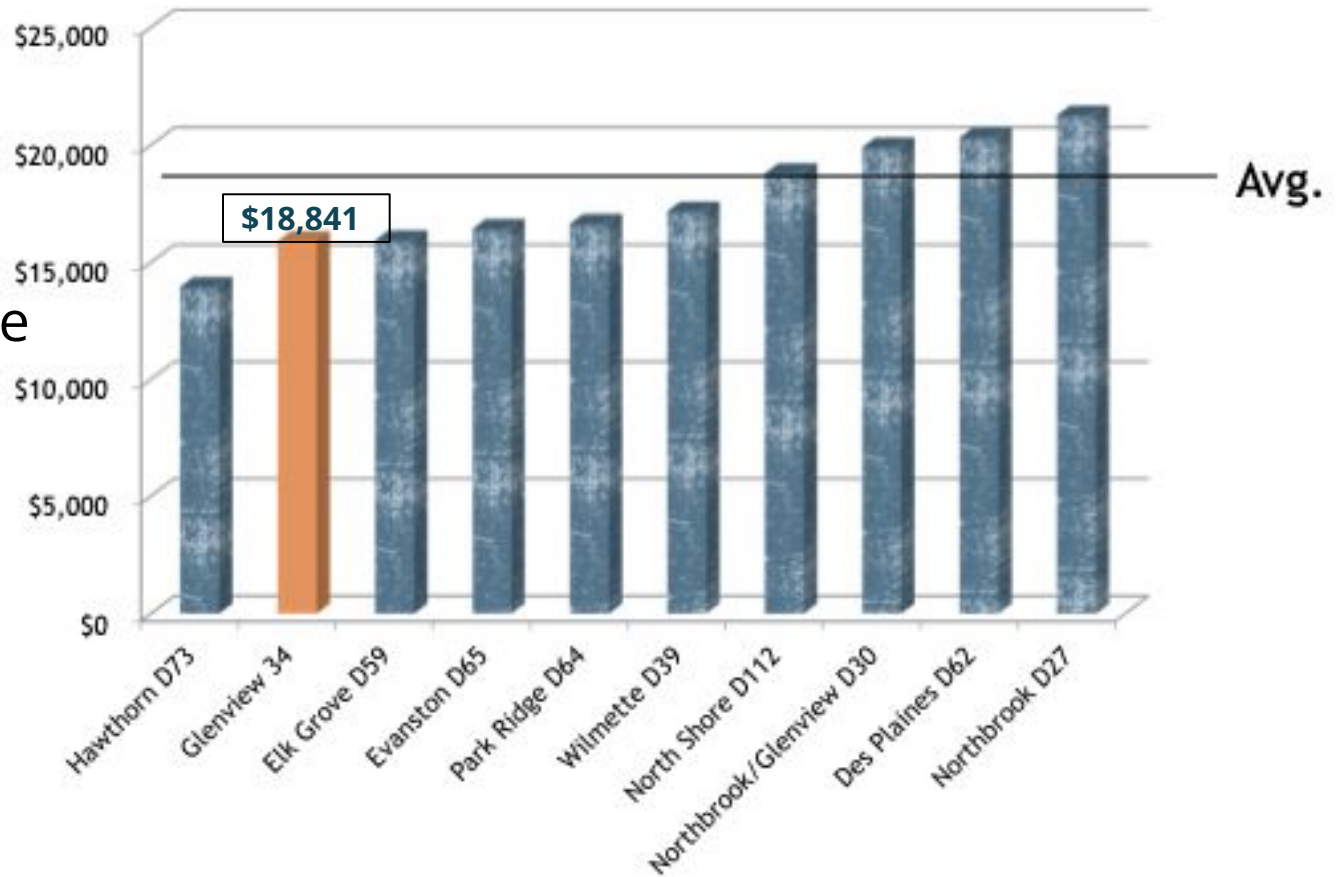
Other: 2 - 3% (21%)

