

<b>Carbondale Graduate Portrait</b>		
<b>Department Chairs</b>	<b>PE, Health</b>	<b>English</b>
Problem Solvers Digitally Literate Adaptable and Resilient Learners Personally Responsible College and Career Ready Skilled Communicators Growth Mindset Critical Thinkers Perseverant and Patient Engaged Collaborators	Personally Responsible Empowered and Self-Sufficient Skilled Communicators College and Career Ready Problem Solvers Adaptable and Resilient Learners Team Player Critical Thinkers Digitally Liberate Confident and Secure	Personally Responsible Culturally Aware Skilled Communicators Critical Thinkers Empowered and Self-Sufficient Creative Thinkers Problem Solvers Passionate and Empathic Confident and Secure Adaptable and Resilient Learners
<b>Math</b>	<b>Fine Arts</b>	<b>Social Studies</b>
College and Career Ready Adaptable and Resilient Personally Responsible Problem Solvers Critical Thinkers Skills Communicators Engaged Collaborators Ethical Character Culturally Aware Digitally Literate	Creators and Innovators Confident and Secure Team Player Empowered and Self Sufficient College and Career Ready Skilled Communicators Growth Mindset Critical Thinkers Personally Responsible Creative Thinkers	Creative Thinkers Critical Thinkers College and Career Ready Problem Solvers Creators and Innovators Adaptable and Resilient Team Players Engaged Citizens Culturally Aware Confident and Secure
<b>World Languages</b>	<b>Student Services and Support</b>	<b>Career and Technical Education</b>
Personally Responsible Adaptable & Resilient Learners Critical Thinkers Digitally Literate College & Career Ready Culturally Aware Ethical Character Problem Solvers Perseverant & Patient Creative Thinkers	Personally responsible Adaptable and Resilient Learners Problem Solvers College and Career Ready Digitally Literate Skills Communicators Empowered and Self-Sufficient Engaged Collaborators Creative Thinkers Growth Mindset	College and Career Ready Personal Responsibility Problem Solvers Critical Thinkers Empowered and Self Sufficient Digitally Literate Adaptable and Resilient Learners Team Player Growth Mindset Skilled Communicators

Science	Counseling	
Adaptable and Resilient Learners Critical Thinkers Problem Solvers Personally Responsible Perseverant and Patient Engaged Citizens Skilled Communications College & Career Ready Empowered and Self-Sufficient Digitally Literate	Adaptable & Resilient Learners Problem Solvers Critical Thinkers Skilled Communication Personally & Collectively Responsible Growth Mindset College & Career Ready Empowered & Self-Sufficient Creative Thinkers Perseverant & Patient	

Graduate Portrait Department Summary	
Department Choices	Suggested DRAFT
<b>Creative Thinkers 11</b> <b>Personally Responsible 10</b> <b>College &amp; Career Ready 10</b> <b>Problem Solver 10</b> <b>Adaptable &amp; Resilient Learners 10</b> <b>Skilled Communicators 9</b> <b>Critical thinker 8</b> <b>Digitally Literate 7</b> <b>Empowered and Self-Sufficient 7</b> <b>Growth Mindset 5</b> Team Player 4 Culturally Aware 4 Perseverant & Patient 4 Engaged Collaborators 3 Confident and Secure 3 Ethical Character 2 Engaged Citizens. 2 Passionate & Empathetic 1 Creators and Innovators 1	<b>Creative and Critical Thinkers</b> <b>Personally Responsible/Growth Mindset</b> <b>College &amp; Career Ready</b> <b>Problem Solvers</b> <b>Adaptable &amp; Resilient Learners</b> <b>Skilled Communicators/Digitally Literate</b> <b>Empowered &amp; Self-Sufficient</b>

