

Curriculum/Instruction Subcommittee

Monday, March 23, 2026 7:00 PM

Meeting Access: Curriculum Subcommittee (3/23/26 at 7:00 p.m.) Web:
<https://zoom.us/j/98897299217> Dial In: (929) 205-6099 Meeting ID: 988 9729
9217, 3 Brush Hill Road, New Fairfield, CT 06812

I. CALL TO ORDER

II. APPROVAL OF THE MINUTES

II.A. November 24, 2025 - Regular

II.B. February 23, 2026 - Regular

III. INFORMATION / ACTION ITEMS

III.A. Kindergarten Waiver Process

III.B. K-5 Mathematics Update (Curriculum / Instruction
goals)

IV. OTHER

V. ADJOURNMENT

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Curriculum Subcommittee Meeting

Name of Subcommittee: Curriculum

Meeting type: Regular

Date of Meeting: 11/24/25

Minutes submitted by: Sue Huwer

Members present: Kathy Baker, Greg Flanagan, Sue Huwer

Members absent:

Other attendees: Ken Craw, Kristine Woleck, Dom Cipollone, William Jones, Kimberly Tobey, Meredith Kinscherf

Meeting Access: Curriculum Subcommittee (11/24/25 at 7:00 p.m.)

Web: <https://zoom.us/j/93619489394> Dial In: (929) 205-6099 Meeting ID: 936 1948 9394

Meeting called to order: at 7:00 p.m.

II. APPROVAL OF MINUTES

A. October 27, 2025

Motion: To approve the minutes of October 27, 2025, as presented

Made by: Kathy Baker

Seconded by: Greg Flanagan

Recording of vote: All in favor

III. INFORMATION / ACTION ITEMS

A. K-12 Social Studies Curriculum Update (Curriculum goal)

Dr. Woleck reviewed the work to date by teachers and administrators on redesigning the Social Studies curriculum for K-12, based on new Connecticut state standards released in 2023-24. Social Studies curriculum covers four areas of study: History, Geography, Economics, and Civics. Emphasis is to teach students inquiry skills and to understand sources so that they can be active, engaged citizens with a global perspective.

As was done in the recent updating of the Science curriculum, story boards will be used to trace out learning and link Social Studies curriculum to classroom instruction. Dr. Woleck and Kim Tobey mapped out areas of study by grade level. There is an emphasis on interdisciplinary connections and ensuring that there is less redundancy; teachers will not be reteaching the same topic. Rather, some topics introduced in earlier grades will be explored from different areas of emphasis in later grades. Students will be asked for their feedback. A highlight is that Honors Global Studies will be available in 9th Grade.

B. Five-Year Curriculum Design Cycle Update (Curriculum / Instruction goals)

Dr. Woleck discussed the Curriculum Design Plan and resource allocations. She reviewed the five-year Curriculum Design Map and brought up the need to replenish supplies but that this will not involve large requests.

IV. OTHER - none

V. ADJOURNMENT

Motion to adjourn: Made by: Dom Cipollone

With unanimous agreement

Meeting adjourned at: 7:50 p.m.

BOARD OF EDUCATION, NEW FAIRFIELD, CT
Curriculum Subcommittee Meeting

Name of Subcommittee: Curriculum

Meeting type: Regular

Date of Meeting: 2/23/26

Minutes submitted by: Kris Woleck

Members present: Kathy Baker, Greg Flanagan, Sue Huwer, Amy Johnson (*arrived 7:03 p.m.*)

Members absent:

Other attendees: Ken Craw, Kristine Woleck, Ryan Ragan, James D'Amico, Karen Gruetzner, Allyson Story, Dom Cipollone, Ed Sbordone

Meeting Access: Curriculum Subcommittee (2/23/26 at 7:00 p.m.)

Web: <https://zoom.us/j/96143557088> Dial In: (929) 205-6099 Meeting ID: 961 4355 7088

The meeting was called to order at 7:00 p.m. by Dr. Craw. Although the first order of business was to nominate a committee chair, the committee decided to proceed with information items while waiting for additional members to join the meeting.

II. ELECTION OF CHAIR

III. APPROVAL OF MINUTES

A. November 24, 2025

Discussion occurred regarding outstanding committee minutes from a prior meeting. It was decided that action to approve previous minutes (November 24, 2025) will be taken at a future meeting in March.

