

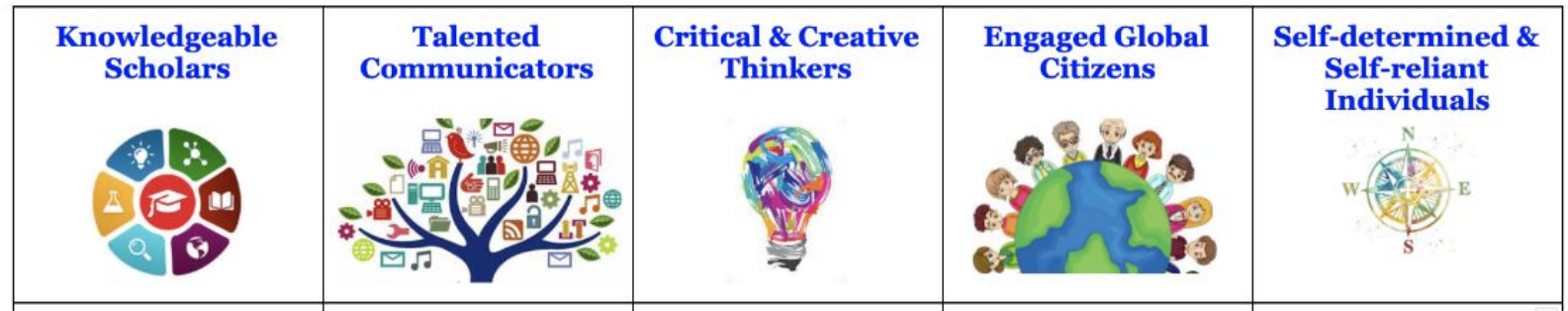
New Fairfield Public Schools Strategic Plan Update

NFPS Board of Education
May 21, 2026

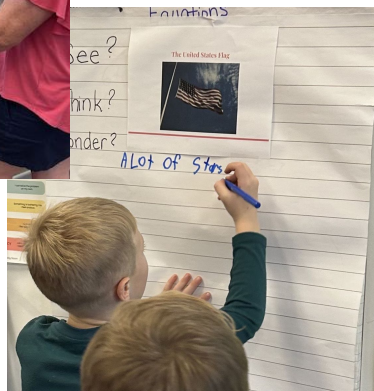


Our Vision

The five pillars of our **Vision of a Learner** articulate the desired attributes and outcomes for all learners in their journey through New Fairfield Public Schools.



Curriculum, Instruction, Wellness



Curriculum



HOW STUDENTS LEARN

- Professional Learning Sessions
- Student Voice / Focus Groups



SYSTEMS & STRUCTURES

- Curriculum Framework / Criteria / Guidebook
- Curriculum Design Cycle (5-Year Map)
- Electronic Curriculum Platform



IMPLEMENTATION

- Stage 1 / Transfer Goals - All Disciplines
- Full Curriculum Model - PreK-12 Science
- Standards Review / Research - Social Studies

**Knowledgeable
Scholars**



**Talented
Communicators**



**Critical & Creative
Thinkers**



**Engaged Global
Citizens**

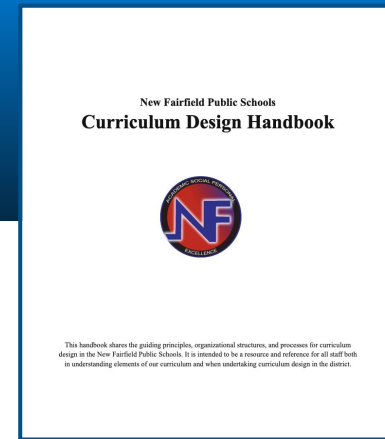


**Self-determined &
Self-reliant
Individuals**



Curriculum, 2025-2026

→ Full version of the NFPS Curriculum Design Handbook



Curriculum Blueprint
Courses by Subject

English Language Arts	Science & Engineering	Mathematics	Social Studies
World Language	Fine Arts	Health & Physical Education	Career & Technical Education

→ Launch of NFPS Curriculum Blueprint as a public-facing platform for curriculum

→ Implementation of K-12 Science Curriculum (with STEAM integration)



World Regions I - Grade 6
As a social scientist with a focus on ancient civilizations, students will explore the geography, history, culture, and economics of Southwest Asia and North Africa, South Asia, Greece and Rome, and Latin America.