<b>Carbondale Adult Portrait</b>		
<b>Department Chairs</b>	<b>PE, Health</b>	<b>English</b>
Skilled Communicators Respectful of Students and Parents Team Player Love Teaching and Learning Prepared Ethical and trusting Perseverance and Patient Problem Solver Culturally Aware Digitally Literate	Respectful of Students and Parents Team Player Love Teaching and Learning Prepared Ethical and Trusting Character Problem Solver Personally, and Collectively Responsible Skilled Communicator Passionate and Empathetic Growth Mindset	Love Teaching and Learning Culturally Aware Passionate and Empathetic Respectful of Students and Parents Personally and Collectively Responsible Adaptable and Resilient Learners Forgiving Skills Communicators Perseverant and Patient Prepared
<b>Math</b>	<b>Fine Arts</b>	<b>Social Studies</b>
Love Teaching and Learning Passionate & Empathetic Ethical & Trusting Character Respectful of Students and Parents Team Player Skilled Communicators Adaptable and Resilient Learners Problem Solver Culturally Aware Digitally Literate	Skilled Communicator Creator and Innovator Team Player Love Teaching and Learning Growth Mindset Ethical and Trusting Perseverance and Patient Problem Solver Culturally Aware Digitally Literate	Culturally Aware Team Players Passionate and Empathetic Skilled Communicator Ethical and Trusting Character Prepared Empowered and Self-Sufficient Respectful to Students Loves Teacher and Learning Problem Solver
<b>World Languages</b>	<b>Student Services and Support</b>	<b>Career and Technical Education</b>
Passionate & Empathetic Culturally Aware Respectful of Students and Parents Love Teaching and Learning Personally & Collectively Responsible Skilled Communicator Ethical & Trusting Character Growth Mindset Digitally Literate Adaptable and Resilient Learners	Problem Solver Passionate & Empathetic Engaged Collaborator Love Teaching and Learning Ethical & Trusting Character Skilled Communicator Prepared Team Player Digitally Literate Empowered and Self-Sufficient	Love Teaching and Learning Team Player Personally & Collectively Responsible Culturally Aware Skills Communicator Problem Solver Digitally Literate Perseverant & Patient Ethical & Trusting Character Respectful of Students & Parents Growth Mindset

Science	Counseling	
Passionate & Empathetic Ethical & Trusting Character Problem Solver Perseverant & Patient Growth Mindset Culturally Aware Respectful of Students & Parents Love Teaching and Learning Adaptable & Resilient Learners Skilled Communicators	Engaged Collaborator Culturally Aware Team Player Ethical & Trusting Character Perseverant & Patient Skilled Communicator Growth Mindset Passionate & Empathetic Creator & Innovator Adaptable & Resilient Learners	

Adult Portrait Department Summary	
Department Choices	Suggested DRAFT
<b>Skilled Communicator. 11</b> <b>Loves Teaching &amp; Learning 10</b> <b>Ethical &amp; Trusting Character. 10</b> <b>Team Player. 10</b> <b>Culturally Aware 9</b> <b>Respectful of Students and Parents 8</b> <b>Problem Solver 8</b> <b>Passionate &amp; Empathetic 7</b> <b>Problem Solver 6</b> <b>Digitally Literate 6</b> Growth Mindset 6 Perseverance & Patient 6 Prepared 5 Personally & Collectively Responsible 4 Creator and Innovator 2 Engaged Collaborator 2 Adaptable & Resilient Learners 2 Forgiving 1	<b>Skilled Communicator/ Digitally Literate</b> <b>Loves Teaching and Learning</b> <b>Ethical &amp; Trusting Character</b> <b>Team Player</b> <b>Culturally Aware</b> <b>Respectful of Students and Parents</b> <b>Passionate &amp; Empathetic</b> <b>Perseverance &amp; Patient</b>

<b>Carbondale System Portrait</b>		
<b>Department Chairs</b>	<b>PE, Health</b>	<b>English</b>
Clear Purpose and Focus Value Its Staff Foster Clear Communication Respectful of Students, Parents and Staff Value Shared Decision-Making Promote Continuous Improvement Value Diversity and Be Culturally Aware Develop Sense of Community and Belonging Promote Digital Literacy Foster Collaboration	Respectful of Students, Parents, and Staff Value its Staff Develop Sense of Community and Belonging Foster Clear Communication Purpose with Focus Ensure Consistency around Policy and Procedures Value Shared Decision Making Growth Mindset Promote Continuous Improvement Balance Growth and Accountability	Clear Purpose with Focus Foster Collaboration Ensure Consistency around Policy & Procedures Promote Continuous Improvement Value Diversity and Be Culturally Aware Value Shared Decision-Making Value Ethical and Trusting Relationships Respectful of Students, Parents, and Staff Develop Sense of Community & Belonging Adaptable and Resilient Partners
<b>Math</b>	<b>Fine Arts</b>	<b>Social Studies</b>
Clear Purpose with Focus Value its Staff Ensure Consistency around Policy and Procedures Promote Continuous Improvement Value Diversity and Be Culturally Aware Respectful of Students, Parents, and Staff Value Shared Decision-Making Foster Clear Communication Develop Sense of Community & Belonging Foster Collaboration	Clear Purpose & Focus Value Its Staff Foster Clear Communication Respectful Of Students, Parents & Staff Ensure Consistency around Policy & Procedures Promote Cohesion-Working Toward Common Goals Value Diversity & Be Culturally Aware Develop Sense of Community & Belonging Growth Mindset Foster Collaboration	Values its Staff Foster Clear Communication Value Ethical & Trusting Relationships Respectful of Students, Parents, and staff Values Diversity and Culture Values Shared Decision-Making Growth Mindset Promote Continuous Improvement Foster Collaboration Excellent Steward of Resources
<b>World Languages</b>	<b>Student Services and Support</b>	<b>Career and Technical Education</b>
Value its Staff Value Shared Decision-Making Respectful of Students, Parents, and Staff Growth Mindset Value Innovation and Risk Taking Promote Continuous Improvement	Clear Purpose with Focus Foster Collaboration Values Its Staff Value Shared Decision-making Develop Sense of Community & Belonging	Clear Purpose with Focus Value its Staff Foster Clear Communication Ensure Consistency around Policy and Procedures Value Shared Decision-making

