

**LPCSC**  
**La Porte Intermediate Schools**  
**Curriculum Team Work**  
**February 2018**

Posted on the corporation website are the products from each of the Strategic Planning Teams that met over the past year and a half. These products will serve as a reference to the Curriculum Teams that will be meeting this month for the next stage of our planning and preparation as we transition to Pre-K-4 elementary, 5/6 and 7/8 intermediate school configurations. It is important to note that the selection of the strategic planning team topics and, subsequently, curriculum teams, is a result of the Feasibility Study and planning, to date, which identified key areas for our students to be prepared for as they make choices and meet challenges in their college and career experiences.

**Curriculum Teams**

Outlined below are the Curriculum Teams that will convene in March. The work of these teams is an important step in our curriculum planning and our planning for the new grade configurations of Pre-K-4, 5/6 and 7/8. It is an important step because the decisions that are made will result in changes for students, parents, and staff. We are committed to doing the work and making changes because the changes are student focused and necessary in order for our students to be prepared for their future.

5-8 Mathematics	K-8 Reading	5-8 English	5-8 Science	5-8 Social Studies
K-8 Physical Education	K-8 FACS	5-8 Music	K-8 Careers	K-8 World Languages
K-8 Arts/Drama	K-8 High Ability	5-8 Agriculture		

The teams will conclude their work in April of 2018, at which time we will begin the next planning stage of our transition. Curriculum Team work is necessary in order to:

1. Assure that staff members not only know what courses we will offer students but, as well, why we offer what we do.
2. Assure that we are articulating course offerings and content so students will have smooth transitions from one grade level to the next.
3. Assure that we are offering students courses that are relevant in today's changing world.
4. Assure that our students are prepared for and educated as to what courses they want to explore in our high school college and career pathways.
5. Assure that we are delivering a guaranteed curriculum to our students within subject areas, and from one grade level to the next.

**Responses must reflect guidance and recommendations that were produced by the strategic planning teams. Responses are not to be based on what we are currently offering unless it is determined that we have no room to improve our current curriculum and that the curriculum we currently have meets needs of all levels of learners and, aligns with the overall pathways at LPHS. The state approved course title summary list will be referenced for titles that are recommended. It is possible that not all recommendations will be feasibly possible to work into the final daily schedule for the 5/6 and the 7/8 schools. Efforts will be made to look at extracurricular activities to work in the experiences that can't fit into the new schedule.**

Each team will convene to address the items below. Responses produced by the teams will be presented to the Steering Committee in April 2018.

**Grade 5      Subject Area:** \_\_\_\_\_

<b>Ability Level:</b>	<b>Below Grade Level</b>	<b>On Grade Level</b>	<b>Above Grade Level</b>	<b>High Ability</b>
Document the state course titles, descriptions, and standards for the classes we will offer at each grade.				
Document the lead-up courses that students took to prepare them for each grade and class.				
Document the courses that the student will be prepared for upon mastery of the course content.				
Document the duration of instruction per year (# of weeks) and per day (# of minutes) per course.				
Does a Standards-based Curriculum map exist for this course?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
If it exists, will it need to be revised?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
Do Common Formative and Summative Assessments exist for this course?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
If they exist, will they need revised?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
Does a Pyramid of Intervention exist for this course?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
If it exists, will it need to be revised?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
What High Ability programming will we offer?				
How do we connect career experiences for students in this subject?				
How do we connect science/technology/STEM with this subject?				

**Grade 6      Subject Area: \_\_\_\_\_**

<b>Ability Level:</b>	<b>Below Grade Level</b>	<b>On Grade Level</b>	<b>Above Grade Level</b>	<b>High Ability</b>
Document the state course titles, descriptions, and standards for the classes we will offer at each grade.				
Document the lead-up courses that students took to prepare them for each grade and class.				
Document the courses that the student will be prepared for upon mastery of the course content.				
Document the duration of instruction per year (# of weeks) and per day (# of minutes) per course.				
Does a Standards-based Curriculum map exist for this course?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
If it exists, will it need to be revised?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
Do Common Formative and Summative Assessments exist for this course?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
If they exist, will they need revised?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
Does a Pyramid of Intervention exist for this course?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
If it exists, will it need to be revised?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
What High Ability programming will we offer?				
How do we connect career experiences for students in this subject?				
How do we connect science/technology/STEM with this subject?				

**Grade 7    Subject Area: \_\_\_\_\_**

<b>Ability Level:</b>	<b>Below Grade Level</b>	<b>On Grade Level</b>	<b>Above Grade Level</b>	<b>High Ability</b>
Document the state course titles, descriptions, and standards for the classes we will offer at each grade.				
Document the lead-up courses that students took to prepare them for each grade and class.				
Document the courses that the student will be prepared for upon mastery of the course content.				
Document the duration of instruction per year (# of weeks) and per day (# of minutes) per course.				
Does a Standards-based Curriculum map exist for this course?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
If it exists, will it need to be revised?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
Do Common Formative and Summative Assessments exist for this course?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
If they exist, will they need revised?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
Does a Pyramid of Intervention exist for this course?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
If it exists, will it need to be revised?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
What High Ability programming will we offer?				
How do we connect career experiences for students in this subject?				
How do we connect science/technology/STEM with this subject?				

**Grade 8 Subject Area:** \_\_\_\_\_

<b>Ability Level:</b>	<b>Below Grade Level</b>	<b>On Grade Level</b>	<b>Above Grade Level</b>	<b>High Ability</b>
Document the state course titles, descriptions, and standards for the classes we will offer at each grade.				
Document the lead-up courses that students took to prepare them for each grade and class.				
Document the courses that the student will be prepared for upon mastery of the course content.				
Document the duration of instruction per year (# of weeks) and per day (# of minutes) per course.				
Does a Standards-based Curriculum map exist for this course?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
If it exists, will it need to be revised?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
Do Common Formative and Summative Assessments exist for this course?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
If they exist, will they need revised?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
Does a Pyramid of Intervention exist for this course?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
If it exists, will it need to be revised?	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>	<b>Yes No</b>
What High Ability programming will we offer?				
How do we connect career experiences for students in this subject?				
How do we connect science/technology/STEM with this subject?				

# **Next Steps in Planning**

## **Steering Team**

Upon completion of the Curriculum Team work, a Steering Committee will meet in April to begin to make determinations on the following:

1. The daily schedule for our new intermediate schools
2. Academic calendar
3. Team configurations
4. Staff professional development schedule for 2018/2019
5. Determinations as to which courses will work into the adopted daily schedules and which of the planning recommendations need to be offered after school as an extracurricular
6. Other logistical issues that surface during planning

The work of the Steering Team will be concluded in June of 2018

## **Staffing**

In the summer of 2018, staffing assignments will be made by administration in conjunction with processes agreeable to both administration and the La Porte Federation of Teachers. The aim is to place as many staff members as possible in their first or second choices, before making final assignments. Assignments will be completed prior to the start of the 2018/2019 school year.

## **Staff Professional Development**

Throughout the 2018/2019 school year, staff will be engaged in curriculum work. The work will be centered on the products identified by the Curriculum Teams. The aim is to produce the products for our guaranteed curriculum that will be used to guide instruction in the 2019/2020 school year. We also believe the curriculum work will serve as a way for teachers to bond with those who they will be working with in 2019/2020.