Units of Study				
Becoming a Social Scientist and Geography Essentials 	A Cultural Hearth - Southwest Asia and Ancient Mesopotamia 	South Asia - Indus River Civilizations 	Examining Empires - Greece and Rome 	A Regional Culture - Latin America Studies
Focus of the Story	Focus of the Story	Focus of the Story	Focus of the Story	Focus of the Story
What is a "social scientist"? We launch our study of world regions by building the skills and tools to investigate civilizations past and present. We try out the most different lenses that can be used as a social scientist to study a place and its culture - history, geography, economics, religion, government, and more. We develop our skills with different maps to become familiar with the world's geography. All of this helps us begin to think about how it is that when we live often how we live and the culture that develops in a given time and place.	How do civilizations become successful? We use our new social scientist skills, we explore cultural hearths and the "birthplace" where the first civilizations began. Using maps and involves, we zoom in on two of the world's oldest cultures: Mesopotamia and Ancient Egypt. We investigate how waterways and other features of their geography were vital to shaping their successive eras of greatness and how they continue to influence the modern Middle East and North Africa today.	How do elements of one civilization have an impact across time and place? Ancient India is the birthplace of one of the world's oldest and most influential civilizations, setting the scene for developments across the region. This includes such social structures as the caste system. We also trace the spread of Buddhism, as well as the influence of Gandhi and India's independence. This understanding allows us to see how culture and innovations from one civilization could influence across regions and time.	What makes an "empire"? In this unit, we look at how some countries found ways to exert power and spread their culture over vast regions. We use maps to track the empires that Greece and Rome each built in their histories. We investigate what allowed their empires to spread and ultimately what led to the fall of each. Then we look at how these empires shaped governments today. With this background and using primary and secondary sources, we help learners to debate the role of the European Union today and its efforts to sustain Western Europe.	How does language build a culture? As we close the year, we expand our understanding of culture to explore how language connects people across the region of Mexico, Central America, the Caribbean, and South America. We examine how language captures a people's history and stories over time. We also look at the differences across the region. From the Panama Canal to its utilization in Mexico City, we use the lens of geography and culture to look at how this region has changed over time.

→ Design of K-12 Social Studies Curriculum, 6-8 World Language Curriculum, 6-12 ELA / English Curriculum draft, K-5 Mathematics fluency probes, and K-12 Digital Literacy Skills Progression

Name _____ Date _____

Computation Set B, Grade 2

Solve each problem below.

$91 - 10 = \underline{\quad}$	$\begin{array}{r} 151 \\ -100 \\ \hline \end{array}$	$\begin{array}{r} 273 \\ \pm 10 \\ \hline \end{array}$	$\begin{array}{r} 81 \\ + 9 \\ \hline \end{array}$
a. 41 c. 141	a. 283 c. 280		
b. 51 d. 50	b. 274 d. 270		
$28 + 63 = \underline{\quad}$	$47 + 33 = \underline{\quad}$	$\begin{array}{r} 97 \\ -20 \\ \hline \end{array}$	$36 + 17 = \underline{\quad}$
a. 90 c. 91	a. 77 c. 81	a. 107 c. 75	a. 53 c. 52
b. 89 d. 71	b. 80 d. 79	b. 57 d. 77	b. 54 d. 50
$54 + 26 = \underline{\quad}$		$45 - 19 = \underline{\quad}$	

Answer _____ / 10, Performance _____

Evidence of Impact

In recent years, science classes have become more engaging and hands-on compared to before. There's been a bigger focus on doing experiments, group work, and activities instead of just listening to lectures or taking notes. That makes it easier to actually understand the concepts instead of just memorizing them.

My experiences in science class have changed over the years by becoming more challenging. The biggest change is the shift to labs and projects with lab equipment. Having the opportunity to engage in labs has made science class more interesting and I tend to look forward to the class more!

