

**SERVICES AGREEMENT**  
**RFP No. 8649**  
**For**  
**Online Math Intervention Software**  
**between**  
**The City of Waterbury, Connecticut**  
**and**  
**Curriculum Associates, LLC**

**THIS AGREEMENT** (the "Agreement" or "Contract"), effective on the date signed by the Mayor ("Effective Date"), is by and between the CITY OF WATERBURY (the "City"), located at City Hall, 235 Grand Street, Waterbury, Connecticut 06702 and CURRICULUM ASSOCIATES, LLC (the "Consultant"), located at 153 Rangeway Road, North Billerica, MA 01862, a State of Massachusetts duly registered foreign limited liability company. (Jointly referred to as the "Parties" to this Agreement.)

**WHEREAS**, the Consultant submitted a proposal to the City responding to **RFP No. 8649** for an online math intervention software solution, including licensing, implementation, training and ongoing support, for Crosby and Kennedy High Schools; and

**WHEREAS**, the City selected the Consultant to perform services regarding **RFP No. 8649**; and

**WHEREAS**, the City desires to obtain the Consultant's services pursuant to the terms, conditions and provisions set forth in this agreement (the "Project").

**NOW THEREFORE, THE PARTIES AGREE AND COVENANT AS FOLLOWS:**

**1. Scope of Services.** The Consultant shall furnish all of the labor, services, equipment, materials, reports, plans, specifications, deliverables, incidentals, etc. necessary to complete the Project as specified in this agreement (also referred to herein as "Contract") and such shall be completed in a satisfactory manner, as reasonably determined by the City. All labor, services, equipment, materials, reports, plans, specifications, deliverables, incidentals, etc. shall comply with any and all applicable Local, State and Federal laws, statutes, ordinances and regulations and with generally accepted professional standards. The Consultant shall make such revisions or modifications to its work, at its own cost and expense, as the City may require in order to be deemed complete.

**1.1.** The Project consists of, and Consultant shall provide, a cloud-hosted SaaS comprehensive online math intervention platform, including licensing to, implementation of, training and ongoing support for Consultant's *i-Ready Assessment and Personalized Instruction*, *Teacher Toolbox*, and Professional Learning applications, for Crosby and Kennedy High Schools as detailed and described in

**Attachment A** and are hereby made material provisions of this Contract. **Attachment A** shall consist of the following, which are attached hereto, are acknowledged by the Consultant as having been received, or are otherwise hereby incorporated by reference as noted below, and all are made a part hereof:

- 1.1.1 Addendum #1, dated January 6, 2026, to RFP No. 8649, consisting of 3 pages;
- 1.1.2 City of Waterbury RFP No. 8649, excluding City forms and sample contract, consisting of 10 pages, attached hereto;
- 1.1.3 Consultant's Response to RFP No. 8649, excluding City forms consisting of 148 pages, attached hereto;
- 1.1.4 Consultant's Revised Cost Proposal, dated March 18, 2026, consisting of 7 pages, attached hereto;
- 1.1.5 Any and all amendment(s) and Change Orders, issued by the City after execution of Contract, as provided and executed by Consultant, incorporated herein by reference;
- 1.1.6 Annual Statement of Financial Interests; Disclosure and Affidavit Re: Outstanding Obligations to the City; Debarment Certification; Corporate Resolution, Non-Collusive Affidavit, incorporated herein by reference;
- 1.1.7 Certificates of Insurance, incorporated herein by reference;
- 1.1.8 Licenses, incorporated herein by reference;
- 1.1.9 All applicable Federal, State, and local statutes, regulations charter and ordinances, incorporated herein by reference.

1.2. The entirety of **Attachment A** plus this executed instrument are together deemed the Contract Documents (hereinafter collectively referred to as "Contract Documents"). The City's record copy of the Contract Documents shall control and shall be effective and binding on the Consultant. In the event that any provision in the Contract Documents conflict with any other provision therein, the provision in the component part of the Contract Document first enumerated below shall govern over any other component part which follows it numerically:

- 1.2.1 All applicable Federal, State, and local statutes, regulations charter and ordinances
- 1.2.2 Any Amendments to this Contract
- 1.2.3 This Contract
- 1.2.4 Consultant's Revised Cost Proposal, dated February 2026
- 1.2.5 Addendum #1, dated January 6, 2026, to RFP No. 8649
- 1.2.6 City of Waterbury RFP No. 8649
- 1.2.7 The Consultant's Response to RFP No. 8649

2. **Consultant Representations Regarding Qualification and Accreditation.** The Consultant represents that, to the extent required by law, its employees are licensed to perform the scope of work set forth in this Contract. The Consultant further represents that its employees have the requisite skill, expertise and knowledge necessary to perform the scope of work required under the terms of this Contract, including any supplementary work and the City relies upon these.

**2.1. Representations Regarding Personnel.** The Consultant represents that it has, or will secure at its own expense, all personnel required to perform the services under this Contract. Such personnel shall not be employees of or have any contractual relationship with the City, unless use of City employees or of personnel having a contractual relationship with the City is approved by the City in writing. As set forth above, all the services required hereunder shall be performed by the Consultant under its supervision and all personnel engaged in the work shall be fully qualified and shall be authorized or permitted under state or local law to perform such services.

**2.2. Representations Regarding Qualifications.** The Consultant hereby represents that, to the extent required by Federal, State and Local statutes, regulations, codes, ordinances, and policies, that the Consultant and/or its employees be licensed, certified, registered, or otherwise qualified, the Consultant and all employees providing services under this Contract, are in full compliance with those statutes, regulations and ordinances. Upon City request, the Consultant shall provide to the City a copy of the Consultant's licenses, certifications, registrations, etc.

**3. Responsibilities of the Consultant.** All data, information, etc. given by the City to the Consultant and/or created by the Consultant shall be treated by the Consultant as proprietary to the City and confidential unless the City agrees in writing to the contrary and shall be used solely for the purposes of providing services under this Contract. The Consultant agrees to forever hold in confidence all files, records, documents and other information which may come into the Contractor's possession during the term of this Contract, except where a disclosure is expressly stated as a requirement of this Contract. Notwithstanding the foregoing, where a Consultant disclosure is required to comply with statute, regulation, or court order, the Consultant shall provide prior advance written notice to the City of the need for such disclosure. The Consultant agrees to properly implement the services required in the manner herein provided.

**3.1. Use of City Property.** To the extent the Consultant is required to be on City property to render its services hereunder, the Consultant shall have access to such areas of City property as the City and the Consultant agree are necessary for the performance of the Consultant's services under this Contract (the "Site" or the "Premises") and at such times as the City and the Consultant may mutually agree. Consultant shall perform all work in full compliance with Local, State and Federal health and safety regulations. All work hereunder shall be performed in a safe manner. Consultant shall immediately correct any dangerous condition caused by or resulting from its work. If it fails to correct, or to act diligently to correct, any condition which City reasonably believes to be a hazard to persons or property, then immediately upon oral or written notice to any supervisory or similar personnel of Consultant, City may, but shall not be required to, correct same at Consultant's expense. City shall confirm in writing any oral notice given within five (5) business days thereafter.

**3.2. Working Hours.** To the extent the Consultant is required to be on City property to render its services hereunder, the Consultant shall coordinate its schedule so

that work on the Premises is performed during those hours the City sets forth in a written notice to the Consultant, unless written permission is obtained from the City to work during other times. This condition shall not excuse Consultant from timely performance under the Contract. The work schedule must be agreed upon by the City and the Consultant.

**3.3. Cleaning Up.** To the extent the Consultant is required to be on City property to render its services hereunder, the Consultant shall at all times keep the Premises free from accumulation of waste materials or rubbish caused by Consultant, its employees or subcontractors, and at the completion of the work shall remove all rubbish from and about the Project and shall leave the Premises "broom clean" or its equivalent, unless more exactly specified. In case of dispute, the City may remove the rubbish and charge the cost to the Consultant.

**3.4. Publicity.** Consultant agrees not to deliberately disclose the fact that the City has entered into or terminated this Contract or disclose any of the terms of the Contract or use the City's name in connection with any publicity, unless the City gives prior written consent to such use of the City's name in each instance.

**3.5. Standard of Performance.** All workmanship, services, materials or equipment, either at the Premises or intended for it, shall conform in all respects with the requirements of all this Contract, and shall be the best obtainable from the crafts and trades. In all cases, the services, materials, equipment, reports, plans, specifications, deliverables, workmanship, etc. shall be equal to or better than the grade specified, and the best of their kind that is obtainable for the purpose for which they are intended. The standard of care and skill for all services performed by the Consultant shall be that standard of care and skill ordinarily used by other members of the Consultant's profession practicing under the same or similar conditions at the same time and in the same locality. The Consultant's services rendered hereunder shall be rendered completely and by qualified personnel in accordance with standard industry practice.

**3.6. Consultant's Employees.** The Consultant shall at all times enforce strict discipline and good order among its employees, and shall not employ any unfit person or anyone not skilled in the work assigned.

**3.7. Due Diligence Obligation.** The Consultant acknowledges its responsibilities to examine and to be thoroughly familiar with the City's proposal document, including, but not limited to the specifications, and any addenda thereto. The Consultant hereby warrants and represents that prior to the submission of its proposal during the proposal process it reviewed or was afforded opportunity, by the City, to review all physical items, facilities, services or functions essential to the satisfactory performance of the services required ("Due Diligence") and thereby certifies that all such items facilities, services or functions are included in this Contract and thereby warrants that:

**3.7.1** it conducted or had opportunity to conduct all Due Diligence prior to the submission of its proposal and, accordingly, any additional costs, services or

products resulting from the failure of the Consultant to complete Due Diligence prior to submission of its proposal shall be borne by the Consultant. Furthermore the Consultant had the opportunity during the proposal process to ask questions it saw fit and to review the responses from the City;

**3.7.2** its failure or omission to make investigation and verification of data shall, in no way, be cause for future claim of ignorance of such data or conditions nor shall such failure to investigate and verify be the basis for any claim whatsoever, monetary or otherwise;

**3.7.3** it is solely responsible for resolving any issues resulting from the failure to conduct Due Diligence and shall assume any costs that may result during the implementation of the Project, including, but not limited to, adherence to specifications and pricing for the Project.

**3.7.4** it was responsible for specifying any changes and disclosing any new costs prior to the submittal of its proposal. Thus, in the event any changes or costs are disclosed by the Consultant, or otherwise required, during the performance of its services, the sole responsibility for any modification, delay and cost of such changes shall reside with the Consultant.

**3.7.5** has familiarized itself with the nature and extent of the Contract Documents, Work, locality, and with all local conditions and Federal, State and Local laws, ordinances, rules and regulations that in any manner may affect cost, progress or performance of the Work;

**3.7.6** has given the City written notice of any conflict, error or discrepancy that the Consultant has discovered in the Proposal Documents; and

**3.7.7** agrees that the Proposal Documents are sufficient in scope and detail to indicate and convey understanding of all terms and conditions for performance of the Work.

**3.8. Reporting Requirement.** The Consultant shall deliver periodic, quarterly written reports as requested by the City's using agency setting forth **(i)** the issue date of the report, **(ii)** the time period covered by the report, **(iii)** a brief description of the work and services completed by the Consultant and/or delivered by the Consultant during the time period covered by the report, **(iv)** expressed as a percentage of the total work and services required under this Contract, the percentage of the total work represented by the work and services described in subsection iii above, **(v)** expressed as a percentage of this Contract's Section 6 total compensation, the percentage of the total compensation represented by the work and services described in subsection iii above, **(vi)** the Consultant's declaration as to whether the entirety of the Consultant's work and services required in this Contract will be, or will not be, completed within the Contract's Section 6 total compensation amount, and **(vii)** any and all additional useful and/or relevant information.

NOTE: the Consultant's failure to deliver any report required herein shall be deemed a material breach of this Contract, the City hereby reserving the right to exercise all available legal remedy(ies) to address said breach.

**3.9. Confidentiality/FERPA.** Consultant shall strictly adhere to all State and Federal Statutes, rules, policy, regulations, codes of participant protection and confidentiality, administrative directives of the State of Connecticut Board of Education, Connecticut Department of Education and the Waterbury Board of Education regarding confidentiality of student records, files, PPTs, IEPs, etc. Consultant shall further ensure that its employees, agents, or anyone performing work on their behalf under the terms of this Agreement shall strictly adhere to all State and Federal Statutes, rules, policy, regulations, codes of participant protection and confidentiality, administrative directives of the State of Connecticut Board of Education and those of the Waterbury Board of Education regarding confidentiality of student records, files, PPTs, IEPs, etc.

**3.9.1** Any and all materials contained in City of Waterbury student files that are entrusted to Consultant or gathered by the Consultant in the course of its services shall remain in the strictest confidence to prevent disclosure of the same. All information furnished by the City or gathered by Consultant shall be used solely for the purposes of providing services under this Agreement.

