

<b>HSTW School/Site</b>	<b>+ Items: Current Actions Being Taken/Implemented</b>	<b>△ Items: Key Practices That Need to Be Addressed</b>
<b>Calhoun High School</b>	<ul style="list-style-type: none"> <li>• Using data , particularly for Response to Intervention (RTI)</li> <li>• Using common planning time</li> <li>• Encouraging the implementation of the HSTW recommended curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Implementing the HSTYW recommended curriculum</li> <li>• Expanding work-based learning experiences</li> <li>• Pursuing more CTE/academic integration</li> </ul>
<b>Carlinville High School</b>	<ul style="list-style-type: none"> <li>• Utilizing extra help: Interventions, math study hall</li> <li>• Developing CTE Programs: ‘Taste of Teaching,’ School to Career</li> <li>• Having dual high school/college credit</li> <li>• Providing support for transitions into high school: 9th grade academy, meeting with student/9th grad advisor/parent</li> </ul>	<ul style="list-style-type: none"> <li>• Providing for collaboration of teachers (formal)</li> <li>• Utilizing teacher observations</li> <li>• Creating a senior project</li> <li>• Delineating numeracy goals</li> </ul>
<b>Charleston High School</b>	<ul style="list-style-type: none"> <li>• Developed and implanting a Literacy and Numeracy Plan</li> <li>• Using Link crew/training</li> <li>• Addressing RTI through TCT</li> </ul>	<ul style="list-style-type: none"> <li>• Utilizing four-year plans</li> <li>• Developing Summer Bridge program</li> <li>• Sharing and analyzing student work samples and evaluation techniques</li> <li>• Addressing building/ staffing limitations</li> </ul>
<b>Chicago High School for Agricultural Science</b>	<ul style="list-style-type: none"> <li>• Having Career Day which includes about 35% graduates</li> <li>• Using HSTW data to plan SIPPPA!</li> <li>• Having 95% of our students take HSTW recommended curriculum (only students with IEP exclusions don't)</li> </ul>	<ul style="list-style-type: none"> <li>• Creating/mandating integrated lessons through collaboration</li> <li>• Addressing the need to implement certification for all Career Pathways</li> <li>• Revising student "Extra Help" offerings</li> </ul>
<b>Corliss High School</b>	<ul style="list-style-type: none"> <li>• Using school improvement plan with focus on literacy and special needs</li> <li>• Collecting and using data to drive instruction</li> <li>• Having strong connections to HSTW</li> </ul>	<ul style="list-style-type: none"> <li>• Developing more dual credit or certifications tied to career courses</li> <li>• Providing more work-based learning opportunities</li> <li>• Stimulating/planning more community</li> </ul>

	<p>curriculum</p> <ul style="list-style-type: none"> <li>• Offering of many Advance Placement courses</li> <li>• Using teacher collaboration</li> <li>• Full implementing/integrating small schools with academic and/or career focus</li> <li>• Using freshman academy to support the transition to high school</li> </ul>	<p>involvement</p> <ul style="list-style-type: none"> <li>• Addressing numeracy across the curriculum plan</li> <li>• Developing more cross curricular projects</li> <li>• Crafting more common rubrics and assessment protocols</li> </ul>
<b>Crete Monee High School</b>	<ul style="list-style-type: none"> <li>• Using data for RTI</li> <li>• Developing common course syllabi and assessments</li> <li>• Implemented Freshman Academy</li> </ul>	<ul style="list-style-type: none"> <li>• Infusing more reading and writing across all content areas</li> <li>• Addressing transitions from 8th grade to 9th grade, ex.: Summer Bridge</li> <li>• Developing Concentrations/Career Paths</li> </ul>
<b>East Alton-Wood River High School</b>	<ul style="list-style-type: none"> <li>• Increasing graduate requirements which are more aligned with HSTW recommended curriculum</li> <li>• Using four-year plan for all 9<sup>th</sup> graders</li> <li>• Using Common Planning Time (CPT) for staff development and curriculum work</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing the number of AP and dual credit classes</li> <li>• Developing common assessments and assignments</li> <li>• Discussing and deciding how to approach “redo” work</li> </ul>
<b>Eisenhower High School</b>	<ul style="list-style-type: none"> <li>• Addressing middle/high school transitions by collaboration with multiple feeder schools/districts</li> <li>• Improving guidance/advisement</li> <li>• Using data for school improvement planning</li> <li>• Continuing with enhanced literacy/numeracy practices</li> </ul>	<ul style="list-style-type: none"> <li>• Creating time for more diverse groups of teachers/staff to meet for planning related to CTE/academic, interdisciplinary, real-world applications, etc.</li> <li>• Standardizing rubrics, common grading practices</li> </ul>
<b>H.L Richards High School</b>	<ul style="list-style-type: none"> <li>• Utilizing dual credit and linkages to</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasize strands and recommended</li> </ul>

