



BLOOMFIELD BOARD OF EDUCATION - BOARD OF EDUCATION CURRICULUM COMMITTEE MEETING

Board of Education Curriculum Committee Meeting AT Tuesday, May 26, 2026

Bloomfield Board of Education 1133 Blue Hills Avenue Board Room, 1133 Blue Hills Avenue , Bloomfield, CT 06002

1. Establishment of a Quorum and Call to Order
T. Mack-Mohammed
2. Consent Agenda
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T. Mack-Mohammed
3. Old Business
 - A. Curriculum Map Deep Dive - Part 2 4
L. Lamenzo and N. Jones
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 - A. SOAR Update and Discussion
T. Youngberg and L. Lamenzo
5. Adjournment
T. Mack-Mohammed



Board of Education – Curriculum Committee Special Meeting
Tuesday, March 24, 2026, 2026 at 6:30 P.M.
Bloomfield Board of Education, Board Room
1133 Blue Hills Avenue
Bloomfield, CT 06002

ATTENDANCE: T. Mack-Mohammed, Chair Present
H. Frydman Present
F. Bogle-Assegai Present
K. Dunbar, Alternate Absent

ALSO PRESENT: L. Easmon T. Youngberg D. Greco
L. Lamenzo N. Jones

1. Establishment of a Quorum and Call to Order

T. Mack-Mohammed called the meeting to order at 6:36 p.m. The roll was called and a quorum was present.

2. Consent Agenda

A. Approval of Minutes – Curriculum Committee Special Meeting – February 3, 2026

A motion was made by H. Frydman and seconded by F. Bogle-Assegai for the Curriculum Committee to approve the minutes from the February 3, 2026 meeting, as presented.

T. Mack-Mohammed Aye
H. Frydman Aye
F. Bogle-Assegai

The motion was passed unanimously 3-0-0.

3. New Business

A. Review of the District Safe School Climate Work

Dr. Tracy Youngberg, Superintendent shared an update with the committee on the District Safe School Climate Plan. She noted that Public Act 23-167 moved away from solely focusing on bullying investigation and replaced the "Safe School Climate Plan" with a mandatory "School Climate Improvement Plan". Dr. Youngberg reviewed the checklist relative to this legislation, including the Board policy, a Climate Specialist at each school and mandatory annual training for staff on school climate and restorative practices.

Dr. Youngberg noted the work is underway. Some data has already been gathered from the District Parent Advisory Council, Community Forums, Student Support Services Needs Assessment and the BEA Blitz. It was further noted the School Climate and Safety Committee meets monthly.



F. Bogle-Assegai suggested mini-session with families and/or students to gather additional data.

B. Curriculum Map Deep Dive

Lisa Lamenzo, Executive Director of Teaching, Learning, and Leadership and Nicole Jones, District Teaching and Learning Specialist shared an overview of Curriculum Map work. Ms. Jones noted this is an orientation to the plan of action for English Language Arts and math curriculum work. The teams have been meeting to develop curriculum maps for all grades K-12. Principals will be engaged in the final review of the maps before they are presented to the Curriculum Committee and the Board of Education for approval.

Ms. Jones reviewed the process and steps in which curriculum is created to ensure adherence and alignment to the standards. It was noted this process provided access and opportunity for all students, as well as vertical and horizontal alignment. Ms. Jones stated having curriculum maps are the “framework” and they look for utilization in Focus Walks, evaluations, lesson plan and instruction.

The committee asked how staff are being engaged and encouraged to support this work. They also inquired how the Portrait of a Graduate fits into the development of curriculum.

It was noted that this work requires a shift in mindset, and that district coaches are supporting its implementation. The work is also grounded in data, with the next phase focusing on equity.

4. Adjournment

At 7:16 p.m., a motion was made by H. Frydman and seconded by T. Mack-Mohammed to adjourn.

The motion passed unanimously 3-0-0.

T. Mack-Mohammed, Chair



Bloomfield Public Schools

Curriculum Map Deep Dive

Phase One

Nicole Jones, District Teaching & Learning Specialist
April 28, 2026

Session Purpose:

- Review the components of a high-quality curriculum map
- Review Pre-K, ELA and Math Curriculum Maps
- Highlight the quality, alignment, and design process
- Identify next steps and outline the committee review process



Our **WHY**

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.*



Theory of Action

If We ...

Then ...

So That...

If We...

- *Develop high-quality curriculum across all grade levels, and provide rigorous and robust professional development.*

Then...

Bloomfield Public Schools will foster a cohesive and rigorous learning environment to improve student outcomes, prepare them for college and careers, and ensure equitable educational opportunities. This will be achieved by maintaining consistent standards and offering engaging, relevant instruction.

So That...

Every student is empowered to be lifelong learners, who read closely, think critically, ask questions, solve problems, and communicate effectively.

What is a Curriculum Map?