**3.9.2** Consultant acknowledges that in the course of providing services under this Agreement, it may come into the possession of City of Waterbury student education records as defined in and governed by Family Educational Rights and Privacy Act ("FERPA", 20 U.S.C. § 1232g) and related regulations (34 C.F.R. § 99). Consultant and City shall comply with the requirements of said statute and regulations, as amended from time to time and Consultant agrees to use any and all information obtained from the City or student education records only for the purposes provided in this Agreement. Without the prior written consent of the student's parent or guardian, as required by FERPA, Consultant has no authority to make disclosures of any information from education records. Consultant shall instruct its employees of their obligations to comply with FERPA.

**3.10. Student Data Privacy.** All student records, student information, and student-generated content (collectively, "Student Data") provided or accessed pursuant this Agreement are not the property of, or under the control of, the Consultant.

**3.10.1** The Parties agree that this Agreement controls over any inconsistent terms or conditions contained within any other Agreement entered into by the Parties concerning Student Data.

**3.10.2** The City's Board of Education ("Board") shall have access to and the ability to delete Student Data in the possession of the Consultant except in

instances where such data is (A) otherwise prohibited from deletion or required to be retained under state or federal law, or (B) stored as a copy as part of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the Consultant. The Board may request the deletion of any such student information, student records or student generated content if such copy has been used by the Consultant to repopulate accessible data following a disaster recovery. The Board may request the deletion of Student Data by the Consultant within two (2) business days of receiving such a request and provide to the Board confirmation via electronic mail that the Student Data has been deleted in accordance with the request, the date of its deletion, and the manner in which it has been deleted. The confirmation shall contain a written assurance from the Consultant that proper disposal of the data has occurred in order to prevent the unauthorized access or use of Student Data and that deletion has occurred in accordance with industry standards/practices/protocols.

**3.10.3** The Consultant shall not use Student Data for any purposes other than those authorized pursuant to this Agreement.

**3.10.4** A student, parent or legal guardian of a student may review personally identifiable information contained in Student Data and correct any erroneous information, if any, in such Student Data. If the Consultant receives a request to review Student Data in the Consultant's possession directly from a student, parent, or guardian, the Consultant agrees to refer that individual to the Board and to notify the Board within two (2) business days of receiving such a request. The Consultant agrees to work cooperatively with the Board to permit a student, parent, or guardian to review personally identifiable information in Student Data that has been shared with the Consultant, and correct any erroneous information therein.

**3.10.5** The Consultant shall take actions designed to ensure the security and confidentiality of student data.

**3.10.6** The Consultant will notify the Board, in accordance with Conn. Gen. Stat. § 10-234dd, when there has been an unauthorized release, disclosure or acquisition of Student Data. Such notification will include the following steps: Upon discovery by the Consultant of a breach of Student Data, the Consultant shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not more than thirty (30) days after such discovery, shall provide the Board with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature of and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.

**3.10.7** Student Data shall not be retained or available to the Consultant upon

expiration of the Agreement between the Consultant and City, except a student, parent or legal guardian of a student may choose independently to establish or maintain an electronic account with the Consultant after the expiration of such Agreement for the purpose of storing student generated content.

**3.10.8** The Consultant and Board shall each ensure their own compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, as amended from time to time.

**3.10.9** The Consultant acknowledges and agrees to comply with the above and all other applicable aspects of Connecticut's Student Data Privacy law according to Connecticut General Statutes §§ 10-234aa through 10-234dd.

**4. Responsibilities of the City.** Upon the City's receipt of Consultant's written request, the City will provide the Consultant with all documents, data and other materials the City agrees are necessary and appropriate to the service to be performed by the Consultant hereunder and the City will endeavor to secure, where feasible and where the City agrees it is necessary and appropriate, materials or information from other sources requested by the Consultant for the purpose of carrying out the services under this Contract.

**5. Contract Time.** The Consultant shall complete all work and services required under this Contract commencing on July 1, 2026 ("Effective Date") and terminating on June 30, 2029, (the "Initial Term").

**5.1.** Time is and shall be of the essence for any Project milestones, completion date for the Project. The Consultant further agrees that the Work shall be prosecuted regularly, diligently and uninterruptedly and at such rate of progress as will insure full completion thereof within the Contract time stated above. It is expressly understood and agreed, by and between the Consultant and City, that the Contract Time is reasonable for the completion of the Work. The Consultant shall be subject to City imposed fines and/or penalties in the event the Consultant breaches the foregoing dates.

**6. Compensation.** The City shall compensate the Consultant for satisfactory provision of all of the goods and services set forth in this Contract as follows in this Section 6.

**6.1. Fee Schedule.** The fee payable to the Consultant shall be **FIFTY-FIVE THOUSAND THREE HUNDRED SIXTY NINE and 20/100 DOLLARS (\$55,369.20)** per each year of the Contract, and shall be in accordance with Consultant's Revised cost proposal dated March 18, 2026, for a total amount of **ONE HUNDRED SIXTY-SIX THOUSAND ONE HUNDRED SEVEN and 60/100 DOLLARS (\$166,107.60)** for applications set forth below, for the entire term of this Agreement.

**6.1.1. i-Ready Application.....\$114,934.80**

**6.1.2. Teacher Toolbox Application.....\$27,172.80**

**6.1.3. Professional Learning Application.....\$24,000.00**

**Total.....\$166,107.60**

**6.2. Limitation of Payment.** Compensation payable to the Consultant is limited to those fees set forth in Section 6.1., above. Such compensation shall be paid by the City upon review and approval of the Consultant's invoices for payment and review of the work, services, deliverables, etc. required in this Contract and review as may be further required by the Charter and Ordinances of the City. Consultant's invoices shall describe the work, services, reports, plans, specifications, deliverables, etc. rendered and the compensation sought therefore in a form and with detail and clarity acceptable to the City.

**6.2.1** The Consultant and its affiliates are hereby provided with notice that the City reserves the right, in the City's sole discretion, to offset, withhold, or otherwise reduce City payment(s) to the Consultant in an amount equaling the sum or sums of money the Consultant and/or its affiliates is/are, or becomes delinquent or in arrears on, regarding the Consultant's and/or its affiliate's real and personal tax obligations to the City.

**6.3. Review of Work.** The Consultant shall permit the City to review, at any time, all work performed under the terms of this Contract at any stage of the work. The Consultant shall maintain or cause to be maintained all records, books or other documents relative to charges, costs, expenses, fees, alleged breaches of the Contract, settlement of claims or any other matter pertaining to the Consultant's demand for payment. The City shall not certify fees for payment to the Consultant until the City has determines that the Consultant has completed the work in accordance with the requirements of this Contract.

**6.4. Proposal Costs.** All costs of the Consultant in preparing its proposal for **RFP No. 8649** shall be solely borne by the Consultant and are not included in the compensation to be paid by the City to the Consultant under this Contract or any other Contract.

**6.5. Payment for Services, Materials, Employees.** The Consultant shall be fully and solely responsible for the suitability, and compliance with the Contract, of all labor, services, equipment, materials, reports, plans, specifications, deliverables, incidentals, etc. furnished to the City under this Contract. The Consultant shall promptly pay all employees as their pay falls due, shall pay promptly as they fall due all bills for labor, services, equipment, materials, reports, plans, specifications, deliverables, incidentals, etc., going into the work, and all bills for insurance, bonds, Worker's Compensation coverage, Federal and State Unemployment Compensation, and Social Security charges applicable to this Project. Before final payment is made, the Consultant shall furnish a legal statement to the City that all payments required under this subparagraph have been made.

**6.6. Liens.** Neither the final payment nor any part of the retained percentage, if any, shall become due until the Consultant shall deliver to the City a complete release of all liens arising out of this Contract, or receipts in full in lieu thereof, and, in either case, an affidavit that so far as the Consultant has knowledge or information, the releases and receipts include all the labor and material for which a lien could be filed; but the Consultant may, if any subcontractor refuses to furnish a release or receipt in full, furnish a bond satisfactory to the City, to indemnify it against any lien. If any lien remains unsatisfied after all payments are made, the Consultant shall refund to the City all moneys that the City may be compelled to pay in discharging such a lien, including all costs and a reasonable attorney's fee.

**7. Passing of Title and Risk of Loss.** Title to each item of equipment, material, reports, plans, specifications, supplies, services, etc. required to be delivered to the City hereunder shall pass to City upon City payment to the Consultant for that item. Consultant and its insurer shall assume the risk of loss or damage up to and including the date title passes, except that City shall be responsible for loss or damage caused by City's negligence.

**8. Indemnification.**

**8.1.** The Consultant shall indemnify, defend, and hold harmless the City, City's Boards, commissions, agents, officials and employees from and against all claims, suits, damages, losses, judgments, costs and expenses including attorney's fees arising out of or resulting from the delivery of the labor, services, equipment, materials, reports, plans, specifications, design, drawings, deliverables, incidentals, etc. provided that any such claims, suits, damages, losses, judgments, costs or expenses (i) are attributable to bodily injury, sickness, disease or death, or to injury to or destruction of tangible property, including the loss of use resulting therefrom, (ii) are alleged to be caused in whole or in part by any willful, intentional, negligent, or reckless act or omission of the Consultant, its employees, any subcontractor or consultant, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, regardless of whether or not it is caused in part by a party indemnified hereunder; (iii) enforcement action or any claim for breach of the Consultant duties hereunder or (iv) claim for intangible loss(es) including but not limited to business losses, lost profits or revenue, regardless of whether or not it is caused in part by a party indemnified hereunder.

**8.2.** In any and all claims against the City or any of its boards, agents, employees or officers by the Consultant or any employee of the Consultant, any subcontractor, anyone directly or indirectly employed by any of them or anyone for whose acts any of them may be liable, the indemnification obligation under Paragraph 8.1, above, shall not be limited in any way by any limitation on the amount or type of damages, compensation or benefits payable by or for the Consultant or any subcontractor under Worker's Compensation Acts, disability benefit acts or other employee benefit acts.

**8.3.** The Consultant understands and agrees that any insurance required by this Contract, or otherwise provided by the Consultant, shall in no way limit the

responsibility to indemnify, defend, keep and hold harmless the City as provided in this Contract.

**8.4.** The Consultant expressly understands and agrees that any performance bond or insurance protection required by this Contract, or otherwise provided by the Consultant, shall in no way limit the responsibility to indemnify, keep and save harmless and defend the City and the City's boards, agents, employees or officers as provided herein.

**8.5.** Royalties and Patents. The Consultant shall, for all time, secure to the City the free and undisputed right to the use of any and all patented articles and methods used in the work and shall defend at Consultant's own expense any and all suits for infringement or alleged infringement of such patents, and in the event of adverse award under patent suits, the Consultant shall pay such awards and hold the City harmless in connection with any patent suits that may arise as a result of installations made by the Consultant and as to any award made thereunder.

**8.6.** Intellectual Property. The Consultant represents that it holds legal title to any Licensed Content, Marks, Software, related Documentation, Software Maintenance, Professional Services, Deliverable, or any U.S. patent, copyright, trade secret, trademark, or other intellectual property or service made available to City under this Agreement ("IP") and has the right to license said IP. Consultant agrees to provide a defense acceptable to the City, at Consultant's own expense, for any claim, action, demand, lawsuit, or proceeding (each, a "Claim") made or brought against the City alleging that any portion or aspect of any IP made available to City under this Agreement infringes any patent, copyright, trademark, or other intellectual property right of a third party, and shall be responsible for any and all attorney's fees and legal expenses incurred by the City in defense of such Claim(s).

**8.7.** In the event this Contract and/or the Contractor's, or its subcontractor, work and services provisioned hereunder is/are subject to the provisions of any Federal or State statute or regulations, or the City Charter or City Ordinance, the Consultant shall indemnify, defend and hold harmless the City from any fine, penalty or other amounts imposed on the City under said statutes, regulations, Charter or Ordinances, if caused by Consultant, or its subcontractor, omission or commission.

## **9. Consultant's Insurance.**

**9.1.** The Consultant shall not commence work under this Contract until all insurance required under this Section 9 has been obtained by the Consultant and such insurance has been approved by the City. The Consultant shall not allow any subcontractor to commence work on any subcontract until all insurance required of any such subcontractor has been so obtained and approved by the City. Insurance shall be provided by insurers that are satisfactory to the City, authorized to do business in the State of Connecticut, that have at least an "A-" Best's Rating, and are in an A.M. Best financial size category of VIII or higher. The A.M. Best classifications are based on the most current A.M. Best Company ratings or an equivalent City approved rating

system.