	<p>community college</p> <ul style="list-style-type: none"> <li>• Using small learning communities</li> <li>• Creating Summer Bridge program</li> <li>• Using credit recovery</li> <li>• Implemented an IEP mentor system</li> <li>• Using common planning time</li> <li>• Working with data to create benchmarks and assessments</li> <li>• Conducting curriculum alignment including challenging assessment</li> </ul>	<p>core</p> <ul style="list-style-type: none"> <li>• Need minutes and observations</li> <li>• Following up and , following through on planned initiatives</li> <li>• Addressing failure to make AYP</li> <li>• Addressing a school-wide senior project</li> <li>• Using common grading practices</li> <li>• Focusing on the implementation of numeracy goals</li> </ul>
<b>LaSalle-Peru Township High School</b>	<ul style="list-style-type: none"> <li>• Implementing the Literacy Initiative via a School-wide committee</li> <li>• Using a program of study approach</li> <li>• Eliminating basic classes,</li> <li>• Adding Advance Placement classes &amp; Dual Credit options</li> <li>• Developing common course syllabi, curriculum guide,</li> <li>• Aligning S.I.R. to all school committees and initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Integrating career clusters approach</li> <li>• Addressing transitions from 8th grade to 9th grade, and 12th grade to 13th grade</li> <li>• Re-examining the senior year - make more rigorous in the program of study</li> <li>• Training of staff to raise expectations</li> <li>• Determining common expectations for an "A", "B", "C", etc.</li> </ul>
<b>Litchfield High School</b>	<ul style="list-style-type: none"> <li>• Assigning every student an advocate for mentoring purposes</li> <li>• Requiring four years of English and math</li> </ul>	<ul style="list-style-type: none"> <li>• Developing plan for numeracy and literacy across the curriculum</li> <li>• Strengthening the transition supports for students entering high school</li> </ul>
<b>Prophetstown High School</b>	<ul style="list-style-type: none"> <li>• Using R&amp;I/EIS</li> <li>• Using universal screening</li> <li>• Conducting professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing numeracy across the curriculum</li> <li>• Analyzing data for school improvement</li> </ul>

<b>Prophetstown High School - Continued</b>	<p>integrating duties/tasks linked to SIP/DIP</p> <ul style="list-style-type: none"> <li>• Linking work-based (volunteer/dual credit) learning experiences to core instruction</li> <li>• Using common planning periods</li> <li>• Using committee structure to advance HSTW initiatives</li> <li>• Assigning mentors to students</li> <li>• Addressing students' remediation needs through on-line and after school programs</li> <li>• Grade/subject level meetings between middle school and high school</li> <li>• STI Student management: Software - data, assessment (local)</li> </ul>	<ul style="list-style-type: none"> <li>• Setting up career clusters</li> <li>• Bringing back writing across the curriculum</li> <li>• Developing a senior year service project</li> <li>• Implementing reading strategies across the curriculum</li> <li>• Using incentives to increase academic rigor</li> <li>• Improving work-study program</li> </ul>
<b>Roberto Clemente Community Academy High School</b>	<ul style="list-style-type: none"> <li>• Instituting monthly dialogues with feeder school principals, counselors, and teachers (Saturday Principal Breakfasts)</li> <li>• Developing plan for each Small Learning Community to be paired with a career cluster (teams have developed a common vocabulary and interdisciplinary projects)</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a stronger curriculum focus in which teachers are challenged to work on common literacy and numeracy skills, including policies, protocols and portfolios to ensure implementation</li> <li>• Addressing freshman core classes that are currently fragmented and have students needing extra help via study skill and/or other remediation tactics to reduce failures</li> </ul>
<b>Woodstock High School</b>	<ul style="list-style-type: none"> <li>• Eliminating remedial courses</li> <li>• Developing Freshman Academy</li> <li>• Implementing Project Lead The Way</li> <li>• Instituting more Advance Placement offerings</li> <li>• Collecting and reviewing data to make decisions</li> <li>• Using curriculum mapping (Pre-kindergarten - 12) to align courses/standards</li> </ul>	<ul style="list-style-type: none"> <li>• Addressing need for open enrollment in all course</li> <li>• Increasing staff use of data to plan to address learning and achievement</li> </ul>

