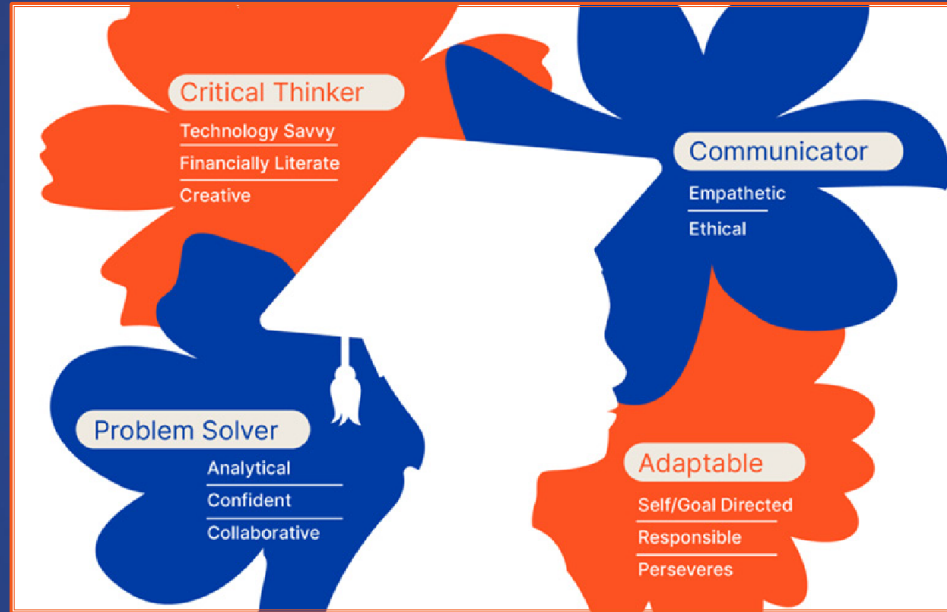


Graduates In Bloom

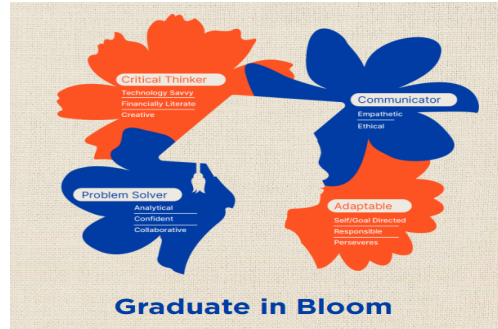


Curriculum Revival: Our Journey
Nicole Jones
District Teaching & Learning Specialist

October 27, 2026



OUR WHY



Mission

To prepare every student to become a life-long learner, who reads closely, thinks critically, asks questions, solves problems, and communicates effectively.



BPS Teaching & Learning Vision Statement

*Bloomfield Public Schools is committed to improving educational outcomes by creating a rigorous, high-quality learning environment where motivation sparks curiosity and resilience drives perseverance for students and adults. As **problem solvers** and **communicators**, we **foster adaptability** and **critical thinking**, preparing everyone to navigate an ever-evolving world and thrive in an interconnected society.*

We believe strong relationships are essential for all.

We believe everyone can learn and grow with the right support.

We believe our actions and expectations impact students.

We believe our students deserve the best.



TLL 2026-27 Goals

- Launch Phase 1 of MTSS and the district data platform to **strengthen data-informed decision making**
- **Deepen Tier I instruction** through UDL instructional strategies and culturally responsive practices
- Continue curriculum development, including the Implementation of a **new secondary mathematics curriculum** to improve instructional quality and student outcomes
- Fully implement lesson internalization and **lesson planning expectations** while expanding the BPS Instructional Playbook
- Utilize district and school-level **Focus Walks** and instructional trends to **drive coaching, professional learning, and continuous improvement**
- Continue to build upon **Responsive Classroom** practices to support belonging, engagement, and positive school culture



