

### Grades 8 – 12 Core Program Planning Elements

In administrative discussions and preliminary planning work leading up to the formation of the TAG Work Plan and the Working Paper for 8-12 Planning, core structural elements were identified that are intended to serve as 'non-negotiables' in framing and leading this effort. While these parameters represent the basis for continued and guiding educational leadership within this effort, these non-negotiables are also intended to inspire deep professional inquiry and discussion, and serve to focus on-going professional development efforts as this work moves forward.

1. We must acknowledge that reform is necessary across the 8-12 continuum, and that we are seeking to build a coherent, enriched, and unified program of studies that will insist on high expectation for every student regardless of the pathway leading to graduation.
2. Implemented program elements and educational strategies will have clear connections to project goals, will be supported, and will not become cast offs in the initiative 'wasteland.'
3. Shared leadership is the model that will be followed and faculty leadership teams will be critical in making this happen. Leadership teams will work closely with their principals on curriculum, assessment, and instruction. These efforts will be closely coordinated between the two campuses.
4. Meeting high standards will be the expectation for all students. College or other post secondary educational opportunities will be a plausible choice for all students upon graduation.
  - All courses will reflect the assumption of college/post secondary readiness.
  - Systematic systems for progressive interventions will be created to support students in meeting high standards.
  - Responsibility for supporting students in meeting high standards will be actively shared by all faculty.
5. Structures and strategies for increased personalized learning will be expanded.
  - 8<sup>th</sup> and 9<sup>th</sup> grade teaming will operate within coordinated procedures and norms.
  - Advisory functions and procedures will be developed to support personalized learning.
6. Reform of tracking will occur across the 8-12 program and will be a primary focus within program development and professional training efforts.
  - Two academic tracks – exclusive of AP
  - All courses will reflect the assumption of college/post secondary readiness.
7. A common 8-12 grading system will be developed that is reflective of demonstrated knowledge/skills, and that will rely on system of common assessments and rubrics.
  - The 8-12 system will develop within a standards-based model matching expected learning outcomes and assessment with applicable standards/learning targets.
8. Program unity 8-12 will be a guiding theme with implications for:
  - A unified program of studies 8-12
  - A common student handbook 8-12
  - Common course syllabi will be instituted
  - Common grading systems and procedures.
9. Expeditionary Learning (EL) is on the table for the 8-9 campus and open for exploration 10-12.
10. A comprehensive professional development plan will be created, maintained, and coordinated with program development efforts. This plan will be responsive to PD needs as they are identified or emphasized within the context of on-going work.