**9.2.** At no additional cost to the City, the Consultant shall purchase and maintain the insurance coverages set forth below which shall protect the City from claims which may arise out of or result from the Consultant's obligation under this Contract, whether such obligations are the Consultant's or subcontractor or person or entity directly or indirectly employed by said Consultant or subcontractor, or by any person or entity for whose acts said Consultant or subcontractor may be liable.

**9.3.** Each insurance policy shall state that the insurance company shall agree to investigate and defend the insured against all claims for damages, even if groundless. If any insurance required herein is to be issued or renewed on a claims made form as opposed to an occurrence form, the retroactive date for coverage shall be no later than the commencement date of this Contract and shall provide that in the event of cancellation or non-renewal, the discovery period for insurance claims ("Tail Coverage") shall be available for at least 60 months.

**9.4.** The following policies with stated limits shall be maintained, in full force and effect, at all times during which the services are to be performed by the Consultant:

**9.4.1 General Liability Insurance:**

**\$1,000,000.00** Each Occurrence

**\$2,000,000.00** General Aggregate

**\$2,000,000.00** Products / Completed Operations Aggregate

**9.4.2 Excess/Umbrella Liability:**

**\$1,000,000.00** Each Occurrence

**\$1,000,000.00** Aggregate

**9.4.3 Professional Liability/E&O:**

**\$1,000,000.00** Each Wrongful Act

**\$1,000,000.00** Aggregate

**9.4.4 Cyber/Privacy/Network:**

**\$1,000,000.00** Per Loss

**\$1,000,000.00** Aggregate

**9.5. Failure to Maintain Insurance:** In the event the Consultant fails to maintain the minimum required coverage as set forth herein, the City may at its option purchase same, and offset the Consultant's invoices for the cost of said insurance.

**9.6. Cancellation:** The City of Waterbury shall receive written notice of cancellation from the Consultant at least thirty (30) calendar days prior to the date of actual cancellation, regardless of the reason for such cancellation.

**9.7. Certificates of Insurance:** The Consultant's General, Automobile and Excess/Umbrella Liability Insurance policies shall be endorsed to add the City as an additional insured and provide a waiver of subrogation on all lines of coverage except Professional Liability. The insurance afforded the additional insured shall be primary and non-contributory insurance and the coverage and limits provided under the Consultant's policies shall not be reduced or prorated by the existence of any other insurance applicable to any loss the additional insured may have suffered. At the time the Consultant executes this Contract, it shall furnish to the City, subject to City approval, certificate(s) of insurance and Additional Insured Endorsement and Waiver of Subrogation Endorsement verifying the above coverages, including the naming of the City of Waterbury, as follows: **"The City of Waterbury and its Board of Education is listed as Additional Insured on a primary and non-contributory basis on all policies except Professional Liability. All policies shall include a Waiver of Subrogation except Professional Liability."** The City's request for proposal number must be shown on the certificate of insurance. The Consultant must supply replacement/renewal certificates at least thirty (30) calendar days prior to the expiration of the policy(ies). Said certificates shall contain a provision that coverage afforded under the policies shall not be cancelled or reduced for any reasons unless notice of not less than thirty (30) calendar days has been mailed to the Office of Corporation Counsel, 235 Grand Street, Waterbury, CT 06702.

**9.8.** No later than thirty (30) calendar days after Consultant receipt, the Consultant shall deliver to the City a copy of the Consultant's insurance policies, endorsements, and riders.

**10. Conformance with Federal, State and Other Jurisdictional Requirements.** By executing this Contract, the Consultant represents and warrants that, at all pertinent and relevant times to the Contract, it has been, is and will continue to be in full compliance with all applicable statutes, acts, ordinances, guidelines, resolutions, orders, judgments, decrees, injunctions, rules, and regulations of all government authorities applicable to performance by the Consultant of services hereunder, including those having jurisdiction over its registration and licensing to perform services hereunder; including, but not limited to, the following: *EQUAL EMPLOYMENT OPPORTUNITY ACT*; *COPELAND ANTI-KICKBACK ACT*, as supplemented in the Department of Labor Regulations (29 CFR Part 3); *DAVIS-BACON ACT* as supplemented by Department of Labor Regulations (29 CFR Part 5); Section 103 and 107 of the Contract Work Hours and Safety Standards Act, as supplemented by the Department of Labor Regulations (29 CFR Part 5); the *HOUSING and COMMUNITY DEVELOPMENT ACT of 1974*, as amended; TITLE 31 and Section 12-430(7) of the State of Connecticut General Statutes. All applicable sections of the City Charter and Code of Ordinances are incorporated by reference and made a part hereof.

**10.1. Permits, Laws, and Regulations.** Permits and licenses necessary for the delivery and completion of the Consultant's work and services shall be secured in advance and paid by the Consultant. The Consultant shall give all notices and comply with all laws, ordinances, rules and regulations bearing on the conduct of the work and services as specified.

**10.2. Taxes-Federal, State and Local.** The City is exempt from Federal Excise and Transportation, State and Local Sales and Use Taxes, including without limitation, taxes that would otherwise be imposed upon the Consultant for transactions required or necessitated hereunder between it and its subcontractors, suppliers, etc. The Consultant remains liable, however, for any applicable tax obligations it incurs. Moreover, the Consultant represents that the proposal and pricing contained in this Contract do not include the amount payable for said taxes.

**10.3. Labor and Wages.** The Consultant and its subcontractors shall conform to the labor laws of the State of Connecticut, and all other laws, ordinances, and legal requirements affecting the work in Connecticut.

**10.3.1** The Consultant is aware of the provisions of Title 31, §53 of the Connecticut General Statutes, latest revision (the "Act"), concerning the payment of minimum wages and other payments or contributions established by the State of Connecticut Labor Commissioner for work on public facilities. The provisions of the Act are incorporated by reference and made a part of this Contract. The Act provides that the Connecticut prevailing wage law applies to certain remodeling, refurbishing, alteration, repair and new construction. The wages paid on an hourly basis to any person performing the work of any mechanic, laborer or worker on the work herein contracted to be done and the amount of payment or contribution paid or payable on behalf of each such person to any employee welfare fund, as defined in Conn .Gen. Statute 31-53(i), shall be at a rate equal to the rate customary or prevailing for the same work in the same trade or occupation in the town in which such public works project is being constructed. Any contractor who is not obligated by agreement to make payment or contribution on behalf of such persons to any such employee welfare fund shall pay to each mechanic, laborer or worker as part of such person's wages the amount of payment or contribution for such person's classification on each pay day.

**10.3.2** The Consultant is aware of, and shall comply with, the provisions of both the Federal Davis-Bacon Act and the Federal American Recovery and Reinvestment Act of 2009, the provisions of both acts hereby incorporated by reference and made a part of this Contract. The Federal Davis-Bacon Act provides that Federal wage rate laws apply to certain federally funded contracts. The American Recovery and Reinvestment Act ("ARRA") provides that Federal wage rate laws apply to all ARRA funded contracts regardless of the contract's dollar value.

**11. Discriminatory Practices.** In performing this Contract, the Consultant shall not discriminate against any employee or applicant for employment, with respect to his or her hire, tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, color, sex, gender identity or expression, age, religious creed, disability, national origin or ancestry, marital status, family status, prior psychiatric

treatment, health care, military status or source of income or because of a handicap that is unrelated to the employee's or the applicant's ability to perform the duties of a particular job or position. Subcontracts with each subcontractor shall contain a provision requiring non-discrimination in employment as herein specified. This covenant is required pursuant to §93.04 of the Code of Ordinances of the City and any breach thereof may be regarded as a material breach of this Contract. Said provisions with subcontractors shall require conformity and compliance with all Local, State and Federal laws, rules and regulations and Executive orders pertaining to discrimination and equal opportunity requirements.

**11.1. Discrimination Because of Certain Labor Matters.** No person employed on the work covered by this Contract shall be discharged or in any way discriminated against because such person has filed any complaint or instituted or caused to be instituted any proceeding or has testified or is about to testify in any proceeding under or related to the labor standards applicable hereunder to its employer.

**11.2. Equal Opportunity.** In its execution of the performance of this Contract, the Consultant shall not discriminate and shall comply with applicable laws prohibiting discrimination on the grounds of race, color, religion, sex, gender identity or expression, national origin or citizenship status, age or handicap. The Consultant agrees to comply with all Local, State and Federal laws, rules and regulations and Executive orders pertaining to discrimination and equal opportunity requirements, and will require the same of all subcontractors.

**12. Intentionally Left Blank.**

**13. Termination.**

**13.1. Termination of Contract for Cause.** If, through any cause, in part or in full, the fault of the Consultant, the Consultant shall fail to fulfill in a timely and proper manner its obligations under this Contract, or if the Consultant shall violate any of the covenants, agreements, or stipulations of this Contract, the City shall thereupon have the right to terminate this Contract by giving written notice to the Consultant of such termination and specifying the effective date thereof, at least five (5) business days before the effective date of such termination.

**13.1.1** In the event of such termination, all finished or unfinished documents, data, studies, reports, specifications, deliverables, etc. prepared by the Consultant under this Contract shall, at the option of the City, become the City's property, and the Consultant shall be entitled to receive just and equitable compensation for any satisfactory work completed for such.

**13.1.2** Notwithstanding the above, the Consultant shall not be relieved of liability to the City for damages sustained by the City by virtue of any breach of this Contract by the Consultant, and the City may withhold any payments to the Consultant for the purpose of setoff until such time as the exact amount of damages due the City from the Consultant is determined.

**13.2. Termination for Convenience of the City.** The City may terminate this Contract at any time for the convenience of the City, by a notice in writing from the City to the Consultant. If this Contract is terminated by the City as provided herein, the Consultant will be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the Consultant covered by this Contract, less payments of compensation previously made.

**13.3. Termination for Non-Appropriation or Lack of Funding.** The Consultant acknowledges that the City is a municipal corporation and that this Contract is subject to the appropriation of funds by the City sufficient for this Contract for each budget year in which this Contract is in effect. The Consultant therefore agrees that the City shall have the right to terminate this Contract in whole or in part without penalty in the event sufficient funds to provide for City payment(s) under this Contract is not appropriated, not authorized or not made available pursuant to law, or such funding has been reduced pursuant to law.

**13.3.1 Effects of Non-Appropriation.** If funds to enable the City to effect continued payment under this Contract are not appropriated, authorized or otherwise made available by law, the City shall have the right to terminate this Contract without penalty at the end of the last period for which funds have been appropriated, authorized or otherwise made available by law by giving written notice of termination to the Consultant.

**13.3.2 Effects of Reduced Levels of Funding.** If funding is reduced by law, or funds to pay the Consultant for the agreed to level of the products, services and functions to be provided by the Consultant under this Contract are not appropriated, authorized or otherwise made available by law, the City may, upon seven (7) calendar days written notice to the Consultant, reduce the level of the products, services or functions in such manner and for such periods of time as the City may elect. The charges payable under this Contract shall be equitably adjusted to reflect such reduced level of products, services or functions and the parties shall be afforded the rights set forth in this Contract.

**13.3.3 No Payment for Lost Profits.** In no event shall the City be obligated to pay or otherwise compensate the Consultant for any lost or expected future profits.

**13.4. Rights Upon Cancellation or Termination.**

**13.4.1 Termination for Cause.** In the event the City terminates this Contract for cause, the Consultant shall relinquish to the City any applicable interest, title and ownership including, but not limited to, perpetual use of any proprietary rights in and to the documents, data, studies, reports, specifications, deliverables, etc. provided to, in possession of, and properly invoiced and paid for by (except to the extent such invoiced amount is disputed) the City. With regard to third

party products, the Consultant shall transfer all licenses to the City which the Consultant is permitted to transfer in accordance with the applicable third party license. The City shall have no financial obligation to compensate the Consultant for such terminated documents, data, studies, reports, specifications, deliverables, etc. unless payment is otherwise approved by the City prior to such termination. The Consultant shall be liable for costs incurred by the City, including but not limited to reasonable attorney fees and all court awarded fees and costs incurred in terminating this agreement in whole or in part.

**13.4.2 Termination for Lack of Funding or Convenience.** In the event of termination of this Contract by the City for lack of funding or convenience, the City shall pay the Consultant for all documents, data, studies, reports, specifications, deliverables, etc. (including any holdbacks), installed and delivered to the City as of the Termination Date and the Consultant shall relinquish to the City any applicable interest, title and ownership including, but not limited to perpetual use of any proprietary rights in and to said documents, data, studies, reports, specifications, deliverables, etc. in possession of and paid for by the City (except to the extent any invoiced amount is disputed). The Consultant shall be required to exercise commercially reasonable efforts to mitigate damages.