III. INFORMATION / ACTION ITEMS

A. NFPS STEAM Program Overview (Curriculum / Instruction goals) - Kristine Woleck and NF Middle School STEAM teacher Ryan Ragan presented an update on the district's STEAM (Science, Technology, Engineering, Art, and Mathematics) program. Over the past 18 months, the district has worked to more clearly define STEAM experiences and create coherence across grades K–12.

Elementary Level (K–5)

- STEAM lessons are now embedded into each of the three science units at every grade level.
- Students work with the elementary STEAM teacher, Mr. Giuliano, on hands-on engineering practices connected to their classroom science content.
- Examples: Kindergartners design shade structures during weather units; 4th graders explore coding and patterns through the study of light and sound waves.
- Enrichment: Optional clubs for grades 3–5 include video broadcasting, robotics, film production, and 3D printing.

Middle School Level (6–8)

STEAM is part of the "UA" (Unified Arts) block, where every student takes one trimester of STEAM annually, meeting every other day. These classes have been designed in collaboration with Jeanne Gephart as part of the science curriculum work; they connect NGSS science grade-level content with engineering practices. Mr. Ragan shared photos and video of students engaged in this work.

- 6th Grade: Focuses on magnetism, static electricity, and current electricity.
- 7th Grade: Covers selective breeding (designing a "dog" with specific traits) and a personal finance/travel research project.

- 8th Grade: Includes the study of digital and analog waves, building tsunami warning models, and a tower-building engineering contest.
- STEAM Exploration Electives are additional courses available to MS students based on "Project Lead the Way" modules, including Design and Modeling (6th), Flight and Space (7th), and VEX Robotics (8th).

Future Work

- Digital Literacy & AI: The district plans to embed AI competencies and digital literacy skills into existing STEAM courses.
- Industry Credentials: The district is exploring opportunities for students to earn industry-recognized certifications, such as Adobe certification.
- Design Thinking: A continued focus on iterative problem-solving and prototyping, aligned to the NFPS Vision of a Learner to prepare students for modern career fields.

B. NFHS 2026 SEE Project Update (Instruction goal)

Senior Enrichment Experience (High School)

An update was provided regarding revisions to the high school Senior Enrichment Experience (SEE) in response to changes in Connecticut graduation requirements removing the mandatory capstone, post-pandemic internship placement challenges, and feedback from students, staff, and community internship partners.

Current-Year (2026) Adjustments

The program has been redesigned to offer students multiple experience pathways, including:

1. Work-study release opportunities,
2. Career pathway internships,
3. Applied project-based learning experiences, and
4. Other individualized enrichment options.

These changes aim to improve the quality and authenticity of student experiences, reduce strain on community internship placements, and better align senior experiences with the NFPS Vision of the Learner and NEASC accreditation priorities. Discussion referenced the district's next NEASC accreditation visit, anticipated during the 2029 calendar year, and the importance of aligning current programmatic enhancements (e.g., Senior Enrichment Experience) with long-term accreditation expectations.

Planning is ongoing for additional refinements for the 2026–2027 school year.

ELECTION OF SUBCOMMITTEE CHAIR: Dr. Craw called for nominations for a new chair.

Motion: To nominate Amy Johnson as Chair of the Curriculum Subcommittee

Made by: Greg Flanagan

Seconded by: Sue Huwer

Recording of vote: Ay - Unanimous

Amy Johnson is chair of this committee.

IV. OTHER – Topics for future meetings include retaking exams and curving the score on an exam.

V. ADJOURNMENT

Motion to adjourn: Made by: Amy Johnson

Seconded by: Greg Flanagan

Recording of vote: All in favor

Meeting adjourned at: 7:51 p.m.

Kindergarten Waiver

Board of Education Curriculum Subcommittee
New Fairfield Public Schools
March 23, 2026



Kindergarten Waiver: NFPS Board of Education Policy 5112

5112

Students

Ages of Attendance/Admissions/Placement

The New Fairfield Board of Education (the "Board") complies with its legal obligation to cause each child five years of age and over and under eighteen years of age who is not a high school graduate and is residing within the Board's jurisdiction to attend school in accordance with Connecticut General Statutes § 10-184.

