

PROCEDURES

Curriculum Resource Adoption Cycle and Process

Stage	18-19	19-20	20-21	21-22
Planning & Development	Biology Government Psychology Geometry K-5 Social Studies	K-5 Science 12 th ELA Calculus Spanish CTE	Chemistry 6-8 Social Studies 11 th ELA K-5 Math Pre-Calculus	6-8 ELA Physics World History Algebra 2 10 th ELA
Pre-Implementation (Pilot)	6-8 Science 9 th Science French 1 & 2 Sociology 9 th ELA <i>New AP Courses</i>	Biology Government Psychology Geometry K-5 Social Studies <i>New AP Courses</i>	K-5 Science 12 th ELA Calculus Spanish CTE <i>New AP Courses</i>	Chemistry 6-8 Social Studies 11 th ELA K-5 Math Pre-Calculus
Implementation Year 1	6-8 Math K-5 ELA American History Algebra 1	6-8 Science 9 th Science French 1 & 2 Sociology 9 th ELA	Biology Government Psychology Geometry K-5 Social Studies	K-5 Science 12 th ELA Calculus Spanish CTE <i>New AP Courses</i>
Implementation Year 2	6-8 ELA Physics World History Algebra 2 10 th ELA	6-8 Math K-5 ELA American History Algebra 1	6-8 Science 9 th Science French 1 & 2 Sociology 9 th ELA	Biology Government Psychology Geometry K-5 Social Studies
Implementation Year 3	Chemistry 6-8 Social Studies 11 th ELA K-5 Math Pre-Calculus	6-8 ELA Physics World History Algebra 2 10 th ELA	6-8 Math K-5 ELA American History Algebra 1	6-8 Science 9 th Science French 1 & 2 Sociology 9 th ELA
Program Evaluation	K-5 Science 12 th ELA Calculus Spanish CTE	Chemistry 6-8 Social Studies 11 th ELA K-5 Math Pre-Calculus	6-8 ELA Physics World History Algebra 2 10 th ELA	6-8 Math K-5 ELA American History Algebra 1

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Explanations of Stages

1. *Planning and Development*: Form committee(s) to develop evaluation tool; analyze possible programs/resources; review current content changes & best practices; determine current needs based on research, current practice, & district data; Use state standards in all aspects; Instruction and Assessment Coordinator will work with Director of Finance and the Superintendent to budget for possible pilot and adoption.
2. *Pre-Implementation*: PD (if necessary) about program/resource; pilot program; site visits to other schools implementing; evaluate program with periodic check-ins; align resource to Guaranteed and Viable Curriculum (G and V); develop implementation plan including PD plan; Purchase materials (if staff and board approved)
3. *Implementation Year 1*: ongoing staff development; implement, monitor
4. *Implementation Year 2*: ongoing staff development; implement, monitor, re-align resources to G and V; determine program/resource modifications
5. *Implementation Year 3*: ongoing staff development; implement, monitor, revise curriculum alignment; determine supplemental needs
6. *Program Evaluation*: Assess and evaluate program; make determination if program is meeting student need

Adoption Protocol

1. A committee will be formed composed of teachers, principals, Instruction & Assessment Coordinator, RESA consultant(s), parents, students
2. Instruction and Assessment Coordinator will lead the committee in using Edreports.org, What Works Clearinghouse, and other relevant data/research sources to determine which resources are research-based and highly rated. This will narrow down the pool of potential resources based on current research and effectiveness ratings.
3. Committee will develop an evaluation tool that includes district non-negotiables, shifts within the standards, and current research. This tool will be utilized to narrow down potential resources.
4. Committee members will use the tool to determine 2-4 possible options.
5. Vendors will present to the committee. Presentations are open to all teachers.
6. Committee will determine 1-2 resources to pilot for a pre-determined amount of time.
7. Committee will develop a pilot timeline that includes check-ins for the committee to examine data.
8. Committee members will evaluate the program throughout the pilot process to determine if the district will move forward with adoption.
9. Committee will present to the school board for board approval.
10. Instruction and Assessment Coordinator will purchase program, pending board approval.
11. Committee will develop rollout and implementation plan that includes training, professional development, and communication plan

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The Pilot Process

1. Committee members and piloting teachers* will attend professional development.
2. Piloting teachers will complete monthly program surveys related to the rubric, along with perception data questions.
3. Periodically, committee will meet to analyze perception data (staff survey, student survey), program survey data, and pre/post assessment results. These are open to all teachers.
4. The committee will use this information to make their recommendation of adoption.
5. Committee will make recommendations to the Superintendent.
6. Upon approval from the Superintendent, the committee will present to the school board for approval.
7. Committee will create a communication and implementation plan.

*At the elementary level, pilot programs will be in all 4 buildings

Roosevelt High School New Course Process

Every six years, Wyandotte Public Schools engages in a formal review of each of the core curricular areas. This process ensures alignment of our programs to current state standards. It provides a review of the entire curricular area at all grade levels including materials used, curriculum outcomes, course requirements, time allocation and assessments. Often this process has generated the need for creating new course or revising existing classes.

Process:

- A. New courses to be considered will be shaped by student needs, community needs, and/or changes in state standards.
- B. New courses will be developed by teachers and/or curriculum leaders, in consultation with the Instruction and Assessment Coordinator using the High School Course Proposal Planning Form.
- C. New course proposals will be approved by building principal(s).
- D. Upon approval, the new course proposal will be submitted to the Instruction and Assessment Coordinator and the Superintendent.
- E. New course proposal will be presented to the School Board for approval. Upon approval, the new course will be added to the course catalog for the upcoming school year.
- F. Staff member(s) who sought approval and Instruction and Assessment Coordinator will meet to discuss and plan the new course implementation for the following school year.

Effective Date: May 6, 2020

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Wyandotte Public Schools Assessments

Wyandotte Public Schools believes in a Balanced Assessment Approach. Through formative, benchmark, and summative assessments, teachers are able to make instructional decisions to meet the needs of all students. In addition, Michigan has statewide assessments. Students in grades 3-8 take Michigan Student Test of Educational Progress (M-STEP) and students in grades 8-11 take a form of PSAT or SAT. Starting the 2020-2021 school year, Michigan will require all kindergarten students to take the Michigan's Kindergarten Readiness Assessment. In addition to state assessments, WPS administers two benchmark assessments throughout the school year for students. Northwest Evaluation Assessment (NWEA) is administered three times a year. Developmental Reading Assessment (DRA) is administered up to three times a year. Below is a comprehensive list of all benchmark and statewide assessments that Wyandotte Public Schools administers.

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Elementary Assessments:

	KRA	(DRA)	(NWEA)	M-STEP			
				Math	Reading	Science	Social Studies
Young 5's	✓	✓	✓				
Kindergarten	✓	✓	✓				
First		✓	✓				
Second		✓	✓				
Third		✓	✓	✓	✓		
Fourth		✓	✓	✓	✓		
Fifth		✓	✓	✓	✓	✓	✓

Secondary Assessments:

	PSAT 8	PSAT 9	PSAT 10	SAT	ACT Work Keys	NWEA	M-STEP			
							Math	Reading	Science	Social Studies
Sixth						✓	✓	✓		
Seventh						✓	✓	✓		
Eighth	✓					✓			✓	✓
Ninth		✓				✓				
Tenth			✓			✓				
Eleventh				✓	✓				✓	✓
Twelfth										