**13.4.3 Termination by the Consultant.** The Consultant may, by written notice to the City, terminate this Contract if the City materially breaches, provided that the Consultant shall give the City thirty (30) calendar days prior written notice and an opportunity to cure by the end of said thirty (30) day period. In the event of such termination, the Consultant will be compensated by the City for work performed prior to such termination date and the Consultant shall deliver to the City all deliverables as otherwise set forth in this Contract.

**13.4.4 Assumption of Subcontracts.** In the event of termination of this Contract, the City shall have the right to assume, at its option, any and all subcontracts for products, services and functions provided exclusively under this Contract, and may further pursue completion of the work under this Contract by replacement contract or otherwise as the City may in its sole judgment deem expedient.

**13.4.5 Delivery of Documents.** In the event of termination of this Contract, (i) the Consultant shall promptly deliver to the City, in a manner reasonably specified by the City, all labor, services, equipment, materials, reports, plans, specifications, deliverables, incidentals, etc. and other tangible items furnished by, or owned, leased, or licensed by, the City, and (ii) the City shall pay the Consultant for all services performed and deliverables completed and accepted (pro-rated for deliverables partially completed) prior to the effective date of the termination (except to the extent any invoice amount is disputed).

**14. Ownership of Instruments of Professional Services.** The City acknowledges the

Consultant's documents, data, studies, reports, specifications, deliverables, etc. created and to be created pursuant to this Contract, including electronic files, are Instruments of Professional Services. Nevertheless, the final Instruments of Professional Services, including, but not limited to documents, data, studies, reports, specifications, deliverables, etc. prepared for the City under this Contract shall become the property of the City upon City payment for that Instrument of Professional Services and the City reserves the right to use the Instruments of Professional Services.

**15. Force Majeure.** Neither the Consultant nor the City shall be held responsible for delays or be considered to be in breach of this Contract or be subject to liquidated damages when their respective obligations under this Contract are caused by conditions beyond their control, including without limitation:

**15.1.** Acts of God, such as severe acts of nature or weather events including floods, fires, earthquakes, hurricanes, cyclones, or explosions;

**15.2.** Change of law and order, proclamation, regulation, ordinance, or governmental requirement.

Upon cessation of work for reason of force majeure delays, the Party(ies) whose obligations are affected shall use their best efforts to meet their obligations under this Agreement.

**16. Subcontracting.** The Consultant shall not, without the prior written approval of the City, subcontract, in whole or in part, any of the Consultant's services. Any subcontractor so approved shall be required to secure and maintain insurance coverage equal to or better than that required of the Consultant and shall name the City as an additional insured party and said subcontractors shall deliver to the City a certificate of insurance evidencing such coverages. All subcontractors shall comply with all Federal, State and Local, laws, regulations and ordinances but such requirement shall not relieve the Consultant from its requirement that all work and services provided or required hereunder shall comply with all Federal, State and Local, laws, regulations and ordinances.

**16.1.** The Consultant shall be as fully responsible to the City for the acts and omissions of the Consultant's subcontractors, and of persons either directly or indirectly employed by them, as it is for the acts and omissions of persons directly employed by the Consultant.

**17. Assignability.** The Consultant shall not assign any interest in this Contract, and shall not transfer any interest in the same (whether by assignment or novation) without the prior written approval of the City; provided, however, that claims for money due or to become due the Consultant from the City under this Contract may be assigned to a bank, trust, company, or other financial institution, or to a Trustee in Bankruptcy, without such approval. Notice of any such assignment or transfer shall be furnished promptly to the City.

**18. Audit.** The City reserves the right to audit the Consultant's books of account in relation to this Contract any time during the period of this Contract or at any time during the twelve month period immediately following the closing or termination of this Contract. In the

event the City elects to make such an audit, the Consultant shall immediately make available to the City all records pertaining to this Contract, including, but not limited to, payroll records, bank statements and canceled checks.

**19. Risk of Damage and Loss.** The Consultant shall be solely responsible for causing the timely repair to and/or replacement of, City property or item(s) intended to become City property hereunder, where the need for repair or replacement was caused by the Consultant, by someone under the care and/or control of the Consultant, by any subcontractor of the Consultant, or by any shipper or delivery service. The Consultant shall be solely responsible for all costs and expenses, including but not limited to shipping, delivery, insurance, etc. associated with the foregoing repair and replacement obligation. Further, the Consultant shall be solely responsible for securing the City's written acceptance of all completed repairs and replacements required hereunder. The City hereby retains sole discretion to determine whether a repair or a replacement is the proper remedy.

**20. Interest of Consultant.** The Consultant covenants that it presently has no interest and shall not acquire any interest, direct or indirect, in the project or any parcel of land therein or any other interest which would conflict in any manner or degree with the performance of its services hereunder. The Consultant further covenants that in the performance of this Contract no person having any such interest shall be employed.

**21. Entire Agreement.** This Contract shall constitute the complete and exclusive statement of the contract between the parties as it relates to this transaction and supersedes all previous agreements and understandings, whether written or oral, relating to such subject matter. Any amendment to this Contract must be in writing and agreed to and executed by the City and the Consultant.

**22. Independent Contractor Relationship.** The relationship between the City and the Consultant is that of client and independent contractor. No agent, employee, or servant of the Consultant shall be deemed to be an employee, agent or servant of the City. The Consultant shall be solely and entirely responsible for its acts and the acts of its agents, employees, servants and subcontractors during the performance of this Contract. It is the express intention of the parties hereto, and the Consultant hereby agrees and covenants, that it and any and all third party(ies) and subcontractor(s) retained by the Consultant hereunder is/are not and shall not be deemed an employee of the City of Waterbury, but is/are and shall remain an independent contractor relative to the City and that nothing herein shall be interpreted or construed as creating or establishing the relationship of employer-employee between the City of Waterbury and the Consultant or between the City of Waterbury and any third party(ies) or subcontractor(s). Thus, the Consultant hereby covenants that it, its subcontractor(s) and third party(ies) shall not be entitled to the usual characteristics of employment, such as income tax withholding, F.I.C.A. deductions, pension or retirement privileges, Workers Compensation coverage, health benefits, etc. and that the Consultant shall be solely and entirely responsible for its acts and the acts of its agents, employees, servants, representatives, subcontractors and third party(ies).

**23. Severability.** Whenever possible, each provision of this Contract shall be interpreted

in such a manner as to be effective and valid under applicable law. If any provision of this Contract, however, is held to be prohibited or invalid under applicable law, such provision shall be deemed restated to reflect the original intentions of the parties, as nearly as possible in accordance with applicable law, and if capable of substantial performance, the remaining provisions of this Contract shall be enforced as if this Contract was entered into without an invalid provision. If the ruling and/or controlling principle of law or equity leading to the ruling is subsequently overruled, modified or amended by legislation, judicial or administrative action, then the provision(s) in question as originally set forth in this Contract shall be deemed valid and enforceable to the maximum extent permitted by the new controlling principal of law or equity.

**24. Survival.** Any provisions of this Contract that impose continuing obligations on the parties shall survive the expiration or termination of this Contract for any reason.

**25. Contract Change Orders.**

**25.1.** At the sole discretion of the City, a Change Order may be issued solely by the City to modify an existing party obligation set forth in this Contract where the scope of the Change Order is:

**25.1.1** within the scope of the original Contract OR is made pursuant to a provision in the original Contract, AND

**25.1.2** the Change Order monetary cost is charged solely against those funds encumbered for and at the time the Contract was originally executed by the City, that is those funds set forth in the original Contract as a not to exceed payment amount OR within the original Contract's contingency / allowance / reserve amount (if any is stated therein), AND

**25.1.3** the Final Completion Date has not been changed.

**25.2.** Notwithstanding the foregoing subsection 25.1, a Change Order shall not include:

**25.2.1** an upward adjustment to a Consultant's payment claim, or

**25.2.2** a payment increase under any escalation clause set forth in the original contract, or any Change Order, or any amendment.

**25.3.** That the work and/or services contemplated are necessary does not, in itself, permit a Change Order. Should the need for a Change Order arise, the request shall be reviewed, and if agreed to, approved by the City's Using Agency and any City designated representative(s). To be binding and enforceable, a Change Order shall thereafter be signed by both the Consultant, any City designated representative(s), and a duly authorized representative of the City's Using Agency prior to the Consultant's delivery of the services, etc. contemplated in said Change Order. All Change Orders are

governed by the provisions of this Contract. Any contract change NOT fully complying with this Section 25 shall be effectuated solely by an amendment to this Contract complying with Section 38.073 of the City's "Centralized Procurement System" ordinance.

**26. Conflicts or Disputes.** This Contract represents the full and complete concurrence between the City and the Consultant and governs all disputes between them. In the instance of a conflict or dispute over issues not specifically referenced within the Contract, the following documents shall be used as historical documents. Without regard to the order of precedence, to resolve such conflicts or disputes, the historical documents are, (i) the City's aforementioned **RFP No. 8649** and (ii) the Consultant's proposal responding to the aforementioned **RFP No. 8649**.

**26.1. Procedure.** This procedure supersedes all statements to the contrary occurring either in proposals or other prior agreements, oral or written, and all other communications between the parties relating to this subject.

**26.2. Presumption.** This Contract or any section thereof shall not be construed against any party due to the fact that the Contract or any section thereof was drafted by such party.

**27. Disputes; Legal Proceedings; Waiver of Trial by Jury and Continued Performance.** The Consultant agrees that it waives a trial by jury as to any and all claims, causes of action or disputes arising out of this Contract or services to be provided pursuant to this Contract. Notwithstanding any such claim, dispute or legal action, the Consultant shall continue to perform services under this Contract in a timely manner, unless otherwise directed by the City.

**28. Binding Agreement.** The City and the Consultant each bind themselves, and their successors, assigns and legal representatives to the other party to this Contract and to the successors, assigns and legal representatives of such other party with respect to all covenants of this Contract.

**29. Waiver.** Any waiver of the terms and conditions of this Contract by either of the parties hereto shall not be construed to be a waiver of any other term or condition of this Contract.

**30. Governing Law and Choice of Forum.** This Contract shall be construed in accordance with the terms and conditions set forth in this Agreement and the law of the State of Connecticut without regard to choice or conflict of laws principals that would cause the application of any other laws. Any dispute or controversy arising out of or relating to this Contract or otherwise shall be determined by a court of competent jurisdiction in Waterbury, Connecticut (or the Federal Court otherwise having territorial jurisdiction over such City and subject matter jurisdiction over the dispute), and not elsewhere.

**31. Notice.** Except as otherwise specifically prohibited in this Contract, whenever under

this Contract approvals, authorizations, determinations, notices, satisfactions or waivers are required or permitted, such items shall be effective and valid only when given in writing signed by a duly authorized officer of the City's Using Agency or the Consultant, and delivered in hand or sent by mail, postage prepaid, to the party to whom it is directed, which until changed by written notice, are as follows:

Consultant: Curriculum Associates, LLC  
153 Rangeway Road  
North Billerica, MA 01862

City: The City of Waterbury  
Department of Education  
236 Grand Street  
Waterbury, CT 06702

With a copy to: Office of the Corporation Counsel  
City Hall Building  
235 Grand Street, 3<sup>rd</sup> Floor  
Waterbury, CT 06702

**32. City Code of Ordinances, Ethics and Conflict of Interest Code, Provisions.**

The Person (the term "Person" shall herein be as defined in Section 38 of the City's Code of Ordinances) supplying the documents, data, studies, reports, specifications, deliverables, etc. under this Contract shall comply with all applicable Federal, State and Municipal statutes, regulations, charters, ordinances, rules, etc. whether or not they are expressly stated in this Contract, including but not limited to the following:

**32.1.** It shall be a material breach of this Contract, and, except as may be permitted by regulations or rulings of the City of Waterbury Board of Ethics it shall be a violation of the City's Code of Ordinances, for any Public Official, City Employee or Member of a Board or Commission who is participating directly or indirectly in the procurement process as set forth in the City's Code of Ordinances, including those participating in exempt transactions, to become or be the employee of any person contracting with the governmental body by whom the Official, Employee, or Board or Commission member is employed or is a member.

**32.2.** It shall be a material breach of this Contract, and it shall be a violation of the City's Code of Ordinances for any Person to offer, give, or agree to give any current or former Public Official, Employee or Member of a Board or Commission, or for such current or former Public Official, Employee or Member of a Board or Commission to solicit, demand, accept or agree to accept from another Person, a gratuity or an offer of employment in connection with any: decision; approval; disapproval; recommendation; preparation of any part of a program requirement or a requisition; influencing the

content of any specification or procurement standard; or rendering of advice, investigation, auditing, or in any other advisory capacity in any proceeding or application, request for ruling, determination, claim or controversy, or other particular matter, pertaining to any program requirement or a Contract or Purchase Order, or to any solicitation or proposal therefore.