Total: 2.5-3.5%

**Gap = 1.0% to 1.5% per year
("Structural Deficit")**

FY 2023-FY 2030: Approaching Structural Deficits

D34 spends
11% less than the
average of
comparable
districts

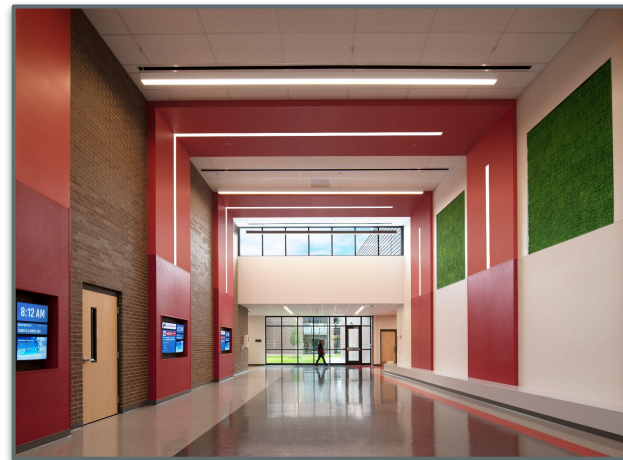


Per Student Expenses: Comparable Districts



DISTRICT 34
BUILDING FUTURE

5 year span
Every instructional space
3 additions for kindergarten
\$50M renovation of Springman



Referendum Construction

- 2023 SRO partnership with Village of Glenview/GPD
- Updated crisis plans
- Panic buttons
- Upgraded PA systems
- Cameras (internal & external)
- Locked outer doors

Attea & Springman Welcome SROs



Building Safety & Security

The Task Force

They Represent You

Certified Staff
Support Staff
Administration
Parents/Family
Community Member
Board Member
Multiple Roles

24

Strengths

Student Diversity and District Inclusivity: We value our diverse student population and promote inclusivity in our learning environments.

Quality of Education: FDK. A strong emphasis in D34 on the importance of professional development for staff, quality of education, and student safety.

Staff Quality and Collaboration: Focus on staff professional growth, and collaboration among staff in creating a conducive learning environment.

Facilities and Infrastructure: Significant improvements in the safety of buildings and processes, ensuring the protection of both students and staff.

Community Engagement: The celebration of diversity, the District's community outreach, and teamwork and collaboration.

Threats

Financial Challenges: Unfunded mandates and the impact of community financial changes on teacher salaries and school resources.

Staff Retention: Loss of staff to surrounding communities due to better salaries and benefits, and the potential need to cut positions due to funding. Constant turnover of associates and subs, the difficulty in hiring diverse staff.

Politics: The influence of national and state politics and the effects of political division and agendas on learning opportunities. There are concerns about the lack of understanding and support from political entities.

Student Mental Health & Wellbeing: Increasing concern over student mental health, including the impact of social media.

Weaknesses

Staff Support: Need for comprehensive support in schools, training for recess and support staff, administrative support.

Supporting Staff to Support Students: Need for increased professional development opportunities for educators dealing with neurodivergent students and social-emotional learning (SEL).

Staff Diversity/Representation: Lack of staff diversity - students benefit from seeing themselves represented in school staff.

Achievement Gaps

Financial Concerns: Concerns about staff salaries, suggesting an increase could attract a more diverse group. Worry about declining enrollment leading to staff cuts, and financial projections show spending surpassing income in the next few years.

Opportunities

Recruitment: Recruiting & retaining a diverse staff creates an inclusive environment that reflects the student population. Representation brings benefits to the learning environment.

Continuous Improvement: Reimagining traditional school structures, leveraging technology, and addressing student achievement gaps.

Community Support: Leveraging a supportive, committed and well-resourced community to enhance learning opportunities.

Staff Development: Providing staff PD and training to better support diverse learners and opportunities for staff to gain additional endorsements.

Student Support: Offering early intervention programs, mentorship opportunities, and social-emotional learning opportunities to create a sense of belonging.



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111-510-976

In thinking about your initial thoughts about District 34's strengths, weaknesses, opportunities and threats, and reviewing the SWOT analysis of the task force, what stands out to you?

What Resonates with You?



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943-576-809

Are there any strengths, weaknesses, opportunities or threats that are missing?

What's Missing?

The Next Plan

What Will It Look Like?

- Three-year plan (2024-2027)
- Mission, vision, values remain the same
- Fewer, but more targeted goals with lenses:

We look at all our goals through the following lenses and develop strategies to address them:

- *Student success*
- *Equity*
- *Financial accountability and resource stewardship*

Each goal connects with all stakeholder groups: staff, students and the community

Goals

Statements of being

Goal Areas

Curiosity, Creativity & Innovation

Learning experiences nurture curiosity and inspire students and staff to explore possibilities so that they know more and can do more

Belonging & Well Being

All members of the District 34 community feel welcome, supported and valued.