Value Diversity and Be Culturally Aware Value Ethical & Trusting Relationships Excellent Stewards of Resources Promote Cohesion-Working Toward Common Goals	Repeatable Ensure Consistency around Policy & Procedures Promote Cohesion-Work Toward Common Goals Respectful of Students, Parents, and Staff Adaptable and Resilient Partners	Foster Collaboration Value Diversity and be Culturally Aware Respectful of Students, Parents & Staff Growth Mindset Develop Sense of Community & Belonging Value Innovation and Risk Taking
<b>Science</b>	<b>Counseling</b>	
Foster Clear Communication Value Diversity & Be Culturally Aware Excellent Stewards of Resources Value its Staff Ensure Consistency around Policy & Procedures Respectful of Students and Parents Growth Mindset Clear Purpose with Focus Value Shared Decision-making Develop Sense of Community	Ensure Consistency around Policy & Procedure Foster Clear Communication Clear Purpose with Focus Value its Staff Value Shared Decision-Making Promote Cohesion-Working toward Common Goals Value Innovation & Risk Taking Develop Sense of Community & Belonging Foster Collaboration Growth Mindset	

<b>System Portrait Department Summary</b>	
<b>Department Choices</b>	<b>Department Choices</b>
<b>Value Its Staff 11</b> <b>Respectful of Students, Parents &amp; Staff 10</b> <b>Value Shared Decision-making 10</b> <b>Clear Purpose and Focus 9</b> <b>Promote Continuous Improvement 9</b> <b>Develop Sense of Community &amp; Belonging 9</b> <b>Foster Collaboration 8</b> <b>Ensure Consistency around Policy &amp; Procedures 8</b> <b>Foster Clear Communication 8</b>	<b>Values Its Staff</b> <b>Respectful of Students, Parents &amp; Staff</b> <b>Shared Decision-making</b> <b>Clear Purpose and Focus</b> <b>Continuous Improvement</b> <b>Sense of Community &amp; Belonging 9</b> <b>Collaboration and Clear Communication</b> <b>Consistency around Policy &amp; Procedures 8</b> <b>Diversity and Culturally Awareness</b>

**Value Diversity and Be Culturally Aware 8**

Promote Cohesion-Working toward Common Goals 4

Value Ethical & Trusting Relationships 3

Excellent Stewards of Resources 3

Adaptable & Resilient Partners 2

Value Innovation & Risk taking 3

Repeatable 1

Promote Digital Literacy 1

Carbondale Best Hopes/Worst Fears		
Department Chairs	PE, Health	English
None	<p><b>Best Hopes:</b> That administration, faculty, and staff at CCHS can cultivate an atmosphere of positivity, structure, and balance for our students helping them regain social and emotional skills lost through a pandemic.</p> <p><b>Worst Fears:</b> That students' social and emotional wellbeing will continue to decline, the educational gap will increase, and students will continue to lose skills that are needed to be successful in life.</p>	<p><b>Best Hopes:</b></p> <ul style="list-style-type: none"> <li>• Hope we continue to value our diversity and innovate in a culturally responsive way. I hope we offer more opportunities for teachers to interact and collaborate. I hope we also bring in parents and community members more.</li> <li>• As we continue to grow, it is my hope that we are a school that stands out because we recognize and appreciate diversity, promote tolerance and acceptance, and help mold young minds into happy, creative, empathetic individuals!</li> <li>• That we find a way to educate our students as a whole person for the betterment of society during this difficult time.</li> <li>• Continue to support students and staff as valuable members of society</li> </ul>