**32.3.** It shall be a material breach of this Contract and it shall be a violation of the City's Code of Ordinances for any payment, Gratuity, or offer of employment to be made as an inducement for the award of a subcontract or order, by or on behalf of a subcontractor, the prime Consultant or higher tier subcontractor or any Person associated therewith, under a Contract or Purchase Order to the City.

**32.4.** The value of anything transferred or received in violation of the City's Charter, Code of Ordinances, and/or regulations promulgated there under, by any Person subject to said Charter and/or Ordinances may be recovered by the City.

**32.5.** Upon a showing that a subcontractor made a kickback to the City, a prime Consultant or a higher tier subcontractor in connection with the award of a subcontract or order there under, it shall be conclusively presumed that the amount thereof was included in the price of the subcontract or order and ultimately borne by the City and will be recoverable hereunder from the recipient. In addition, said value may also be recovered from the subcontractor making such kickbacks. Recovery from one offending party shall not preclude recovery from other offending parties.

**32.6.** It shall be a material breach of this Contract and it shall be a violation of the City's Code of Ordinances for a Person to be retained, or to retain a Person, to solicit or secure a contract with the City upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee; and every Person, before being awarded a City contract, shall deliver to the City, on a City authored form, a representation that such Person has not retained anyone in violation of this subsection 32.6, the failure to deliver said form being a material breach of this Contract and a violation of the City's Code of Ordinances. Note, however, this subsection 32.6 shall not apply to full-time Employees who, as a condition of their employment, may be entitled to bonuses or other fees in accordance with their employment relationship.

**32.7.** The Person hereby expressly represents that he/she/it has complied with those sections of the City's Code of Ordinances requiring that said Person has **(i)** delivered to the City an affidavit, on a City authored form, stating that the Person and its affiliates have no delinquent taxes or other financial obligations owed to the City; **(ii)** filed the City authored financial disclosure statement form as set forth in the City's Code of Ordinances regarding disclosure of financial interests; **(iii)** delivered to the City a written acknowledgement, on a City authored form, evidencing receipt of a copy of the "Ethics and Conflict of Interest" ordinance for the City of Waterbury and hereby expressly represents that said Person is in full compliance with the entirety of said Code of Ordinances; and **(iv)** filed a current list of all taxable personal and real property as required by the State of Connecticut General Statutes. Any violation of this

subsection 32.7 shall be deemed a material breach of this Contract and shall be a violation of the City's Code of Ordinances.

**32.8.** The definitions set forth in the City's Code of Ordinances shall be the primary source for interpretation of the forgoing subsections 32.1-32.7.

**32.9.** The Consultant is hereby charged with the requirement that it shall have knowledge of, and shall fully comply with, all relevant provisions of the City's Charter and all relevant provisions of the City's Code of Ordinances, including without limitation Chapters 93, titled "Discriminatory Practices", Chapter 38 titled "Centralized Procurement System", and Chapter 39 titled "Ethics and Conflict of Interest", of said Code as may be amended from time to time.

**32.10.** The Consultant hereby acknowledges receipt of a copy of the Chapters 38 and 39 of City's Ordinance regarding Procurement, Ethics, and Conflicts of Interest and has familiarized itself with said Code and hereby agrees to adhere to said Code. The text of Chapters 38 and 39 of said Code may be obtained from the Office of the City Clerk of the City and on the internet at the City Clerk's web site: <https://www.waterburyct.org/services/city-clerk/code-of-ordinances> [click link titled "Code of Ordinances (Rev. 12/31/19)". For Chapter 38, click on "Title III: Administration", then click on "Chapter 38: Centralized Procurement System". For Chapter 39, click on "Title III: Administration", then click on "Chapter 39: Ethics And Conflicts of Interest"]

**32.11.** The Consultant is hereby charged with the requirement that it shall have knowledge of, and shall fully comply with, the City's Ordinance Sections 34.15 through 34.99 entitled, "Ordinance Concerning the Hiring of Waterbury Residents on Certain Publicly-Funded Construction Projects" and the State of Connecticut Legislature's Special Act No. 01-1.

**32.12.** Every Person who conducts business with, contracts, with or provides commodities or services to the City, is charged with notice of the extent of the powers and authority, and the limitations thereon, of the Public Officials and Employees of the City, as set forth in the charter of the City, the Code of Ordinances and any Regulations or Policies pertaining thereto. In particular, and without implying any limitation as to its applicability, it applies to all Persons who participate in the procedures pertaining to the Centralized Procurement System as set forth in Chapter 38, and the Ethics and Conflict of Interest provisions set forth in Chapter 39 of the Code of Ordinances.

**32.13. INTEREST OF CITY OFFICIALS.** No member of the governing body of the City, and no other officer, employee, or agent of the City who exercises any functions or responsibilities in connection with the carrying out of the Project to which this Contract pertains shall have any personal interest, direct or indirect, in this Contract.

**32.14. PROHIBITION AGAINST CONTINGENCY FEES.** The Consultant hereby

represents that it has not retained anyone to solicit or secure a contract with the City upon an agreement or understanding for a commission, percentage, brokerage or contingency fee.

**32.15. FREEDOM OF INFORMATION ACT NOTICE.** Pursuant to State statute, in the event the total compensation payable to the Consultant set forth in Section 6 herein is greater than \$2,500,000.00, the City is entitled to receive a copy of any and all Consultant records and files related to the performance of this Contract and those records and files are subject to the Freedom of Information Act ("the Act") and may be disclosed by the City pursuant to the Act.

**[signature page follows]**

**IN WITNESS WHEREOF**, the Parties hereto execute this Contract on the dates signed below.

**WITNESSES:**

**CITY OF WATERBURY**

Sign:   
Print name: Bjørn Aga

By:   
Paul K. Pernerevski Jr., Mayor

Sign:   
Print name: Nicholas Conditano

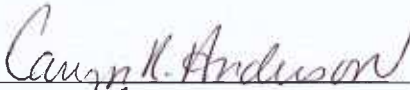
Date: 5/29/2026



APPROVED AS TO FORM  
Attorney, Office of the Corporation Counsel

**WITNESSES:**

**CURRICULUM ASSOCIATES, LLC**

Sign:   
Print name: Caryn R. Anderson

By: 

Sign:   
Print name: Allison Kramer

Date: 5-5-26

1. Addendum #1, dated January 6, 2026, to RFP No. 8649, consisting of 3 pages;
2. City of Waterbury RFP No. 8649, excluding City forms and sample contract, consisting of 10 pages, attached hereto;
3. Consultant's Response to RFP No. 8649, excluding City forms consisting of 148 pages, attached hereto;
4. Consultant's Revised Cost Proposal, dated March 18, 2026, consisting of 1 page, attached hereto;
5. Any and all amendment(s) and Change Orders, issued by the City after execution of Contract, incorporated herein by reference;
6. City Contract Compliance Documents, incorporated herein by reference;
7. Certificates of Insurance, incorporated herein by reference;
8. Licenses, incorporated herein by reference;
9. All applicable Federal, State, and local statutes, regulations charter and ordinances, incorporated herein by reference.

MAUREEN McCAULEY  
ASSISTANT DIRECTOR OF PURCHASING



OFFICE OF THE DIRECTOR OF PURCHASING  
**THE CITY OF WATERBURY**  
CONNECTICUT

**ADDENDUM #1**

**January 6, 2026**

**RFP 8649 Online Math Intervention Software**

**Please Be Advised:**

1. All Proposers are hereby notified that this Addendum No. 1 shall be part of the Contract Documents for the above referenced **RFP #8649**.
2. This Addendum amends or supplements the RFP Documents. All provisions which are not so amended or supplemented remain in full force and effect.
3. Each Proposer shall be responsible for determining that it has received all Addenda issued and shall acknowledge receipt of all Addenda on the Addendum Acknowledgment Form (see Attachment C). Failure to do so may subject the Proposer to disqualification.

**The Contract Documents are hereby amended as follows:**

**Please refer to the questions and answers below.**

**Question:** Would the district be open to adopting a software that would be used across all high schools or K-12, or is this exclusively just for Crosby and Kennedy?

**Answer:** Exclusively for Crosby and Kennedy.

**Question:** For pricing purposes, how many students are expected to use this solution?

**Answer:** As many as possible for the identified allocation, 600 minimum licenses.

**Question:** Does "online math intervention software solution", referenced in the overview section, mean the solution is intended to be used only for independent work by students?

**Answer:** **Answer:** The software program will serve as independent intervention and guided practice by instructors.

**Question:** Both the Scope of Services section and the Minimum Requirements sections reference various integrations with common educational platforms. Are there specific platform integrations required? For instance, Google Classrooms vs. Clever.

**Answer:** Clever.

**Question:** Is there a list of "common educational platforms" or "other edtech tools" that are required?

**Answer:** No.

**Question:** RFP p. 2. Compliance with City Data Privacy and p. 28, Sample Service Agreement, 3.10. Student Data Privacy. Does the "Compliance with City Data Privacy" refer to section 3.10 of the Sample Service Agreement, or is there a separate City Data Privacy document that vendors should review? If a separate document, will the City please provide the Data Privacy document for vendors to review?

**Answer:** The privacy agreement refers to section 3.10 of the contract.

**Question:** RFP p. 3. E. Insurance. Please clarify if the certificate of insurance is required with the bid or upon approval? / Is a Certificate of Insurance required in the proposal or upon reward?

**Answer:** A Certificate of Insurance must be provided upon award for the types and amounts of insurance listed.

**Question:** RFP p. 2,1. Software Licensing and Access and p. 7, 4. Cost Schedule. Please confirm that the cost proposals should be based on up to 600 licenses for each of the two high schools? / Should pricing be based on 1,200 students (600 each at Crosby and Kennedy High)?

**Answer:** Yes, minimum 1200 total licenses.

**Question:** What is the expected award date?

**Answer:** ASAP.

**Question:** What core math solution is the district currently using?

**Answer:** enVision® A|G|A (2nd year of implementation).

**Question:** Does the district plan to purchase upfront for the contract period, or annually?

**Answer:** Based on funding source, annually.

**Question:** Please confirm the number of staff who will require training.

**Answer:** 50 staff members.

**Question:** Are there renewal options after the initial contract period ending 6/30/29?

**Answer:** No. See Section D. Agreement Period.

**Question:** Does the department anticipate awarding to multiple vendors? / In the overview section it references grades 9-12 and in the minimum requirements section it references HS Algebra/Geometry. Will proposals be accepted with partial coverage? For example, a solution that covers 9th grade and Algebra, but does not support grades 10-12 and doesn't cover geometry. In other words, will there be multiple awards or will this be a sole source award?

**Answer:** ONE vendor will be chosen.

**Question:** Where will vendors be able to view or obtain a copy of the award details for this bid?

**Answer:** A FOIA request can be submitted using the City of Waterbury website.

**Question:** We understand that the proposal should follow the format shown starting on RFP page 6. In which section of the proposal should we address the Minimum Requirements and Scope of Services?

**Answer:** In your written response to the RFP.

**Question:** We understand that the cost proposal should be sealed separately from the technical proposal. How many print copies of the cost proposal are desired?

**Answer:** One ORIGINAL copy of the cost proposal, sealed in its own envelope.

**Question:** In which section of the proposal would WPS like forms (e.g., Attachment A, Attachment C, and insurance) to be included?

**Answer:** Fill in all A forms plus C and return filled-in originals with copies as per section I. Proposal Requirements & Required Format.

**Question:** Are digital signatures accepted?

**Answer:** Yes.

**Thank you.**

**Maureen McCauley**

**Assistant Director of Purchasing – City of Waterbury**

**REQUEST FOR PROPOSAL #8649  
THE CITY OF WATERBURY  
BY  
DEPARTMENT OF EDUCATION  
Online Math Intervention Software**

The City of Waterbury, Department of Education (hereinafter "City"), is seeking a qualified vendor to provide an online math intervention software solution, including licensing, implementation, training, and ongoing support, for Crosby and Kennedy High Schools.

## **A. Background and Intent**

### **Overview**

Waterbury Public Schools (WPS) is a public school district in Waterbury, Connecticut, serving approximately 19,000 students across 30 schools, including Crosby and Kennedy High Schools. WPS seeks proposals for an online math intervention software solution to support personalized math instruction at Crosby and Kennedy High Schools. The software should address skill gaps, provide targeted instruction, and motivate students in grades 9-12.

### **Purpose**

This RFP solicits proposals for a cloud-hosted SaaS (Software as a Service) math intervention platform. The solution must be accessible via web browsers on school devices (Chromebooks, laptops) and integrate with existing systems like Google Classroom or SIS (Student Information System). Implementation should include training, data migration (if applicable), and ongoing support.

