

Prouds:

- New faculty mentoring program
- Financially sound
- Building projects
- Good relationships between stakeholders
- Cooperation with city, park district, etc.
- Relationships with universities in the area
- Sister-school concept
- Use of differentiation and MAP testing
- Small class sizes
- Ability to have meaningful articulation with the high school (math)
- Technology up-to-date
- What schools offer (GTT, extra-curriculars, etc.)
- Variety of extra-curricular
- Working relationships with parents
- Commitment to literacy
- CATCH, AR, other programs
- Professional leadership (staff members used as trainers)
- Special services
- Maintenance department
- Professional development opportunities for teachers
- Safe schools
- Percentage of faculty with masters degrees
- Teacher evaluation program
- Process of curriculum review
- ISAT scores are above state average
- Relationship between staff and administration
- Teachers support staff, administration, teachers, is good.
- Community fund-raising events (parent clubs)
- Teacher retention, loyalty, dedication to the district
- Positive behavioral programs in all the schools
- Food service

- Open-minded school board
- Promotion of total child education
- Leaders in the area in RtI
- Good stewards of the city's money
- Grants bring in money to the district
- Retired teachers come back and give back
- Good home-school communication (newsletters, websites, etc.)
- Excellent teaching staff
- After school intervention programs
- East Peoria District 86 Foundation
- Early childhood education
- Representation on the IESA board – host two major events
- Progressive thinking
- Strong parent-teacher organizations
- In-school suspension program
- Superb support staff
- Share facilities with various community groups

Critical Issues:

- Decrease in federal and state funding
- Longer school days/more days in the school year
- Whole-day Kindergarten
- Aging facilities
- Lack of social workers
- Transportation issues (stability)
- Needing more promotion of the district's achievement
- Addressing social-emotional needs of our students
- Additional programs for low income and homeless students
- AYP/NCLB issues
- Changing demographics in a struggling economy

- Parents need more support from the schools for personal issues at home
- Severe student behavioral problems
- Need for summer school
- Combating the negative perceptions that may come from shaky data/poor analysis
- Increase diagnosis of students with special needs (i.e. autism)
- Before and after school programs at the schools (tutoring)
- Keeping technology updated
- School calendar/temperature control in buildings
- Parent involvement as students get older
- Capacity of the buildings to handle updated technology (infrastructure)
- Perception that there is a higher tolerance of poor behavior choices
- Difficulties of recruiting special service staff
- Need for additional computers in the classroom
- Keeping curriculum up to date
- Fear of kids getting sick
- Low diversity of staff and students
- Maintaining manageable class sizes
- Providing opportunities for behavior/character programs for students
- Lack of fine arts programs in the district
- Compliance with P.E. at the junior high
- Impact of increased low-income (free/reduced programs)
- Lack of volunteers
- Threat of charter schools
- Need for more adaptive technology
- Structure of the school day so students are not out of class for extra-curriculars
- Parent education programs
- Growing need for parental support

- Wellness programs for students and faculty
- Revise CJHS schedule
- Possibility of uniforms
- Giving kids time to “kick back” “chill” “hang out” whatever
- Consolidation
- Continuation of intervention programs (funding problems)
- Consistency in enforcing the handbook building to building
- Meaningful alternatives to suspensions and expulsions