Science classes have become more hands on and interactive. Labs, group work, and technology like simulations help make learning more interesting. These changes make science easier to understand and more engaging.

Instruction



INSTRUCTIONAL PRACTICES

- Professional Learning Sessions
- Professional Resource E-Warehouse
- AI Work Group



VISION OF THE LEARNER

- VoL Competency Continuum
- Assured Experiences w/Student Work
- Student Self-Assessment & Feedback

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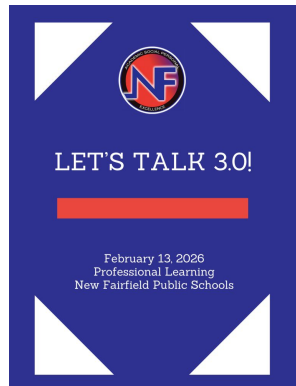
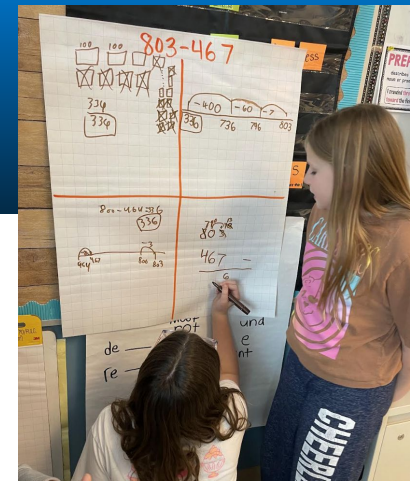


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Individuals**



Instruction, 2025-2026

→ Implementation of data protocols and Tier 1 action plans (K-5) to monitor student progress and inform differentiated instruction



→ Expanded instructional practices to examine and trial strategies in support of student engagement

→ Professional learning experiences to build AI understanding, skills, and effective, ethical use.



→ Initiated greater communication and integration of NFPS Vision of a Learner indicators in design of curriculum and assessment, with links to student engagement and instructional practices.

Evidence of Impact

First grade map skills & global communities ...
Knowledgeable Scholars



Iterative design-thinking in STEAM ...
Critical and Creative Thinkers

WHAT IS THE PRIMARY DETERMENT AGAINST STUDENT PARTICIPATION AND ATTENDANCE IN SCHOOL?

To truly understand, and gather a multitude of perspectives and all possible factors, it was essential that I conducted research before jumping into interviews. Below are the standout articles and resources that helped me to gain background in my topic outside of my own experience.

TABLE OF CONTENTS:

A High School Student Interview on the National Public Radio
Tranquy
Exploring SAT Scores

A High School Student Interview on the National Public Radio

In 2024 the National Public Radio released a broadcast titled *How One School is Trying to Improve Attendance of Chronically Absent Students*. The interviewer, Leigh Paterson, talks with school administrator Dave and a sixteen year old high school student, Noemi. Paterson notes in the broadcast that, "Noemi has been chronically absent, meaning she's missed 10% or more of the school year so far. Since the pandemic, absenteeism has been a problem across the country. During the last academic year, more than a quarter of students in the U.S. were chronically absent. That's according to research from the American Enterprise Institute." Thus, Dave and Paterson sought out Noemi to figure out why she'd been missing school.

Communication skills and ethical use of AI
... Talented Communicators and Engaged Global Citizens