		<ul style="list-style-type: none"><li>• Maintain teacher quality. Improve diversity of faculty. The school feels like home to all its students.</li><li>• Validate all types of learning to make learning a more tailored experience for students. Also, we could maybe add more cultural awareness to our curriculum.</li><li>• That, as a community, we come together and show support to one another.</li><li>• That we consistently raise the bar in instruction and expectations so that CCHS grads are the most prepared, most reputable, and most successful members of their respective communities.</li><li>• Unified administration and faculty/staff. Follow through from admin. Communication from admin.</li><li>• I hope that as a district we continue to value healthy relationships amongst our students and staff.</li></ul> <p><b><u>Worst Fears:</u></b></p> <ul style="list-style-type: none"><li>• I worry that we become so data focused and grade focused that we lose sight of best practices and relationship building. I worry that we may overlook the experts in our own building.</li><li>• My worst fear is that we have a high turnover rate. Because of the large number of students we serve, I worry that teachers will become overwhelmed and leave due to the workload.</li></ul>
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		<ul style="list-style-type: none"> <li>• That we will stay set in our ways and not grow with the needs of our students.</li> <li>• Loss of control in the behavior of students</li> <li>• Slow demise as the community changes and shrinks; weakening of SIU.</li> <li>• I worry that we will receive public backlash for being more culturally responsive.</li> <li>• Less consistency that will lead to confusion and division in the future. Also - an unsafe work environment.</li> <li>• That we slide into the muck of lackluster education and low expectations.</li> <li>• Lack of follow through from admin allowing students to over-run school. Animosity abound.</li> <li>• The district not valuing the work and dedication put in by its teachers. I've heard some horror stories from other districts, and I'm happy that the district I work in does value its teachers and staff.</li> </ul>
<b>Math</b>	<b>Fine Arts</b>	<b>Social Studies</b>
<p><b><u>Best Hopes:</u></b></p> <ul style="list-style-type: none"> <li>• I hope we work towards more equitable programming and opportunities for our most vulnerable students.</li> <li>• I hope we can come together to support and implement the improvements needed to better our students and school community.</li> </ul>	<p><b><u>Best Hopes:</u></b></p> <ul style="list-style-type: none"> <li>• To continue being a forward thinking, innovative school that allows faculty a good amount of autonomy in the classroom.</li> <li>• To bring some of the families back to Carbondale from surrounding communities and create an</li> </ul>	<p><b><u>Best Hopes:</u></b></p> <ul style="list-style-type: none"> <li>• Becoming more at one with the feeder schools</li> <li>• The district collaborates with the CCHSEA in planning and implementing any change</li> <li>• CCHS continues to be a place of growth, diversity, and acceptance.</li> </ul>

- Work to meet the needs of our underperforming subgroups.
- That District 165 will continue to be one of the top districts in Southern Illinois.
- Higher attendance, graduation rate, and post-graduate education for our graduates.
- I hope that District 165 continues to trust its staff and faculty. CCHS continues to promote education and the well-being of the community. I hope that CCHS continues to reflect the values that I have as an individual.
- I hope that CCHS makes it a top priority to be the best school in Southern Illinois in academics and athletics and to be one of the very best in all of the state. I don't want us to just say it but, rather, bring about changes that make it happen.
- I hope that CCHS continues to have a strong Math program.

**Worst Fears:**

- We are a large group who need some common goals and a clear path to reach those goals. Improvements require work and I fear we do not have enough people willing to work together to move forward putting all of the work on the shoulders of a few.
- The hard work of bringing underprepared students up to grade level (in math and English in particular)

- environment that attracts new families to move to Carbondale from the onset.
- To make changes to better serve the students we have.

**Worst Fears**

- The number of incoming students who are not on track at the 9<sup>th</sup> grade level will increase.
- Our students with major behavior issues will increase and we will not find a better way to punish or rehabilitate them. Basically, that we will fail the students who need us the most.
- We will not be able to support all students at an adequate level because of the current discipline issues. Teachers who are dealing with severe discipline issues on an everyday basis will decide to relocate or leave the profession entirely.