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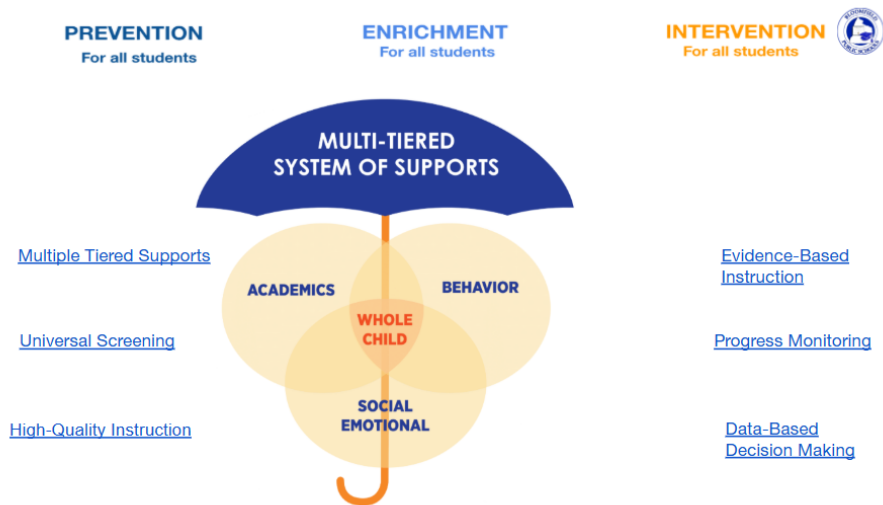


Curriculum Revival: Our Journey

Where we have been

Where we are

Where we are going



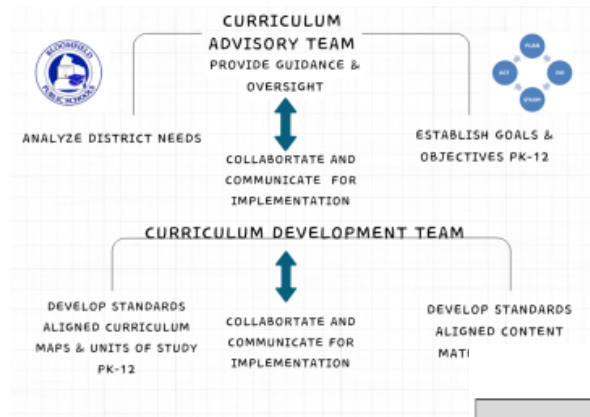
- Development & Alignment:
Building a Coherent Curriculum Foundation
- Implementation & Monitoring:
Bringing Curriculum into Classrooms
- Innovation & Exploration:
Leveraging AI as a Curriculum Development Partner
- Refinement & Sustainability: Using Evidence to Drive Continuous Improvement



Where We've Been

January 2025 – Summer 2026

- Established a PK-12 curriculum development and renewal process
- Engaged teachers in collaborative curriculum writing and vertical alignment
- Developed and implemented Curriculum Policy 6141
- Created curriculum maps and instructional units with shared components and expectations
- Presented Pre-K and K-12 curriculum maps to the Board for approval
- Strengthened curriculum review, approval, and governance processes



BLOOMFIELD PUBLIC SCHOOLS Bloomfield, Connecticut	
BOARD POLICY	No. 6141(a)
RE: Curriculum Design/Development	
Approved: May 12, 2026	
Curriculum development shall be guided by:	
<ol style="list-style-type: none"> Needs assessments and information concerning the education of district students; Range of student abilities, aptitudes, and interests; Aspirations of school district residents for students; Mobility of district population; Avoidance of duplication; Reduction of duplication of effort and repetitive curricula among various school levels and coordinations of courses of study and equitable; Provisions of negotiated agreements. 	
The curriculum development process will be conducted by a District Curriculum Committee that has the responsibility to recommend, develop, review, and approve all curricula for the District and said curricula shall be subject to the approval of the Board of Education.	
The Board of Education reserves the responsibility for establishing and approving curricula for the school district. Teachers shall teach within the approved curricula.	

Grade Level: 6 Content: English Language Arts							
Unit Title	Pacing	Essential Questions	Priority Standards	Supporting Standards	Key Skills	Assessments	Resources
Unit 1: "Literature Through a Lens": Character, Short Stories, & Informative Writing	Suggested Pacing: 6 weeks— Labor Day (early Sep.) to Indigenous Peoples' Day (mid Oct.)	<ul style="list-style-type: none"> How do the elements of a short story help you understand what is happening? How does a character's actions, thoughts, and words help us understand who they are? How can we use <i>informative writing</i> to... 	<ul style="list-style-type: none"> SL.6.1 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. SL.6.2 Explain how an... 	<ul style="list-style-type: none"> SL.6.1 Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings),... 	<ul style="list-style-type: none"> Write informative texts SL.6.1 Analyze point of view SL.6.2 Analyze characterizations in SL.6.2 Use information to... 	Summative Assessment: 250-word informative essay Formative Assessments: <ul style="list-style-type: none"> Characterization terms assignment Character analysis 	Suggested Anchor Text: "Turner" by Sandra Cisneros OR any grade-6 text from the "Short Stories" section of this list Suggested Supplemental Texts & Resources: <ul style="list-style-type: none"> "Mother to Son" by...