Humanities inquiry research projects ...
Critical and Creative Thinkers

Home Nidhi's Story Mr. B's Story Jordynn's Story

Humans of Education - Success

The United States education system has a large emphasis on work outside of school. Homework is pushed as early as 1st grade, reinforcing the concepts that are taught in class. This concept is based in the theory that parental involvement in school "affects student achievement because these interactions affect students' motivation, their sense of competence, and the belief that they have control over their success in school" (Sheldon). It is not so much about the actual content being taught, but rather fostering that helpful and supportive environment at home that is so important in our society. But what does a supportive home life actually mean, and why is it so important for our society? Some studies suggest that "complex family environments breed complex, autistic [self-rewarding] personalities ... individuals who habitually react to a boring situation by seeking stimulation and challenge and to an anxiety-provoking one by increasing skills," arguing that that supportive home life creates inquisitive children that find a passion and love for learning, who will later become model citizens (Fostering the pursuit of talent). Another study claims that "the ability to learn is built on a foundation of comfortable relationships with others, including peers and family, and classroom learning is all about learning with and in the presence of others," which implies that, in order to find success in the classroom, growing a comfortable relationship with education, especially at home is essential (Legg Burross). In this project, through interviews with real people involved in the US school system, we will learn how home life affects the way a student sees life, success, and discover the answer to the question: How do influences at home affect a student's motivation to succeed and the way these students define success?



Wellness



MOVEMENT

- Professional Learning Sessions
- Flexible Use of Space
- Outdoor Learning Spaces
- School-Based Movement programs



THE WHOLE STUDENT

- Developmental Guidance Program (Grades 9-12)
- PreK-12 Social Emotional Resource Selection
- Multi-Tiered Supports (SEL / Behav) Framework



COMMUNITY OUTREACH

- Family Education / Outreach Series
- Student Leadership Groups / Unified Programs
- District Staff Wellness Committee

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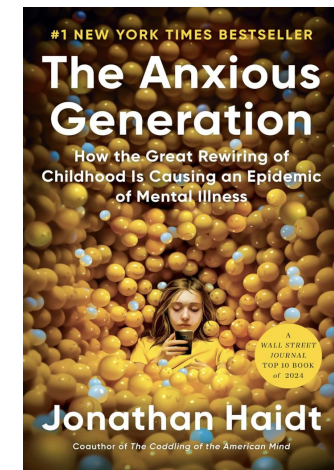


→ Articulated a vertically-aligned PK-12 Social Emotional Skills Progression



→ Mapped K-12 Digital Literacy skills and AI competencies and corresponding learning experiences to be piloted in 26-27, with attention to digital wellness and digital safety.

→ Partnered with families and community through Community Read of *The Anxious Generation*, leading to action steps in support of student wellness and the balanced use of technology (HS devices).



Evidence of Impact



NFMS Recess

NFMS Library Circulation Data

- **2025-2026 (to date): 3,479 checkouts**
- **2024-2025 (full year): 1,532 checkouts**
- **2023-2024 (no librarian): 359 checkouts**

**New Fairfield Public Schools
District Priorities
2025-2026**

Completed	In Process	Early Development	Anticipated / Not Yet Begun
1. Curriculum Goal			
	1.1 Continue a comprehensive curriculum review and design process, to include K-12 social studies, K-12 digital literacy, and 6-12 world language design, as well as 6-12 English Language Arts curriculum research.		
	1.2 Launch Eduplanet curriculum platform internally and externally to ensure consistency, fidelity, and sustainability of NFPS curriculum as well as communication to families and the community.		
2. Instruction Goal			
	2.1 Expand development of internal assessments and use of data protocols with internal and external assessment data to monitor student learning progress and inform differentiated instruction in the classroom.		<div style="background-color: #00FF00; width: 100%; height: 100%;"></div>
	2.2 Expand instructional practices that foster students' engagement, critical thinking, and inquiry, evidenced through learning walks undertaken in all schools.		<div style="background-color: #00FF00; width: 100%; height: 100%;"></div>
	2.3 Expand professional learning experiences that foster staff understanding of AI tools and enhance instructional opportunities with AI that deepen student critical thinking skills.		
	2.4 Build models of instructional and assessment experiences that are aligned to specific NFPS Vision of the Learner indicators to promote student goal-setting, reflection, and feedback.		<div style="background-color: #00FF00; width: 100%; height: 100%;"></div>
4. Wellness Goal			
	4.1 Articulate a PreK-12 skills map to support students' social-emotional growth, as well as a vertically-aligned K-12 digital literacy skills progression that supports student wellness in a digital world.		
	4.2 Continue to enhance community and family partnerships in support of student wellness and balanced use of technology, through the NFPS Community Read, <i>The Anxious Generation</i> .		

And Beyond ...

**Ambitious, Aspirational, and
with Appreciation**