Effective July 1, 2024, the New Fairfield Public Schools (the "District") shall be open to resident children five years of age and over who reach age five on or before the first day of September of any school year. For children who will not reach the age of five on or before the first day of September of the school year, the child's parent or guardian may submit a written request to the principal of the school seeking early admission to the District. Upon receipt of such written request, the principal and an appropriate certified staff member shall assess such child to determine whether admitting the child is developmentally appropriate. For decisions relating to early admission to the District, the decision of the principal and appropriate certified staff shall be final.

The Superintendent or designee shall be responsible for developing administrative regulations in furtherance of this policy. Such regulations shall identify procedures for the receipt and processing of requests for early admission to the District and for assessing whether early admission of a child is developmentally appropriate. The Early Admission Process shall be available only for a child who will reach the age of five on or after September 2 and before January 1 of the school year.

Kindergarten Waiver: Context & Timeline

Under current Connecticut law (Public Act 23-208), the mandatory age for kindergarten enrollment is five years old on or before September 1. While a waiver process has existed since 2024 to allow children turning five between September 2 and December 31 to seek early entry, new emergency legislation passed last week (SB 298) has established a “hard stop” for this practice.

The **Transition Timeline** is as follows:

| School Year | Waiver Status | Requirement |
|-------------|------------------|--|
| 2025-2026 | Mandatory | Districts <i>must</i> assess any child with a late birthday upon the parent's request. |
| 2026-2027 | Optional | Districts <i>only</i> provide waivers if the local Board chooses to adopt an early admission policy. (CABE MODEL KINDERGARTEN ENROLLMENT AND EARLY ENTRY POLICY 5112.01) |
| 2027-2028+ | Banned | No waivers allowed; all children must be 5 by Sept 1. No exceptions. |

NFES Kindergarten Waiver Information Sheet

Parents seeking a Kindergarten waiver for their child with a birthdate between September 2, 2021 - December 31, 2021, must complete the Kindergarten Pre-registration form.

All requests for a Kindergarten Waiver must be submitted by March 1.

About the Kindergarten Waiver Process

The Kindergarten Waiver provides for an early admission assessment process. **The purpose of the assessment process is to determine if starting kindergarten early is developmentally appropriate for your child.** Parents / guardians should understand that participation in the kindergarten waiver and assessment process **does not guarantee** admission to kindergarten.

Early Admission Assessment and Timeline

The Mini-K dates listed below will be used for the assessment of children whose parents/guardians have requested a Kindergarten waiver. You must sign your child up for one Mini K session date and time.

March 25, April 1, April 8

During the Mini K visit, your child will have the opportunity to interact with our kindergarten teachers, curriculum specialists, elementary administrators, and ELC Supervisor in an early childhood classroom setting. Together, this team will observe for skills that indicate kindergarten readiness based on the [Connecticut Early Learning and Development Standards \(CT ELDS\)](#). The Assessment Team will also obtain information from the parent or guardian as part of the process.

Communication to Families

The NFES assessment team's final determination of your child's readiness for kindergarten will be based on a holistic review across social-emotional, physical, and academic domains. The Assessment Team will communicate to parents / guardians regarding the outcome of the process and waiver request by **April 10th**.

Indicators of Kindergarten Readiness

We encourage parents/guardians requesting a Kindergarten waiver to review the indicators below, along with the corresponding resources from the [Connecticut Early Learning and Development Standards \(CT ELDS\)](#) (or, [Spanish version](#)), for insights into the key developmental milestones that will guide the assessment team's decision.



*What children, birth to five,
should know and be able to do*



The Connecticut Early Learning and Development Standards were developed to help families, communities, and early care and education programs work together to support children's early learning and growth.

Kindergarten Early Entry: Domains and Decision Guidance

| | | | | | | | |
|------|---------|----------|---------|------------|---------|----------------------|---------|
| Math | ___ / 5 | Literacy | ___ / 5 | Fine Motor | ___ / 6 | Social and Emotional | ___ / 8 |
|------|---------|----------|---------|------------|---------|----------------------|---------|

- Indicators for kindergarten readiness in each domain, grounded in CT ELDS

| | | | | | |
|----------|---------|---------------------------------|--|----------------------|----------|
| Language | ___ / 5 | School-Based Recommendation: | ___ / 29 | Early K Entry: | Yes / No |
| | | ___ at least 5 Social/Emotional | ___ at least 2 in all other categories | ___ 14 or more total | |