- The BEST HOPES for the future of CCHS are still to be determined. Until the administration is willing to acknowledge that we have a true problem within these walls, no changes can be made. For too long now, we have ignored the growing chaos that is CCHS. From the hall monitors to the administration, kids break all the rules, and most are never enforced. Never did I imagine a school where students can openly disrespect and be insubordinate to teachers, including swearing right to their face, and be "disciplined" with one detention. There is no communication from the administration to the teachers and no guidelines are followed. We design a survey that looks like "compound words" were forced together to create fantastic new parameters for change but where were the simple concepts of discipline, order, responsibility, and respect are never mentioned, nor contemplated!
- We continue to grow and grow our own students into building leaders
- To find a way to effectively challenge our more marginal students academically, which includes more coordination between the middle school and high school curriculum. And to be more inclusive in working towards this end.

**Worst Fears:**

- SIU folding

<p>will not be given the attention, dedication, and buy-in necessary.</p> <ul style="list-style-type: none"> <li>• Faculty and staff become discouraged and worn out by the day-to-day issues of teaching and lose their enthusiasm and drive to make our school great. (teacher burnout)</li> <li>• The state of Illinois will continue to mandate more and more until schools reach a breaking point.</li> <li>• Lack of preparation for responsible adulthood for some of our students.</li> <li>• Our facilities and student resources seem dated at times. I am scared that our building and education may not meet a student's future expectations. I do worry that our students may not know how much is expected from them once they get to college and/or enter the real world.</li> <li>• That we will just say we want things to change but not address some of the very real problems we have in our school. I fear that we will allow some of the students to disrupt the educational process by not dealing with, head on, the continual disruptive behaviors that we see from certain students daily. I feel like we are just continually kicking the can down the road hoping that they will change and dragging the morale of the school down along with it.</li> <li>• I fear that many schools, even CCHS, will have problems finding qualified teachers.</li> </ul>		<ul style="list-style-type: none"> <li>• The district seeks too much input from people who are not experts in content areas for curriculum changes. Example: The current movement to censor/redact history so it does not upset parents and politicians. When teaching historical fact becomes controversial to administration/board, I will find work elsewhere Worst: We become complacent due to frustrations surrounding the pandemic and we never return to "normal" in practice or expectations.</li> <li>• Your WORST FEARS are here. When you attempt to use an open concept for education and befriend these students with no rule enforcement and a changing school population that disregards any guidelines, you get the CHAOS we have today. CCHS is teetering on becoming the image of an inner-city school. When students fight daily, drug overdoses and possession is present, and there is no enforcement of mask mandates, dress code violations, and general code of conduct, you get what we have today. To never address the problem at hand is to claim ignorance to what we see daily here at CCHS.</li> <li>• I hope the administration is willing to admit there is a problem. Walk the halls and see that your supervisors break the rules themselves. Large groups talking with hall monitors with no masks on or delaying these students, so they are late to class. Enter a classroom and see the dress code violations, the kids on their</li> </ul>
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		<p>cell phones, and the chaos and realize that changes must be made. Some teachers enforce the rules while others have given up the fight because there is no true punishment for breaking the rules. Educate rather than befriend. Your survey is designed to find the best characteristics for preparing these students for the life after graduation. Are you truly doing that?</p> <ul style="list-style-type: none"> <li>• Financial problems cause cuts in our programs</li> <li>• For the discipline levels of many of our entering students to continue to get worse to the point that it affects our purpose. While at the same time guarding against "labelling" kids.</li> </ul>
<p>• <b>World Languages</b></p>	<p>• <b>Student Services and Support</b></p>	<p><b>Career and Technical Education</b></p>
<p><b><u>Best Hopes:</u></b></p> <ul style="list-style-type: none"> <li>• that we foster a community accepting of all cultures, beliefs and identities.</li> <li>• to be fair to all stakeholders</li> <li>• A place where everyone feels safe physically and mentally. A place with engaged students and faculty.</li> <li>• That we would actually change the system that we say needs changing. Use the data to make the changes instead of just talking about.</li> <li>• To turn out CCHS graduates who are productive, responsible, contributing citizens</li> <li>• It is a place where everyone is valued, everyone desires the best from and for one another, and we work toward being and helping others become</li> </ul>	<p><b><u>Best Hopes:</u></b></p> <ul style="list-style-type: none"> <li>• That we continue to grow and adapt to the future</li> <li>• I hope that the district allows for more time for planning and collaboration for its educators.</li> <li>• Continue to give ALL students in our community the chance to grow and prepare for the real world.</li> <li>• To serve the educational and personal needs, as appropriate, of all the students at CCHS.</li> <li>• Embrace the students we have and make them feel that they can learn and improve.</li> <li>• To truly value the staff, especially the support staff, strive to withhold a high</li> </ul>	<p><b><u>Best Hopes:</u></b></p> <ul style="list-style-type: none"> <li>• Best hope is to see increased sense of community and unity. We do a great job of celebrating our diversity and what makes us different but rarely celebrate what unites us and makes us a community. I would like to see this both at the school level and Carbondale/community level.</li> <li>• Growth of resiliency of students, develop consistency in expectations of students and teachers</li> </ul> <p><b><u>Worst Fears:</u></b></p> <ul style="list-style-type: none"> <li>• Continued lack of community, loss of student responsibility</li> </ul>