### **Current Environment**

Crosby and Kennedy High School currently uses basic math tools but lacks a comprehensive intervention program. The district has high-speed internet, a mix of Windows and Chrome OS devices, and uses browsers like Chrome and Edge. The student populations at both Crosby and Kennedy are 1,400 students each, both with a focus on remedial math for underperforming groups.

## **B. Qualifications**

Eligible proposers will be those consultants, businesses, and institutions that have the following qualifications:

### **Minimum Requirements**

- SaaS-based, cloud-hosted with 99.9% uptime.
- Personalized learning paths based on diagnostic assessments.
- Coverage for math skills from elementary through high school algebra/geometry.
- Interactive lessons, videos, and gamified elements to engage students.
- Reporting tools for teachers/administrators to track progress.

- Compliance with City Data Privacy, FERPA, COPPA, and accessibility standards.
- Installed base in at least 5 similar K-12 districts (preference for CT or Northeast).
- No additional client software required beyond standard browsers.
- Integration capabilities with common educational platforms.

### C. Scope of Services

The selected Offeror shall provide the following services as part of the contract:

1. **Software Licensing and Access:** Provision of user licenses for up to 600 students and 50 staff members at each of Crosby and Kennedy High Schools with scalable options for future expansion.
2. **Diagnostic and Assessment Tools:** Built-in diagnostic tests to identify student skill gaps and generate individualized learning plans.
3. **Content Delivery:** Interactive math content including lessons, videos, practice problems, and gamification features aligned with Common Core State Standards.
4. **Progress Monitoring and Reporting:** Real-time dashboards, customizable reports, and analytics for student performance, usage, and outcomes.
5. **Integration Services:** Seamless integration with WPS's Student Information System (SIS), Google Classroom, and other edtech tools.
6. **Implementation and Project Management:** Dedicated project manager to oversee setup, configuration, and rollout, including data import from existing assessments.
7. **Training and Professional Development:** Initial on-site or virtual training sessions for administrators, teachers, and IT staff (up to 50 at Crosby and 50 at Kennedy); ongoing webinars, resources, and a train-the-trainer program.
8. **Technical Support and Maintenance:** 24/7 help desk support via phone, email, and chat; regular software updates, bug fixes, and feature enhancements included in the subscription.
9. **Data Security and Compliance:** Ensure all data handling complies with FERPA, COPPA, and state privacy laws; provide annual security audits and breach notification protocols.
10. **Customization and Enhancements:** Options for limited customizations, such as branded interfaces or tailored content modules, with associated fees detailed in pricing.
11. **User Acceptance Testing (UAT):** Facilitate UAT phases with WPS staff to verify functionality before full deployment.
12. **Documentation and Resources:** Comprehensive user manuals, online knowledge base, and video tutorials for end-users.
13. **Performance Metrics and Reviews:** Quarterly performance reviews with WPS to assess usage, effectiveness, and areas for improvement.
14. **Exit and Transition Services:** At contract end, provide data export in standard formats and assist with transition to a new provider if needed.

### D. Agreement Period

The agreement period for any contract or purchase order resulting from this RFP is anticipated to be February 1<sup>st</sup> 2026- June 30, 2029.

## **E. Insurance**

The respondent shall provide insurance as set for in **Attachment D** provided by insurers, satisfactory to the City and authorized to do business in the State of Connecticut, an "A-" Best's Rating and at least a Class V3 or better financial category as shown in the most current A.M. Best Company ratings.

## **F. General Information**

1. The City is an Equal Opportunity and Affirmative Action employer and does not discriminate in its hiring, employment, or business practices. The City is committed to complying with the Americans with Disabilities Act of 1990 (ADA) and does not discriminate on the basis of disability, in admission to, access to, or operation of its programs, services, or activities.

2. ***There will be a mandatory Information Session with respect to this RFP on December 19, 2025 at 1:00 p.m., via Google Meet. Please use the following link to join the meeting: [meet.google.com/nqz-spzd-fmq](https://meet.google.com/nqz-spzd-fmq)***

***ATTENDANCE AND ON-TIME SIGN-IN AT THE Information Session IS MANDATORY. THOSE LATE/NOT ATTENDING WILL NOT BE ELIGIBLE TO SUBMIT A PROPOSAL.***

3. Proposers must complete and sign the items and any forms included in Attachment A. (Contract Compliance Packet).
4. All questions and communications about this request for Proposal and submission requirements must be directed to the City of Waterbury ProcureWare website and must be received **by 2:00 PM on December 26, 2025**. Prospective proposers must limit their contact regarding this RFP to the Purchasing Director or such other person otherwise designated by the Purchasing Director. Responses to questions submitted by the above date or identified at any Information Session to be held in regard to this RFP, **along with any changes or amendments to this RFP**, will be available via the City of Waterbury ProcureWare website **by January 6, 2026, 2:00 PM**. It shall be the responsibility of the proposer to download this information. If you have any procedural questions in this regard, please call the Purchasing Director at (203) 574-6748.

## **G. Management**

Any contract or purchase order resulting from this RFP will be managed by the Board of Education Grant Manager.

## **H. Conditions**

All those submitting proposals must be willing to adhere to the following conditions and must positively state this in the proposal:

1. All proposals in response to this RFP are to be the sole property of the City. Proposers are encouraged **not** to include in their proposals any information which is proprietary. All materials associated with this procurement process are subject to the terms of state laws defining freedom of information and privacy and all rules, regulations and interpretations resulting from those laws.
2. Any product, whether acceptable or unacceptable, developed under a contract awarded as a result of the RFP is to be the sole property of the City.
3. The timing and sequence of events resulting from this RFP will ultimately be determined by the City.
4. The proposer agrees that the proposal will remain valid for a period of **90** days after the closing date for the submission and may be extended beyond that time by mutual agreement.
5. The City may amend the terms or cancel this RFP any time prior to the execution of a contract or purchase order for these services if the City deems it to be necessary, appropriate or otherwise in the best interests of the City. Failure to acknowledge receipt of amendments, in accordance with the instructions contained in the amendments, may result in a proposal not being considered. At his option, the City's Director of Purchasing may provide all proposers with a limited opportunity to remedy any technical deficiencies identified by the City in their initial review of proposals.
6. The proposer must certify that the personnel identified in its response to this RFP will be the persons actually assigned to the project. Any additions, deletions or changes in personnel from the proposal during the course of the agreement period must be approved by the City, with the exception of personnel who have terminated employment. Replacements for personnel who have terminated employment are subject to approval by the City. At its discretion, the City may require the removal and replacement of any of the proposer's personnel who do not perform adequately, regardless of whether they were previously approved by the City.
7. All subcontractors hired by the proposer awarded a contract or purchase order as a result of this RFP must have prior approval of the City prior to and during the agreement period.
8. Any costs and expenses incurred by proposers in preparing or submitting proposals are the sole responsibility of the proposer.
9. A proposer must be prepared to present evidence of experience, ability, financial standing, and any other information deemed necessary by the City to satisfactorily meet the requirements set forth or implied in the proposal.

10. No additions or changes to the original proposal will be allowed after submittal, except as may be allowed by the City, at its option, in accordance with Section H.5. of this RFP. While changes are not permitted, clarification of proposals may be required by the City at the proposer's sole cost and expense. The final price and scope of services of any contract or purchase order resulting from this RFP may be negotiated with responsible proposers.
11. The proposer may be required to give presentations to the extent necessary to satisfy the City's requirements or needs. In some cases, proposers may have to give presentations or further explanation to any RFP selection committee established by the City.
12. The proposer represents and warrants that the proposal is not made in connection with any other proposer and is in all respects fair and without collusion or fraud. The proposer further represents and warrants that it did not participate in any part of the RFP development process, had no knowledge of the specific contents of the RFP prior to its issuance, and that no agent, representative or employee of the City participated directly in the proposer's proposal preparation.
13. All responses to the RFP must conform to instruction. Failure to include any required signatures, provide the required number of copies, to meet deadlines, answer all questions, follow the requested format, or failure to comply with any other requirements of this RFP may be considered appropriate cause for rejection of the response.
14. The proposer must accept the City's standard agreement language. See Attachment B.
15. Any contract or purchase order resulting from this RFP process will represent the entire agreement between the proposer and the City and will supersede all prior negotiations, representations or agreements, alleged or made, between the parties. The City shall assume no liability for payment of services under the terms of the contract or purchase order until the successful proposer is notified that the contract or purchase order has been accepted and approved by the City. Any contract resulting from this RFP may be amended only by means of a written instrument signed by the proposer and signed by the Mayor.

#### **I. Proposal Requirements & Required Format**

One original (clearly identified as such) and **3** paper copies of the proposal, as well as a copy of the original proposal in pdf format on a CD or flash drive, must be received at the following address no later than **11:30 AM on January 12, 2026..** **Proposals received after that time shall not be considered.**

Mr. Kevin McCaffery  
Director of Purchasing  
City of Waterbury

235 Grand Street  
Room 103  
Waterbury, CT 06702

**Proposals** submitted must be bound, paginated, indexed and numbered consecutively. Proposers shall complete **Attachment C** addressed to Mr. McCaffery, which, in part, includes a statement by the proposer accepting all terms and conditions and requirements contained in the RFP, and which shall be signed by a duly authorized official of the organization submitting the proposal. Proposers shall also, as indicated in Attachment C, identify the name of a contact person, along with their telephone number, email address, if applicable, and address, who can be contacted for the purpose of clarifying the information contained in their response to this RFP. In addition to any other information required in Attachment C, proposers shall provide their firm's authorization and a request to any persons, firm, or corporation to furnish any information requested by the City of Waterbury in verification of the recitals included in its response to this RFP.

Proposals must set forth accurate and complete information for each of the items listed below. At the City's discretion, failure to do so could result in disqualification.

1. Proposer Information: Please provide the following information:
  - a. Firm Name
  - b. Permanent main office address
  - c. Date firm organized.
  - d. Legal Form of ownership. If a corporation, indicate where incorporated.
  - e. How many years have you been engaged in services you provide under your present name?
  - f. Names, titles, reporting relationships, and background and experience of the principal members of your organization, including officers.
2. Experience, Expertise and Capabilities
  - a. Philosophy Statement and Business Focus. A statement of the proposer's philosophy and approach in undertaking the services of the nature outlined in the RFP, as well as a description of its primary business focus.
  - b. Summary of Relevant Experience. A listing of all projects that the proposer has completed within the last three (3) years must be provided, as well as all projects of a similar nature to those included in the Scope of Services in this RFP. The following information shall be provided for each organization listed under this subsection:
    - Organization name and the name, title, address and telephone number of a responsible contact person.
    - Nature of services provided and dates services started and actually completed. Please indicate, for each assignment, if it was completed within the original contract timeframe and budget. If not, please explain.

- For each project done for a municipality or other government agency, please indicate the gross cost of the agreement.

Additionally, please list any contracts or purchase orders in the last three (3) years between the proposer and any agency of the City of Waterbury.

- c. Personnel Listing. A complete listing of the staff identified in the work plan by job classification, along with their resumes. Each resume shall include the individual's qualifications and experience in the subject area.
- d. Conflict of Interest. Disclose any current (within the last 3 years) business, financial, personal or other types of relationships which may pose a conflict of interest.

### 3. Statement of Qualifications and Work Plan

- a. Qualifications. Please describe your firm's qualifications, experience and capabilities as they pertain to each of the areas of qualifications listed, as well as those of the personnel to be assigned to this project.
- b. Work Plan. Please describe the approach that would be generally followed in undertaking the Scope of Services in Section C above.
- c. Services Expected of the City. Identify the nature and scope of the services that would be generally required of the City in undertaking these projects.

- 4. Cost Schedule. Proposals shall include a single price for work to be performed in accordance with this RFP, inclusive of all personnel and non-personnel expenses. This price should encompass the entire Scope of Services in this RFP. The City reserves the right to negotiate costs, scope of services, and key personnel based on provider proposals. In order for the City to evaluate the proposed cost, proposers must include for each element in the Work Plan outlined in Section I.3.b. above, the staff, hours, hourly rates and the total cost. Include details generally associated with non-personnel costs as an additional cost section.

Since the City may desire to consider the proposer's experience, qualifications, statement of work, and other aspects of the RFP prior to the Cost Proposal, the Cost Proposal shall be sealed in a separate envelope marked "Confidential: Cost Proposal".

*Note: The City is exempt from the payment of excise, transportation and sales taxes imposed by the Federal Government and/or the State. Such taxes must not be included in prices.*

### 5. Information Regarding: Failure to Complete Work, Default and Litigation.

Please respond to the following questions:

- a. Have you ever failed to complete any work awarded to you? If so, where and why?
- b. Have you ever defaulted on a contract? If so, where and why?

