

High School Improvement Conference

Component 1: Increasing the Academic Achievement of All Students

Glossary;

The High School Core Learning Goals (CLGs) reflect the essential skills and knowledge that are expected of Maryland high school students in the 21st century. Goals, expectations, and indicators have been developed in English, mathematics, social studies, science, and the Skills For Success. The Skills For Success (SFS) include five goals: Learning, Thinking, Communication, Technology and Interpersonal. The SFS are intended to be taught and assessed in the content areas. Currently, High School Assessments (HSAs) are being developed in algebra, geometry, government, English, and biology based on the indicators of the CLGs. The Skills For Success will be represented in each of the content area tests to the extent possible, but will not be assessed by their own tests.

Contextual Learning occurs in close relationship with actual experience. It is an instructional strategy which enables students to learn academic concepts via real world applications.

Blended Instruction is the integration of the CLGs with industry skill standards. Blended instruction engages students in contextual learning and the development of team projects within the context of Maryland's career clusters (i.e. an example of project-based learning and contextual learning).

Tiered Learning is a strategy used to differentiate the components of a concept in order to teach that concept to students of varying levels of ability within an instructional group.

A Portfolio is a vehicle for organizing and presenting a collection of a student's work for evaluation as well as for presentation to prospective employers and postsecondary education institutions. Portfolios are assessed using a rubric or scoring guide.

In Performance-based assessment a student demonstrates understanding of a concept or skill by completing a series of tasks or developing a product. Like portfolio assessment, rubrics or scoring guides may be used to evaluate student performance.

Cooperative Learning methods are aimed at increasing students' ability to work and interact with other students toward common goals in a team setting. The most widely used cooperative learning methods are Students Teams-Achievement Divisions, Teams-Games-Tournament, Jigsaw, Learning Together and Group-Investigation.

To What Extent Has Your School -----	Some awareness of; no implementation (1)	Knowledgeable About; Beginning to Plan For (2)	Clear Understanding of; Sporadic Incidences of use (3)	Clear Understanding of; in initial stages of school-wide implementation (4)	Full school-wide Implementation; Part of School Improvement Plan (5)
1. Used instructional strategies to actively engage every student in contextual learning which integrates the Core Learning Goals within and across content areas (e.g. blended instruction, tiered learning, project-based learning, cooperative learning)?					
2. Used instructional strategies to address the learning styles of various students to ensure they learn rigorous content through the Core Learning Goals?					
3. Used a variety of assessments such as performance-based and portfolio assessments?					
4. Provided guidance that enables every student to complete a challenging program of study?					

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Component 2: Restructuring the High School for Greater Student and School Success					
<p><i>A Career Pathway is a coherent sequence of secondary and postsecondary education courses that is directly linked to a student's career interest (i.e. grade 9-16 program sequence).</i></p> <p><i>Academies or Small Learning Communities are schools within-a-school that offer students academic programs organized around broad career themes. Staffed by a team of teachers from various disciplines, academy classes are usually block-scheduled and smaller than those in the typical high school to build student's sense of membership in the academy community. Curricula is planned with the assistance of business partners who suggest program structure, provide classroom speakers, host field strips, and provide mentors for individual students. Students may be placed in jobs related to their program of study in the summer, and spend part of their senior year participating in a work experience program.</i></p>					
To What Extent Has Your School -----	Some awareness of; no implementation	Knowledgeable About; Beginning to Plan For	Clear Understanding of; Sporadic Incidences of use	Clear Understanding of; in initial stages of school-wide implementation	Full school-wide Implementation; Part of School Improvement Plan
	(1)	(2)	(3)	(4)	(5)
1. Set higher expectations for all students to complete a challenging program of study based on a career pathway that directly links the future career each student envisions for herself/himself to a related postsecondary education program, degree and/or credentialing option?					
2. Used all school and student performance data to continuously improve instruction, school climate, organization, management and policy to achieve increased student performance and success (e.g. National Assessment of Educational Progress, Maryland School Performance Report, Career Connections Implementation Profile, National Progress Measures, Maryland Graduate Survey, Student Outcome and Achievement Report, Mathematica Survey).					
3. Examined the organizational structure and schedule to: <ul style="list-style-type: none"> • increase the engagement of students in the learning process; • provide time for teacher planning by or across subject areas; and • support student advisement and learning (e.g. small learning communities and academies by career cluster areas)? 					
4. Involved each student and his/her family in a career guidance and individualized advisement system aimed at ensuring student completion of a challenging program of study?					

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Component 3: Expanding Learning Environments for All High School Students					
<p><i>Service Learning is a method of experiential learning in which students study their communities, identify problems, devise solutions, and implement a service project. They also evaluate, discuss, and reflect on their service in order to make the connection between academic learning and effective action.</i></p> <p><i>Work-Based Learning involves actual worksite experience that is related to the student's program of study and the integration of the Core Learning Goals and related National or state industry skill standards.</i></p>					
To What Extent Has Your School -----	Some awareness of; no implementation	Knowledgeable About; Beginning to Plan For	Clear Understanding of; Sporadic Incidences of use	Clear Understanding of; in initial stages of school-wide implementation	Full school-wide Implementation; Part of School Improvement Plan
	(1)	(2)	(3)	(4)	(5)
1. Provided a structured system of quality service learning that is linked to the student's program of study/ career pathway, and includes reflection?					
2. Partnered with the business community and institutions of higher education to provide a continuum of work-based learning experiences (job shadowing, work-experience, service learning, internships) which link the Core Learning Goals across content areas with related aspects of the public or private sector and the student's program of study (e.g. health/safety/environmental issues, labor and community issues, management, planning, finance and technology skills)?					
3. Utilized distance learning, the internet, and/or interactive media to simulate or bring real world experiences into the classroom?					

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Component 4: Providing Professional Development For Continuous School Improvement					
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	(1)	(2)	(3)	(4)	(5)
1. Developed a coherent and coordinated long-term plan for staff development as a part of the school improvement plan that focuses on organizational improvement and using effective instructional strategies and types of assessments (i.e. refer to component 1)?					
2. Designed staff development to move from awareness to full implementation, including follow-up?					
3. Evaluated staff development ultimately on its impact on improving student learning and to guide subsequent staff development plans?					