Connected Communities

Strong teams and partnerships will enhance educational experiences and support the success of every student.

Goal Areas: “Marker Talk”

For Each Goal Area:

- Why do you agree or disagree that this goal is important in reaching our mission/vision?
- What strategies will help us reach each goal?

“But Wait, There’s More!”

- What other goals should we strive for?
- Are there strategies to pursue that don’t fall under any of the listed goal areas?

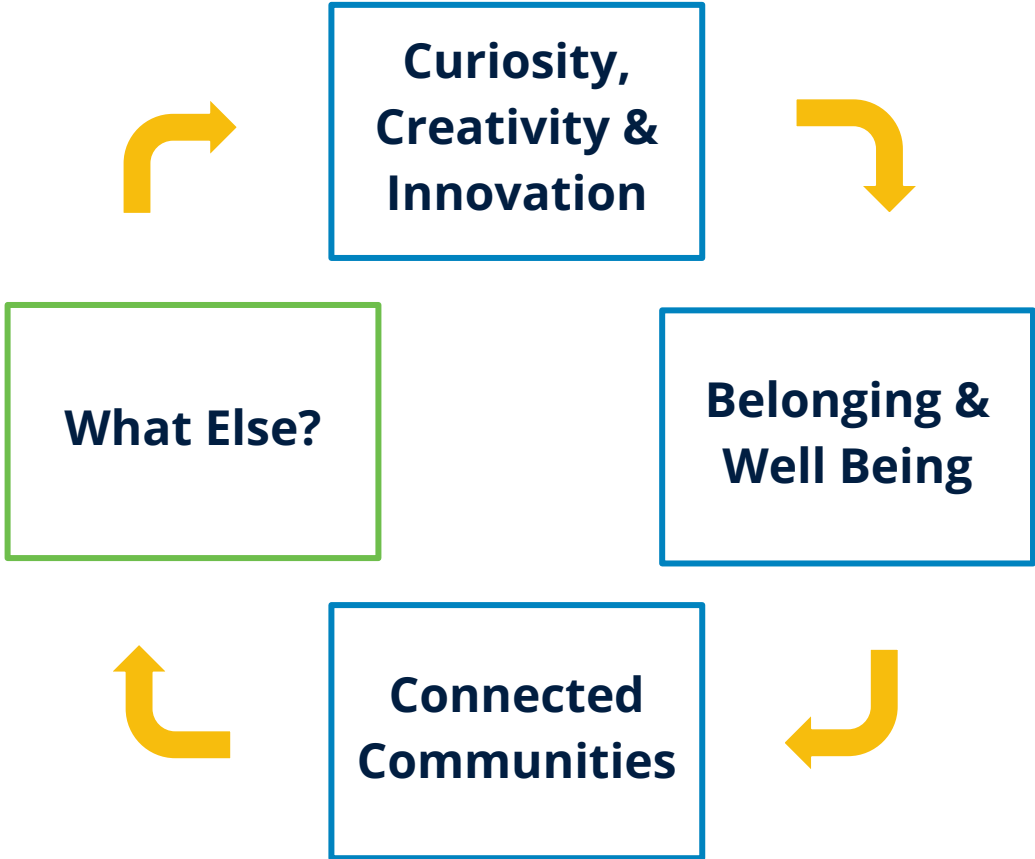
*Strategies:
General
pathways to
reach goals*

*Increase access to
mental health
supports for staff,
students and families*

Or

*Broaden connections
with providers to
increase enrichment
opportunities for
students*

Goal Areas: “Marker Talk” Process



**Curiosity,
Creativity &
Innovation**

**Belonging &
Well Being**

**Connected
Communities**

What Else?

The Protocol:

- *Divide up equally at 4 stations.*
- *Respond in writing to the questions provided. Only let your marker do the “talking.”*
- *Respond with comments, questions, or connections*
- *You can also show agreement by adding ! ✓ ♥ or by circling important parts*
- *You will have 3-5 minutes at each station*
- *We will let you know when and where to rotate*

What's Next?