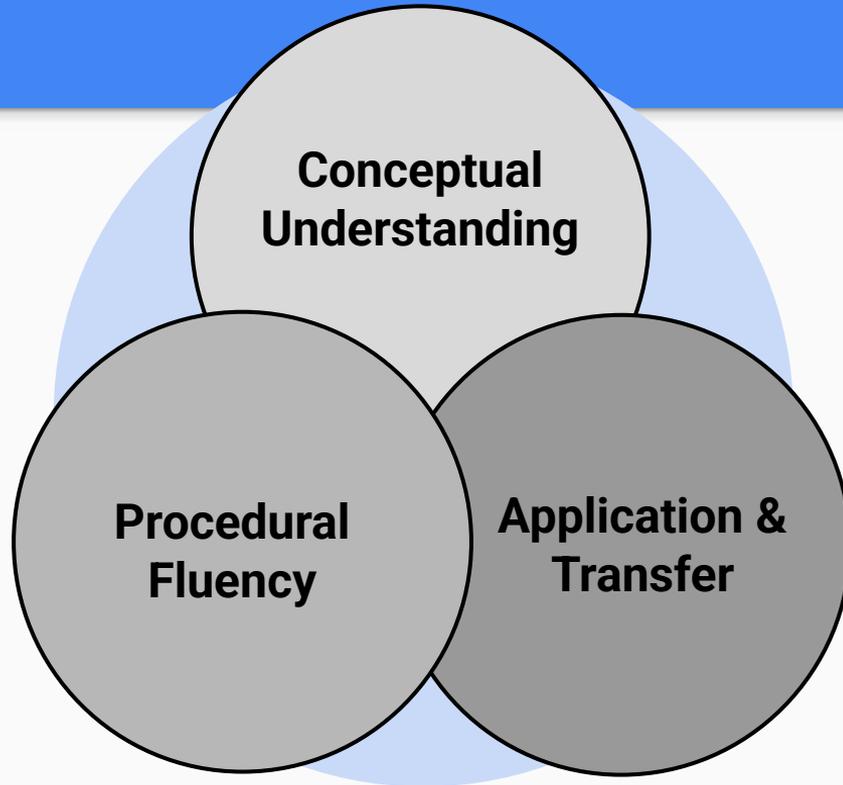
- Decision Guidance considers a holistic assessment of the child, weighting social-emotional readiness indicators

K-5 Mathematics Update

Board of Education Curriculum Subcommittee
New Fairfield Public Schools
March 23, 2026

The screenshot displays the 'Curriculum Blueprint' website interface. At the top, the title 'Curriculum Blueprint' is followed by the subtitle 'Courses by Subject' and the New Fairfield Public Schools logo. The main content area is a grid of eight subject categories, each with a representative icon: English Language Arts (book), Science & Engineering (atom), Social Studies (globe), World Language (speech bubbles), Fine Arts (palette), Health & Physical Education (heart and shield), and Career & Technical Education (wrench and gear). A 'Mathematics' pop-up window is open over the Science & Engineering category, showing a 'Select page or grade level' menu with a 'Mathematics Overview' link and a grid of grade level buttons from K to 12.

About Mathematics Proficiency



K-5 Mathematics in New Fairfield Public Schools



The K-5 mathematics program in New Fairfield Public Schools develops students' proficiency in the realm of number, geometry, data, measurement, probability, patterns, and algebra. Mathematics involves not merely computation, but also problem solving, estimating, reasoning, representing ideas, making connections, and communicating mathematical ideas clearly.

Across the K-5 years, our students grow to:

- **Understand and apply mathematical concepts and skills to a range of situations and problems.**
- **Compute with ease, fluency, and understanding.**
- **Explain and communicate their reasoning and mathematical thinking.**

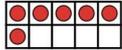
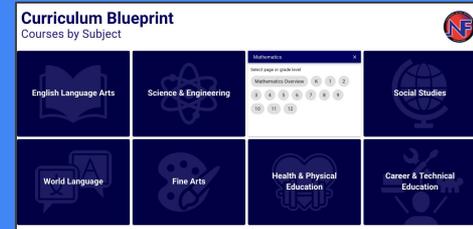
This vision of mathematics proficiency drives curriculum, instruction, and assessment in the K-5 mathematics program of New Fairfield Public Schools. Students in New Fairfield Public Schools develop concepts, skills, and processes related to each of the areas of mathematics through grade-level curriculum units. Embedded within each unit of study are opportunities to apply concepts and skills to complex problem-solving situations and communicate mathematical thinking. Assessments that assess concepts and skills, problem-solving, computational fluency, and basic facts are administered throughout the year to monitor student progress towards grade-level learning expectations.