responsible, independent, empathetic, free thinking, and contributing members of a healthy community and society. In all ways growing and learning, empathetic and grounded, building a safe and supportive community.

**Worst Fears:**

- that we stop listening to others' opinions and ideas--there is not always one right way. My fear would be that we stop working together and sharing ideas. (
- Competition from Charter schools
- Departmental apathy of PD and SEL with students
- That we continue to do the same thing because they are comfortable instead of doing what's necessary to meet students where they are.
- That our dropout rate will increase, that gang activity will take hold, and that student behaviors grow further out of the control of admin
- I don't feel comfortable answering this question.

standard and hold the students responsible for their actions.

- To be firm, fair and consistent
- To continue to improve what we are doing to help our students be successful, not only in school, and in life. I would like to see a community/district/school wide pride in being a Terrier.
- To be a school that evolves with student needs, embraces our student diversity- culturally, social economically, etc., continue to encourage strong academic skills but also improve the options for workforce skills as not all of our students are 4 year college bound.

**Worst Fears:**

- My worst fear is we continue to ignore problems, we continue to make decisions for educators that do not come from educators, and we continue to ignore the widening gap from our Tier 3 students.
- That students' outside environments interfere with their success.
- That the needs of the lowest tier of learners will be ignored.
- The school will lose a sense of discipline and fun.
- That we don't adapt to the changing needs and requirements of all students, and become overwhelmed due inflexibility and intransigence.

	<ul style="list-style-type: none"> <li>• If we continue to only address the issues that are easy to talk about we will stay stagnant and become even more biased against the needy students. I am afraid that the courage to change may be lacking in teachers or administrators who just want to continue to do what they have been doing all along.</li> <li>• I feel the school actively stymies very natural ambition. When everything comes with a fight (that is proportionate to the problem) people get wore out, worn down, and apathetic.</li> <li>• There are many fine teachers here but they are reluctant to feel any type of ownership for working with students who are at risk.</li> </ul>	
<b>Science</b>	<b>Counseling</b>	
<p><b><u>Best Hopes:</u></b></p> <ul style="list-style-type: none"> <li>• To see our district continue to work toward progressive, innovative, and conscious strategies to encourage the growth of engaged, responsible, respectful, and conscientious staff and students. A recognition of shortcomings in education, especially in the unchartered territory that we are all facing, and a desire to work collaboratively to find solutions to these issues is necessary to foster a true improvement in not only education as we have always known it, but also in our society as a whole.</li> </ul>	<p><b><u>Best Hopes:</u></b></p> <ul style="list-style-type: none"> <li>• allow room for elective choices.</li> <li>• Add Terrier Time.</li> <li>• Add more providers to the Counseling Dept to meet student needs – another social worker (or 2) and a crisis counselor.</li> <li>• Improve/change our discipline policies/procedures.</li> <li>• Add another SRO, another assistant principal, a secretary for the school nurse.</li> <li>• Provide opportunities for students to obtain more CTE certifications.</li> </ul>	

**Worst Fears:**

- Something happens where the needed building improvements end up not happening.
- The trend of math and reading illiteracy continues with even more students in remedial reading classes and IAG level math classes.
- Additional unfunded mandates for teachers and administrators, which also can take up valuable time that could be used for other things.
- Continuing the increasing trend of small percentage of population requiring majority of resources concerning discipline which carries over to resources and personnel not designated for discipline are being used for discipline.

**Worst Fears:**

- That we don't change anything because we keep focusing on the positives and don't acknowledge the problems.