Unit Title	Pacing	Essential Questions	Priority Standards	Supporting Standards	Key Skills	Assessments	Resources
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A curriculum map offers structure and a visual representation of key learning experiences over time. It presents the “Big Picture” of student learning, detailing what will be taught, when it will be taught, and how it aligns with learning objectives and standards.



The BPS Collaborative Curriculum Mapping Framework

Phase 1: Initiation and Analysis

Phase 2: Iterative Development and Refinement



Assemble Specialized Teams



Form Curriculum Advisory (CAT) and Curriculum Development (CDT) teams to lead the initiative.



Conduct Standards and Gap Analysis

Review Common Core standards against existing materials to identify instructional gaps.



The Cyclical Review Process

Engage in a continuous loop of drafting, gathering feedback, and revising content.



Systematic Tools and Coaching

Utilize standardized templates and central office coaching to maintain alignment and quality.

What We are Presenting Today

- ❑ This first batch of **42 curriculum maps**, covering **Pre-K, ELA, and Math K-12**, represents the **culmination of a systematic and collaborative development process**.
- ❑ These **42 maps** serve as a baseline for **continuous improvement** by grounding the district's work in a **Cyclical Review and Refinement process**. This ensures that the maps remain dynamic, **allowing for ongoing feedback and revision** to better connect standards to meaningful learning.

BPS PreK-12 Curriculum Design Principles



The infographic is titled "BPS PreK-12 Curriculum Design Principles" and features seven principles arranged in a grid. Each principle is represented by a colored box with an icon, a title, and a brief description. The principles are: Relevant (green box, puzzle pieces icon), Appropriate (pink box, head with sun icon), Innovative (orange box, lightbulb icon), Inclusive & Equitable (pink box, globe icon), Coherent (blue box, atom icon), Multidisciplinary (orange box, tree icon), and Bloomfield Public Schools logo (blue circular logo with a graduation cap and book).

Relevant Engages students in reality-based experiences, explorations, inquiry, and models with multiple and varied opportunities to apply learning.	Appropriate Ensures the content presents an appropriate level of challenge for the developmental stage of the learners.	Innovative Fosters imaginative thinking to inspire innovative ideas
Inclusive & Equitable Ensure the engagement in meaningful discussions. Foster equitable access to resources, and create a culturally responsive and inclusive learning environment.	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? How does the unit prepare the student for future learning?	
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.		

Highlights of Quality & Alignment

Across the maps, you will see:


- ❑ Clear alignment to priority standards
- ❑ Intentional unit sequencing and pacing
- ❑ Essential questions that drive inquiry and learning
- ❑ Early integration of common formative assessments and skill progressions across units



Bloomfield Public Schools English Language Arts & Math Curriculum Maps	
English Language Arts	Math
Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 Grade 8 Freshman English Sophomore English Junior English Senior English Honors - Freshman English Honors - Sophomore English Honors - Junior English Honors - Senior English AP Language and Composition AP Literature and Composition	Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 7 - Academic Grade 7 - Accelerated Grade 8 - Academic Grade 8 - Accelerated Algebra I - MS Algebra I - HS Algebra II Calculus AB Calculus BC- ECE College Algebra Computer Science Principles Geometry Pre-Calculus Honors - Algebra I Honors - Algebra II Honors - Geometry
Pre-K.T.1 Pre-K.T.2 Pre-K.T.3	

ELA Grade 8 Map *Snapshot*

- ❑ Standards are intentionally prioritized
- ❑ Skills and assessments are clearly aligned
- ❑ Strong coherence within each unit

Grade Level: 8 Content: English Language Arts							
							
Unit Title	Pacing	Essential Questions	Priority Standards	Supporting Standards	Key Skills	Assessments	Resources
Unit 1: "Through Different Eyes": 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 authors use techniques in short stories to develop complex themes? How can different points of view and characterization lead to multiple interpretations of a story? How can we refine our informative writing to convey complex ideas in a clear, structured, and engaging way? 	<ul style="list-style-type: none"> W.8.2: Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, 	<ul style="list-style-type: none"> W.8.2.A: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. W.8.2.C: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. W.8.2.D: Use precise language and domain-specific vocabulary to inform 	<ul style="list-style-type: none"> Write informative texts (W.8.2) Analyze point of view (RL.8.6) Analyze characterization (RL.8.3) Use information to develop a topic (W.8.2.B) Comprehend short stories (RL.8.10) 	<p>Summative Assessment: 750-word Informative essay</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> Characterization terms assignment Character analysis Text-dependent comprehension questions Point-of-view definitions assignment Group discussions Socratic seminar(s) Daily writing routines (Do 	Suggested Anchor Text: " Button, Button " by Richard Matheson OR any grade-8 text from the "Short Stories" section of this list

BOE Curriculum Committee Next Steps

- By May 26th: Board of Education Curriculum Committee reviews [one pager](#) and brings forth questions
- Board of Education June 2, 2026: Consideration for Approval

This phase represents an important step toward building a **coherent, equitable**, instructional system across our district.