Some thoughts about basic facts . . .

One component of mathematics proficiency is fluency with basic facts. Fluency with basic facts entails **efficiency, automaticity, and accuracy**. Developing robust, meaningful strategies is an essential piece of basic facts instruction in the classroom to support connections that aid in the recall of facts. For instance, if you know $4+4=8$, then you know $4+5$ is just one more, or 9; similarly, if you know $8 \times 3=24$, then you know that 8×6 is double that, or 48. The strategy and relationships provide a mental path from the fact to the answer.

The timing and purpose of drill for basic facts is critical. Once students have understandings of operations and relationships between facts, then drill plays an important role in supporting fact mastery and automaticity. Drill should be used **when students have an efficient mental**

Conceptual Understanding



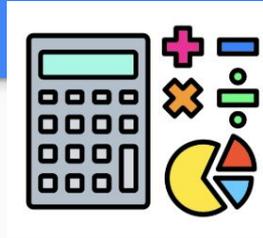
Kindergarten Overview

Mathematics - Kindergarten

The kindergarten mathematics curriculum develops students' mathematical concepts and skills while fostering mathematical reasoning and problem solving, modeling, and communication. Emphasis is placed on developing number sense, counting skills, and modeling addition and subtraction operations to problem solve with real-world contexts.

Students will understand, know, and be able to:

- Demonstrate rote counting up to 30 with one-to-one correspondence and accuracy of number sequence.
- Accurately indicate quantity ("how many" of a set) and compare two sets of objects using the terms "more," "less," and "equal".
- Identify numbers that are 1 more or 1 less than a given number.
- Understand that numbers can be composed of smaller parts and model combinations of numbers that make 5 and 10.
- Model addition and subtraction operations using concrete and pictorial representations.
- Develop foundational understanding of place value by counting groups of tens and ones (using ten-frames).
- Fluently add and subtract within 5.
- Sort two-dimensional and three-dimensional shapes based on their geometric features.
- Measure using comparisons and non-standard units and recognize measurable attributes of objects.



Grade 1 Unit of Study

Unit 7: One Hundred and Beyond

Students develop deep understanding of place value within 0-120 by representing numbers using groups of 1s, 10s, and 100s through concrete models like bundles of sticks. They learn to add and subtract 2-digit numbers by splitting them into tens and ones, using visual models and sketches to support their thinking. Students practice skip-counting patterns on number line paths and games, building fluency with adding and subtracting multiples of 10 as a foundation for more complex computation strategies.

7

Unit 2: Introduction to Multiplication

Students explore multiplication concepts through arrays, skip counting, number lines, and ratio tables as they solve story problems involving equal groups. They develop strategies for multiplication facts through 10×10 , using visual models like stamp arrays and partially hidden objects to build understanding of multiplicative relationships. Students learn to represent multiplication problems in multiple ways and develop efficient mental strategies for calculating products.

2

Grade 3 Unit of Study

Procedural Fluency

Kindergarten

Fluently add and subtract facts within 5.

Understand numbers from 11-19 as tens and ones ($13=10+3$, $15=10+5$)

Grade 1

Fluently add and subtract facts within 10.

Add two-digit and one-digit whole numbers within 100 using place value ($24+5$).

Add a two-digit whole number and a multiple of 10 using place value ($25+20$)

Mentally add and subtract 10 to a given number two-digit number (find 10 more or 10 less) ($42-10$).

Grade 2

Fluently add and subtract facts within 20

Fluently add and subtract within 100 (two-digit whole numbers) using place value.

Mentally add and subtract 10 and 100 to a given number within 1000.

Grade 3

Fluently multiply and divide facts up to 10×10 .

Fluently add and subtract within 1000 using place value.

Multiply one-digit whole numbers by a (two-digit) multiple of 10 using place value (5×60 , 8×40).

Grade 4

Fluently multiply and divide facts through 12×12 .

Fluently add and subtract multi-digit whole numbers using the standard algorithm.