- c. Is there any pending litigation which could affect your organization's ability to perform this agreement? If so, please describe.
  - d. Has your firm ever had a contract terminated for cause within the past five years? If yes, provide details.
  - e. Has your firm been named in a lawsuit related to errors and omissions within the past five years? If yes, provide details.
  - f. During the past seven years, has your firm ever filed for protection under the Federal bankruptcy laws? If yes, provide details.
  - g. Are there any other factors or information that could affect your firm's ability to provide the services being sought about which the City should be aware?
6. Exceptions and Alternatives. Proposers wishing to take any exceptions to any requirement in the RFP shall state and explain such exceptions. The City may accept proposals which take exception to any requirements in this RFP, or which offer any alternative to a requirement herein, as well as consider such exceptions and alternatives in evaluating responses. Any exception or alternative must be clearly delineated and cannot materially affect the substance of this Request for Proposals.
7. Additional Data. Any additional information which the proposer wishes to bring to the attention of the City that is relevant to this RFP.

## **J. Evaluation of Proposals; Selection Process**

### **1. Evaluation Criteria**

The following criteria are expected to be among those utilized in the selection process. They are presented as a guide for the proposer in understanding the City's requirements and expectations for this project and are not necessarily all inclusive or presented in order of importance.

- a. Proposed statement of work. Emphasis will be on grasp of the issues involved, soundness of approach and the quality of the overall proposal.
- b. Proposed cost schedule.
- c. Experience, expertise, and capabilities of the proposer. Background, qualifications, and previous experience of personnel to be assigned to the project and their demonstrated competence, experience and expertise in the type of work to be performed. The type of experience, expertise, capabilities, and qualifications desired are outlined in Section B. - Qualifications of this RFP. The City may contact one or more of the organization references listed in Section I.2.b. of this RFP as part of assessing the experience, expertise and capabilities of the proposers or those selected as the finalist(s).

- d. Time, Project and Cost Schedule. Emphasis will be on the proposer's record with completing tasks and producing the necessary products within required time frames and within budget.

## 2. Selection Process

The City of Waterbury may elect to have the proposals evaluated by a committee as part of making a selection. If deemed necessary, the City reserves the right to arrange for interviews/oral presentations as part of the selection process, which invitations for interviews may involve a short-listing of the proposals received.

## **K. Rights Reserved To The City**

The City reserves the right to award in part, to reject any and all proposals in whole or in part for misrepresentation or if the proposer is in default of any prior City contract, or if the proposal limits or modifies any of the terms and conditions and/or specifications of the RFP. The City also reserves the right to waive technical defects, irregularities and omissions if, in its judgment, the best interest of the City will be served.

## **L. Federal, State and Local Employment Requirements NOT APPLICABLE**

Contractors, if applicable, shall be obligated to fully comply with the attached Hiring of Waterbury Residents on Certain Publicly-Funded Construction Projects, i.e. City of Waterbury Ordinances Chapter 34 ("Good Jobs Ordinance"), Federal Davis- Bacon Act, Federal American Recovery and Reinvestment Act of 2009, and the Housing and Urban Development Section 3 Clause, all as further specified in the attached City of Waterbury Contract form. Also attached hereto, is a full copy of the aforesaid City of Waterbury Ordinance, commonly referred to as the "Good Jobs Ordinance".

## **M. State Set-Aside Requirements NOT APPLICABLE**

i. The contractor who is selected to perform this municipal public works project, funded in whole or part by the State, must comply with CONN. GEN. STAT. §§ 4a-60, 4a-60a, 4a-60g, and 46a-68b through 46a-68f, inclusive, as amended by June 2015 Special Session Public Act 15-5. An Affirmative Action Plan must be filed with and approved by the Commission on Human Rights and Opportunities prior to the commencement of construction.

ii. State law requires a minimum of twenty-five (25%) percent of the state-funded portion of the contract be set aside for award to subcontractors holding current certification from the Connecticut Department of Administrative Services ("DAS") under the provisions of CONN. GEN. STAT. § 4a-60g. (25% of the total state-funded value with DAS-certified Small Businesses and 6.25% of the total state-funded value with DAS-certified Minority-, Women-, and/or Disabled-owned Businesses.) The contractor must demonstrate good faith effort to meet the 25% set-aside goals.

iii. For municipal public works contracts, the contractor must file a written or electronic non-discrimination certification with the Commission on Human Rights and Opportunities.

Forms can be found at <https://portal.ct.gov/chro/contract-compliance/contract-compliance/contract-compliance-forms-and-reports>

**N. State DAS Requirements for Construction Projects NOT APPLICABLE**

If applicable, Proposers shall submit with their Proposals their DAS Contractor Prequalification Certificate along with a current Updated Bid/Proposal Statement. In addition, any named Subcontractor whose subcontract value is equal to or greater than \$500,000 shall hold a current DAS Contractor Prequalification Certificate in the closest applicable Classification of the work that the Subcontractor will complete in the contract. The proposer must submit with their proposal, all applicable Subcontractor DAS Prequalification certificates. Any Proposal submitted without a copy of the DAS Prequalification Certificate and an Updated Bid/Proposal Statement for the proposal and DAS Prequalification Certificates for Subcontractors whose subcontract value is equal to or greater than \$500,000 shall be invalid.

The Successful Proposer and each of its Subcontractors having subcontracts in value equal to or greater than \$500,000 shall maintain and keep current their respective DAS Contractor Prequalification Certificates at all times during the term of the Contract and any warranty period set forth in the Contract Documents.

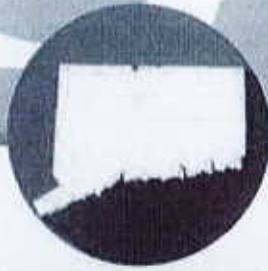
**O. Bid Bond NOT APPLICABLE**

Each Proposal with a total cost greater than \$50,000.00 submitted shall be accompanied by a Proposal Security (a Certified Check or Bid Bond) in the amount of **ten (10) percent** of the Total Proposal Price.

**P. Performance/Payment Bonds NOT APPLICABLE**

The Proposer to whom a contract is offered, must furnish to the City, if that contract has a total cost greater than \$50,000.00, a 100 percent Performance Bond with a surety, and in a form, acceptable to the City. In the City's sole discretion, it may also require a 100 percent Payment Bond and/or other additional security with a surety, and in a form, acceptable to the City.

ORIGINAL



## **The City of Waterbury, Department of Education**

**Online Math Intervention Software**

**RFP# 8649**

**Due: January 12, 2026 at 11:30 AM**

**Submitted to:**

Mr. Kevin McCaffery  
Director of Purchasing  
City of Waterbury  
235 Grand Street  
Room 103  
Waterbury, CT 06702

**Submitted by:**

Curriculum Associates, LLC  
153 Rangeway Road  
North Billerica, MA 01862

**Contact:**

Erin Rush, VP, Adoptions & Proposals  
RFPs@cainc.com | 614-721-9573

# **Curriculum Associates**

# Curriculum Associates®

January 12, 2026

City of Waterbury  
Attn: Mr. Kevin McCaffery, Director of Purchasing  
235 Grand Street  
Room 103  
Waterbury, CT 06702

## RE: Online Math Intervention Software, RFP# 8649

Dear Kevin McCaffery:

The City of Waterbury, Department of Education (City) seeks an online mathematics intervention solution for Crosby and Kennedy High School students. The solution must be web-based and offer personalized mathematics instruction to target skill gaps and motivate students in grades 9–12.

To uniquely meet the needs denoted in the RFP, Curriculum Associates, LLC (Curriculum Associates) proposes our award-winning and classroom-proven ***i-Ready® Assessment and Personalized Instruction (i-Ready)*** for mathematics and our ***Teacher Toolbox***. This proposed fully web-based solution will support the City's vision that "ALL Waterbury Public Schools students will graduate ready to transform their world."<sup>1</sup>

As a longstanding Curriculum Associates partner, Waterbury Public Schools is implementing *i-Ready* for reading as an intervention at the high school level and understands the value of the *i-Ready* connected program where all components are designed to seamlessly work together and support student achievement. Further, Waterbury educators are implementing *i-Ready Classroom Mathematics* in grades K–8 as a core mathematics program. With our proposed *i-Ready* mathematics intervention solution for Crosby and Kennedy High Schools, the City will have a seamless connected system.

*i-Ready* efficiently and effectively provides targeted, differentiated instruction to help each student reach their academic potential and monitors their progress in mathematics over time. Backed by research, *i-Ready* is a valuable tool for making informed decisions that enhance achievement. The proposed solution components are described in the Work Plan section of our response.

### ***One Coherent Program for Intervention***

The core component of *i-Ready Assessment* is *i-Ready Inform*<sup>2</sup> (K–12, in either English or Spanish) a computer-adaptive assessment that provides a deep, customized evaluation of every student.

---

<sup>1</sup> <https://www.waterbury.k12.ct.us/superintendents-office/superintendent-of-schools>

<sup>2</sup> *i-Ready Inform* is the new name for our adaptive assessment, currently named "*i-Ready Diagnostic*." Throughout our response, you may notice some product images with the name *Diagnostic*. This is because the name will not transition in the platform until the 2026-2027 school year.

With integrated data analysis, *i-Ready* offers a comprehensive suite of intuitive, actionable reports that provide in-depth insight into student strengths and needs for additional support. *i-Ready* was reviewed—and highly rated—under three of the National Center on Intensive Intervention Tools Charts: Academic Screening, Academic Progress Monitoring, and Academic Intervention.

Based on *i-Ready Inform* performance, *i-Ready Personalized Instruction* builds a unique plan of online mathematics instruction if the student needs to work on skills below the grade 9 level. Explicit instruction is systematic, clear, and precise. In grades 6+, *i-Ready Pro* enhances this experience with distinct lesson types to support a wider range of learning needs. Further, teachers can assign specific lessons to students to complement their teacher-led instruction or to meet instructional priorities.

Additionally, teachers will benefit from the proposed *Teacher Toolbox*—available in the same *i-Ready* platform—a robust collection of high-quality standards-based mathematics instructional resources. Lessons are often recommended in *i-Ready* reports.

### ***A Partner Focused on Service***

To ensure success, the City will be served by *i-Ready Partners*, a connected and experienced group of professionals focused on meeting the needs of educators, students, and communities. With a Partner Success Manager as your primary liaison, tailored professional learning pathways, expert consultation on education trends, real-time achievement data, and comprehensive technical assistance, *i-Ready Partners* ensures you maximize the impact of our programs.

Curriculum Associates has the experience and capacity to effectively implement *i-Ready* to help prepare the City's students for college- and career-ready expectations. Currently, 15 million students across the country use *i-Ready*—about one third of the nation's PreK–12 students. This includes 5,800 districts, approximately 39,900 schools, and 1.1 million educators who use the program.

We are confident that our coherent assessment and instruction solution—backed by our comprehensive support and training throughout implementation—will help ensure students and staff receive the resources and support they need to succeed with this mathematics intervention initiative.

This proposal is valid until December 31, 2026. Please note that our clarifications and exceptions are provided in Section 6. Exceptions and Alternatives. We acknowledge receipt of Addendum #1 dated January 6, 2026. For additional information about our proposal or to arrange a presentation, please contact me by phone at 614.721.9573 or by email at [RFPs@cainc.com](mailto:RFPs@cainc.com). On behalf of Curriculum Associates, thank you for your review and consideration of our submission.

Sincerely,



Erin Rush  
VP, Adoptions and Proposals  
Curriculum Associates, LLC

# Table of Contents

## Cover Letter

|                                                                                   |           |
|-----------------------------------------------------------------------------------|-----------|
| <b>1. Proposer Information</b>                                                    | <b>1</b>  |
| Reporting Relationships                                                           | 1         |
| Background and Experience                                                         | 2         |
| <b>2. Experience, Expertise and Capabilities</b>                                  | <b>4</b>  |
| a. Philosophy Statement and Business Focus                                        | 4         |
| Our Philosophy and Business Focus                                                 | 4         |
| Our Understanding of City Needs and Proposed Solution                             | 5         |
| b. Summary of Relevant Experience                                                 | 7         |
| Experience in Waterbury Public Schools                                            | 7         |
| Current Projects and References                                                   | 7         |
| Case Studies                                                                      | 9         |
| c. Personnel Listing                                                              | 10        |
| Partner Success Management and Implementation                                     | 10        |
| Professional Learning                                                             | 11        |
| Regional Sales Support                                                            | 11        |
| Customer Service Leadership                                                       | 11        |
| d. Conflict of Interest                                                           | 11        |
| <b>3. Statement of Qualifications and Work Plan</b>                               | <b>12</b> |
| a. Qualifications                                                                 | 12        |
| Qualifications of Assigned Personnel                                              | 12        |
| b. Work Plan                                                                      | 15        |
| i-Ready Assessment and Personalized Instruction for Mathematics Overview          | 15        |
| Minimum Requirements                                                              | 19        |
| Alignment with the Scope of Services                                              | 27        |
| c. Services Expected of the City                                                  | 59        |
| Key Implementation Milestones                                                     | 59        |
| <b>4. Cost Schedule</b>                                                           | <b>62</b> |
| <b>5. Information Regarding: Failure to Complete Work, Default and Litigation</b> | <b>63</b> |

6. Exceptions and Alternatives ..... 64

    Clarifications..... 64

7. Additional Data ..... 66

    Curriculum Associates: A Proven Partner ..... 66

Attachment A ..... 68

Attachment C..... 69

List of Appendices ..... 70

Appendix A: Demonstration Account Access Information

- *i-Ready Assessment and Personalized Instruction K–12 Demonstration Account Login Credentials and Navigation Instructions*

Appendix B: Program Literature

- Program Overview: *i-Ready Pro* Essential Lessons for Mathematics

Appendix C. Resumes of Key Personnel

# 1. Proposer Information

a. Firm Name

Curriculum Associates, LLC (Curriculum Associates).

b. Permanent main office address

153 Rangeway Road, North Billerica, MA 01862-2013.

c. Date firm organized.