Bloomfield Public Schools Lesson Plan Guidance

Bloomfield Public Schools is dedicated to enhancing teaching and learning through thoughtfully crafted lessons that reflect purposeful planning and high-quality instructional practices. We recognize that strong instruction begins with clarity of purpose, alignment to grade-level standards, and intentional design that anticipates student needs. This planning guidance is designed as a tool for both individual and collaborative planning, encouraging teachers to reflect deeply on the “why” and “how” of instruction, not just the “what.”

To support this work, the framework is structured around reflective questions. These questions are designed to guide thinking, spark collaboration, and promote intentionality in planning so that every lesson is both purposeful and responsive to student needs. Our goal is to make planning a reflective and practical process that leads to stronger instruction and improved outcomes for all students.

Grade Level Standard

- Have I clearly identified the primary grade-level standard(s) that anchor this lesson?

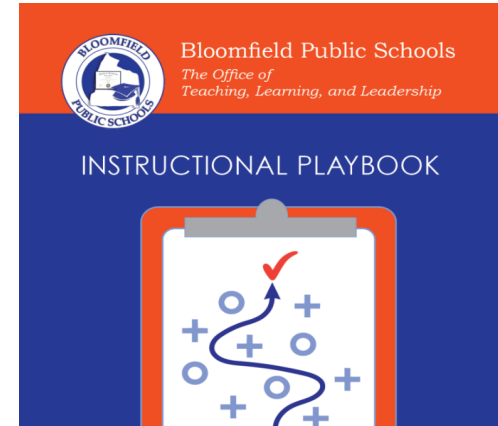
Learning Target & Success Criteria

- What will students be able to do by the end of the lesson?
- How will I clearly communicate the goal or purpose to students?
- How will success be measured, both by me and by students themselves?
- How might students self-assess their progress during and after the lesson?

Where We Are

Fall 2026: From written curriculum to taught curriculum

- Implemented Board-approved curriculum maps and units of study
- Supported instructional planning grounded in standards, unit outcomes, and essential questions
- Collected and analyzed walkthrough evidence and teacher implementation feedback
- Addressed instructional resource alignment in ELA and mathematics while advancing alignment work in science and social studies



Where We're Going

Remainder of 2026–27 and beyond

- Strengthen expectations for consistent curriculum implementation across classrooms
- Examine student work, lesson plans, assessments, and walkthrough evidence to monitor implementation and impact
- Collect pilot-year feedback to inform Spring 2027 curriculum revisions and continuous improvement
- Complete remaining curriculum mapping and vertical alignment priorities
- Leverage AI as a thought partner to support curriculum development, resource design, and continuous improvement
- Develop and refine Ethical Use of AI policies and procedures to support sustainable implementation and governance
- Strengthen the connection between coherent curriculum, high-quality Tier 1 instruction, and effective MTSS practices



Our Collective Commitment

- Consistency: Teach the approved curriculum across classrooms
- Collaboration: Use teacher expertise and leadership feedback
- Continuous improvement: Refine based on evidence, not assumptions

BPS Curriculum Development DESIGN PRINCIPLES



RELEVANT

Engages students in reality-based experiences, explorations, inquiry, and models with multiple and varied opportunities to apply learning.

INNOVATIVE

Fosters imaginative thinking to inspire innovative ideas.

INCLUSIVE & EQUITABLE

Ensures the engagement in meaningful discussions. Foster equitable access to resources, and create a culturally responsive and inclusive learning environment.

MULTIDISCIPLINARY

Ensures the integration of multiple academic disciplines to provide a more comprehensive understanding of topics and subjects. Students will explore a subject from various perspectives, enhancing their ability to apply knowledge across different fields.

COHERENT

Connects and links learner goals, learner framework, vision or portrait of a learner/graduate. Answers the questions of how does this unit build upon and connect to prior knowledge? and how does it prepare the student for future learning?



Next Steps

- ❑ Science & Social Studies K-12: Develop and refine curriculum maps. Present maps for board approval in May of 2027.
- ❑ Other Content Areas/ Grade Levels: Teams will continue developing and completing units of study based on their approved/drafted curriculum maps, with attention to internal alignment and vertical coherence.