Multiply four-digit by one-digit and two-digit by two-digit whole numbers using place value.

Divide four-digit by one-digit whole numbers using place value.

Grade 5

Fluently multiply and divide facts through 12×12 .

Fluently multiply whole-digit numbers using the standard algorithm.

Divide four-digit by two-digit whole numbers using place value and properties of operations.

Add, subtract, multiply, and divide decimals to hundredths using place value and properties of operations.

Grade Level Fact Fluency Expectations

| By the end of | Basic Fact Expectations |
|---------------------|---|
| Kindergarten | Fluently add and subtract within 5 |
| Grade 1 | Fluently add and subtract within 10 |
| Grade 2 | Fluently add and subtract within 20 |
| Grade 3 | Fluently multiply and divide within 100 (10x10) |
| Grade 4 | Fluently multiply and divide within 144 (12x12) |
| Grade 5 | Fluently multiply and divide within 144 (12x12) |

Grade Level Basic Fact Quick Checks

Name _____ Date _____ Multiplication, Grade 3 Basic Facts

Solve each fact. Set B

| | | | |
|--|--|--|--|
| $8 \times 2 =$ | $\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$ | $6 \times 7 =$ | $4 \times 8 =$ |
| $4 \times 0 =$ | $5 \times 9 =$ | $\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$ | $3 \times 9 =$ |
| $\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$ | $\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$ | $10 \times 5 =$ | $2 \times 1 =$ |
| $\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$ | $4 \times 6 =$ | $1 \times 7 =$ | $\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$ |
| $8 \times 4 =$ | $6 \times 6 =$ | $10 \times 8 =$ | $5 \times 4 =$ |

____ / 20

Name _____ Date _____ Addition, Grade 2 Basic Facts

Solve each fact. Set A

| | | | |
|---|---|---|---|
| $9 + 5 =$ | $\begin{array}{r} 1 \\ + 7 \\ \hline \end{array}$ | $8 + 4 =$ | $\begin{array}{r} 7 \\ + 5 \\ \hline \end{array}$ |
| $\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$ | $7 + 7 =$ | $\begin{array}{r} 3 \\ + 9 \\ \hline \end{array}$ | $4 + 6 =$ |
| $4 + 3 =$ | $\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$ | $9 + 8 =$ | $\begin{array}{r} 5 \\ + 8 \\ \hline \end{array}$ |
| $\begin{array}{r} 9 \\ + 9 \\ \hline \end{array}$ | $2 + 8 =$ | $\begin{array}{r} 4 \\ + 5 \\ \hline \end{array}$ | $6 + 8 =$ |
| $3 + 6 =$ | $\begin{array}{r} 2 \\ + 7 \\ \hline \end{array}$ | $8 + 3 =$ | $\begin{array}{r} 6 \\ + 9 \\ \hline \end{array}$ |

____ / 20

Grade Level Computation Checks

Name _____ Date _____ Computation Set B, Grade 2

Solve each problem below.

| | | | |
|-------------------------------|---|---|--|
| $91 - 10 = \underline{\quad}$ | $\begin{array}{r} 151 \\ - 100 \\ \hline \end{array}$ <p>a. 41 c. 141 b. 51 d. 50</p> | $\begin{array}{r} 273 \\ + 10 \\ \hline \end{array}$ <p>a. 283 c. 280 b. 274 d. 270</p> | $\begin{array}{r} 81 \\ + 9 \\ \hline \end{array}$ |
| $28 + 63 = \underline{\quad}$ | $47 + 33 = \underline{\quad}$ | $\begin{array}{r} 97 \\ - 20 \\ \hline \end{array}$ <p>a. 107 c. 75 b. 57 d. 77</p> | $36 + 17 = \underline{\quad}$ <p>a. 53 c. 52 b. 54 d. 50</p> |
| $54 + 26 = \underline{\quad}$ | | $45 - 19 = \underline{\quad}$ | |

Raw score = ____ / 10; Performance = ____ %

Application & Transfer:

Problem Solving, Mathematical Communication, and Vertical Boards

Cookie Order

Sweet T is in the Bake Stars' kitchen. He takes notes about a cookie order.



Cookie Order

- Make between 400 and 500 cookies.
- Make chocolate chip, peanut butter, and oatmeal cookies.
- Make the same number of each kind of cookie.

How many of each kind of cookie should the Bake Stars make? Show why your numbers work.

Grade 2

Cookie Boxes

Sweet T is packing an order of 145 chocolate chip cookies. The pictures below show the different-size boxes there are at the shop. Each box holds a different number of cookies.



How can Sweet T pack the cookies?

Water Shrubs

G.O. and his neighbors clear an area $8\frac{1}{2}$ feet by $6\frac{1}{4}$ feet to plant the shrubs.

Now they have to decide how many shrubs to plant and how much water to use on the shrubs. Read G.O.'s planting instructions.

Shrub Planting Instructions

- Each shrub needs an area of about 2 square feet.
- Each shrub will need about $1\frac{1}{4}$ gallons of water a week.



How many shrubs should G.O. plant?
How much water will the shrubs need?

Grade 5

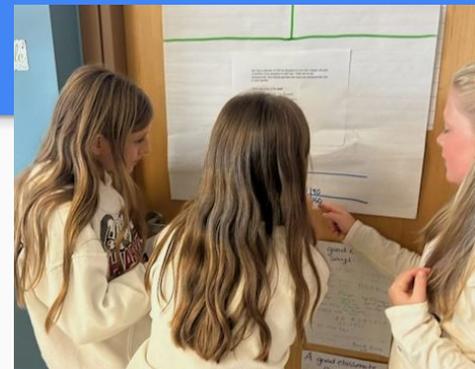
What Could the Missing Number Be?
450 = 15 × □
How do you figure it out?
How do you know?
Challenge: In how many ways can you solve this problem?

strategy
 $15 \overline{) 450}$
 $15 \times 30 = 450$
 $15 \times 10 = 150$

equation
 $450 \div 15 = 30$

model
 $1 \overline{) 2102030}$
 $15 \overline{) 30150300}$

Yes, because you can make the problem into multiplication. This is a equation you can relate it to $15 \times \square = 450$ or $450 \div \square = 30$ or $15 \times 30 = 450$.



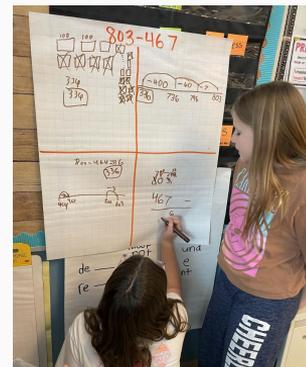
What Could the Missing Number Be?
450 = 15 × □
How do you figure it out?
How do you know?
Challenge: In how many ways can you solve this problem?

equations
 $450 - 15 = 30$
 $20 \times 15 = 300$
 $450 - 300 = 150$
 $150 \div 15 = 10$
 $10 + 20 = 30$

strategy/partial quotients
 $15 \overline{) 450}$
 $15 \times 20 = 300$
 $15 \times 10 = 150$

model
 $15 \times 30 = 450$

Grade 4



Monitoring & Revising

| | 2024-2025 | 2025-2026 | 2026-2027 | 2027-2028 | 2028-2029 |
|--------------------------------------|---|-----------------------------------|---|--|--|
| ELA / English | Monitor / Revise <small>(K-5 Implementation)</small> | Research <small>(6-12)</small> | Design | Implement | Monitor / Revise |
| Mathematics | Monitor / Revise | Monitor / Revise | Research <small>(K-5 Implementation)</small> | Design <small>(6-12 Implementation)</small> | Implement <small>(K-5 Implementation)</small> |
| Social Studies | Research | Design | Implement | Monitor / Revise | Monitor / Revise |
| Science | Design | Implement | Monitor / Revise | Monitor / Revise | Research |
| World Language | Research | Design | Implement | Monitor / Revise | Monitor / Revise |
| PE / Health | Monitor / Revise | Research | Design | Implement | Monitor / Revise |
| Fine & Performing Arts | Monitor / Revise | Monitor / Revise | Research | Design | Implement |
| CTE (Career and Technical Education) | Design | Implement | Monitor / Revise | Monitor / Revise | Research |
| Digital Literacy | Research <small>(Spring 2025)</small> | Design | Implement | Monitor / Revise | Monitor / Revise |

- Continue to expand vertical board protocols and instructional practices to build critical thinking, problem solving, and mathematical communication skills (Mathematical Practice Standards)
- Revise unit assessments to enhance transfer of concepts and skills