1969.

d. Legal Form of ownership. If a corporation, indicate where incorporated.

Limited Liability Corporation of Massachusetts.

e. How many years have you been engaged in services you provide under your present name?

Approximately 56 years, since 1969.

f. Names, titles, reporting relationships, and background and experience of the principal members of your organization, including officers.

## Reporting Relationships

In Figure 1, the abridged organizational chart represents our staff reporting relationships. Staff roles are shown in three categories:

- **Leadership Roles:** Staff includes senior company leaders who oversee all functions.
- **Secondary Roles:** Staff includes Vice Presidents who oversee each team in the primary roles.
- **Primary Roles:** Staff includes those who will work directly with the City of Waterbury (City).

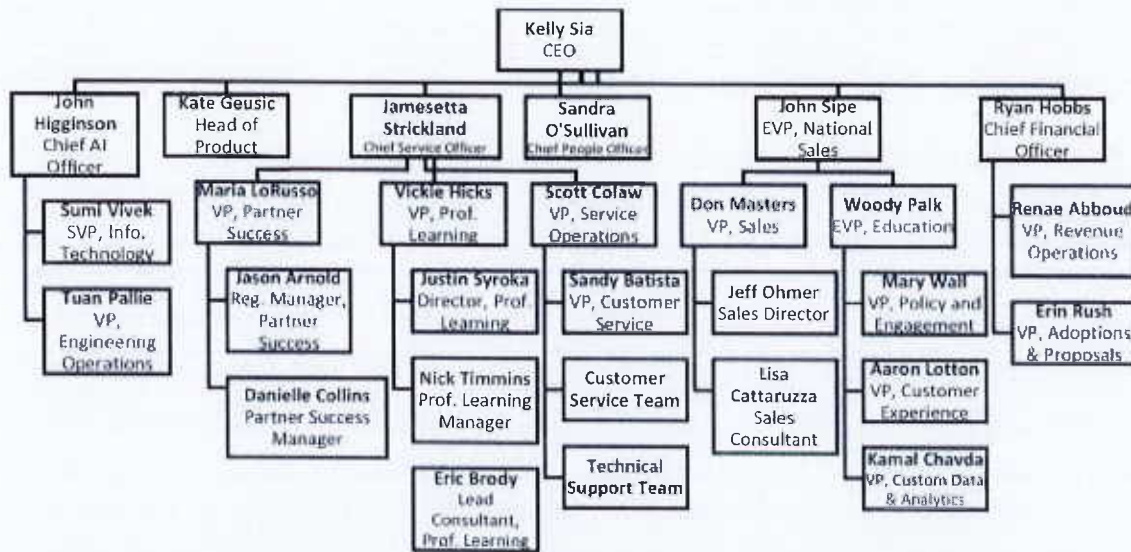


Figure 1. *i-Ready Partners* reporting relationships for Waterbury Public Schools are detailed in this abridged organizational chart. The primary staff in green will work directly with the City.

## Background and Experience

Below we provide details about the background and experience of select principal leaders. Similar details about the staff that will work directly with the City are provided beginning on page 12.

### Kelly Sia | Chief Executive Officer

**Education:** M.B.A., Finance and Marketing, New York University  
B.S., Chemical Engineering, Tufts University

Kelly joined Curriculum Associates in 2020, having served as Chief Financial Officer, Chief Operating Officer, and President before assuming her role as Chief Executive Officer in 2025. Kelly has led the integration of acquisitions, such as Mentoring Minds, a leading provider of grades K–12 instructional and critical-thinking materials, and Ellevation, an English language learning software. She has helped build a strong and growing team through mentoring, investing in training programming and resources, and hiring hundreds of employees for her growing team. She also initiated a multiyear tech and process implementation of revamping and modernizing business systems to make it easier for employees to do their work. Since Kelly joined, the company's revenue has increased significantly. Prior to joining Curriculum Associates, Kelly worked at Procter & Gamble and Iron Mountain, bringing more than two decades of financial and operational leadership experience.

**John Sipe, Jr. | Executive Vice President, National Sales**

**Education:** B.S., Business Management, St. John's University

John has worked with Curriculum Associates since 2014. In his current position, he leads the Sales Team by engaging and supporting new and current districts and sharing Curriculum Associates products and services. Having implemented *i-Ready* and *Ready* in more than 100 large district projects, John is excited to bring his depth of experience to this team. The City will benefit from John's knowledge of district goals and key stakeholders.

Previously, John was with Houghton Mifflin Harcourt (HMH) for 12 years in a number of roles including Senior Vice President, National Sales Manager, and West Area Vice President. In these roles, John worked to support educators and colleagues in utilizing technology to improve educational outcomes. Prior to HMH, John was with Sadlier-Oxford for 12 years in various roles including Regional Manager for the West. He continues to focus on supporting educational technology in his personal time as a member of the Board of Directors of San Diego's Classroom of the Future Foundation.

## 2. Experience, Expertise and Capabilities

### a. Philosophy Statement and Business Focus

A statement of the proposer's philosophy and approach in undertaking the services of the nature outlined in the RFP, as well as a description of its primary business focus.

#### *Our Philosophy and Business Focus*

Founded in 1969, Curriculum Associates is on a mission to **make classrooms better places for teachers and students** through our world-class products and customer-acclaimed service. We believe the role of an education company is to help students and teachers succeed, and this dedication has defined our vision and driven our company growth. As a pioneer in the educational technology industry, we have learned—through working hand-in-hand with our partner districts and state departments of education—an ethical, long-term, focused company is the one that will drive the best results.

Our philosophy is when students engage with teachers around data and participate in setting personal goals, they feel empowered in their learning. As students see the gains they are making, their confidence grows and their relationship with their teacher strengthens. Our assessments and instructional programs were designed based on the principle that when students take ownership of their learning, they progress at a faster rate and are motivated to achieve. We believe that data can be transformative in making this happen. When educators can combine a deeper knowledge of students' individual needs with effective and engaging instruction and practice that address these specific needs, they are best able to support and help them make progress toward proficiency and growth.

Our programs include both print and web-based resources, aligned to the latest standards and informed by the needs and requirements of state education agencies, national assessment consortia, and school systems across the country. We also provide targeted, classroom-proven professional learning and training resources to help educators effectively implement our programs to drive student learning. Our professional learning is educator-approved—95 percent of those who have used our professional learning say it helped them gain important knowledge.

We are the sole source publishers and providers of:

- **Supplemental Instruction and Intervention:** *i-Ready Personalized Instruction* for mathematics and reading (K–8), *Ready Reading* (K–8), *Ready Mathematics* (K–8), *Ready Writing* (2–5), *Magnetic Foundations* (K–2), *Magnetic Comprehension* (3–5), *Phonics for Reading* (3–12), *i-Ready Learning Teacher Toolbox* (K–8), and *Ellevation* (K–12) for English language learners
- **Assessments:** *i-Ready Assessment* for mathematics and reading (K–12), and BRIGANCE for early childhood and special education (children birth through high school)

- **Core Curriculum:** *i-Ready Classroom Mathematics* (K–Algebra 1) and *Magnetic Literacy* (K–6, coming in school year 2026–2027)

For a full product listing, please refer to our website: [www.curriculumassociates.com](http://www.curriculumassociates.com).

## ***Our Understanding of City Needs and Proposed Solution***

The City of Waterbury, Department of Education (City) is seeking vendors to provide an online mathematics intervention solution, with personalized mathematics instruction to target skills gaps, for Crosby and Kennedy High School students.

To meet these needs, Curriculum Associates proposes our award-winning and research-based program, ***i-Ready® Assessment and Personalized Instruction*** (*i-Ready*) for mathematics and the ***Teacher Toolbox***. Years of research, classroom experience, and educator partnerships have led us to create assessment tools that “see” what the human eye cannot. This insight complements—with precision—what educators know about their students and immediately connects them to multiple, targeted instructional materials—for remediation (or enrichment)—built by the same company. Having materials available in the same best-in-class program saves time and energy for both educators and students.



*i-Ready* gives teachers a complete solution with programs that were fundamentally designed to work together to enhance their instruction and lead to student growth.

- ***i-Ready Assessment*** uses tools to pinpoint and report on student strengths, identify specific areas of need with actionable next steps, and measure proficiency of on-grade level standards.
- ***i-Ready Personalized Instruction*** provides online, personalized instruction in mathematics and practice that promotes productive struggle to help every learner achieve proficiency.
- ***Teacher Toolbox*** gives educators access to thousands of digital K–8 resources for teacher-led differentiated instruction, catered to each student’s needs. This is especially helpful for high school teachers who are supporting students working below grade level.

## **A Connected System for Assessment and Instruction**

As a current Curriculum Associates partner, Waterbury Public Schools is implementing *i-Ready* for reading as an intervention at the high school level and understands the **value of a connected program where all components are designed to seamlessly work together and support student achievement.**

*i-Ready* efficiently and effectively provides targeted, differentiated instruction to help each student reach their academic potential and monitors their progress in mathematics over time. Additionally, teachers can assign lessons to students to complement teacher-led instruction or to meet specific instructional priorities.

All program components are described in the Work Plan section below (beginning on page 12). In addition, in Appendix A we provide credentials for our demonstration account so that reviewers may experience *i-Ready* for mathematics firsthand.

Our research-based, classroom-proven program was designed to get students excited about learning, and to support teachers in the challenge of meeting the needs of every learner. Through the power of one coherent system with pieces built from the ground up to work together, teachers have the tools they need to ensure students are on the road to proficiency.

*i-Ready* was reviewed—and highly rated—under three of the National Center on Intensive Intervention (NCII) Tools Charts: **Academic Screening, Academic Progress Monitoring, and Academic Intervention**. For details, please see page 17.

With *i-Ready*, Waterbury Public Schools will benefit from intuitive data, connected instruction and intervention, and our commitment to service (Figure 2).

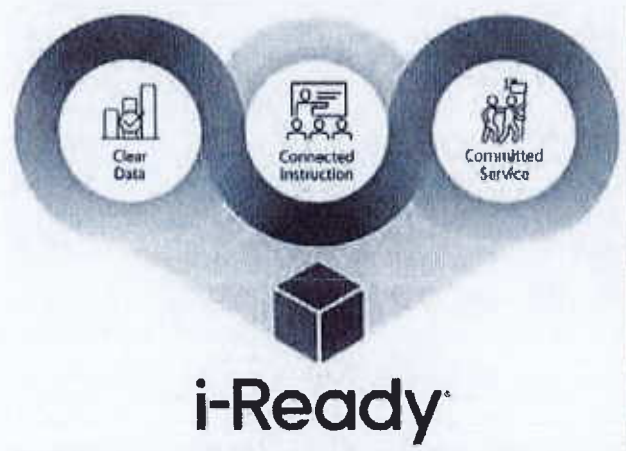


Figure 2. *i-Ready* supports every student with one coherent program.

## b. Summary of Relevant Experience

A listing of all projects that the proposer has completed within the last three (3) years must be provided, as well as all projects of a similar nature to those included in the Scope of Services in this RFP.

Curriculum Associates has the experience and capacity to effectively implement *i-Ready* for Waterbury Public Schools to help prepare high-school students for college- and career-ready expectations. Currently, **15 million students** across the country use *i-Ready*—**about one third of the nation's PreK–12 students**. This includes 5,800 districts, approximately 39,900 schools, and 1.1 million educators who use the program.

### *Experience in Waterbury Public Schools*

Waterbury Public Schools and Curriculum Associates have a long history of partnership to improve mathematics teaching and learning in the City. Beginning with the print-based *Ready Mathematics* in 2013, to our *i-Ready Classroom Mathematics* blended program, The City has counted on our high-quality programs to support their students and teachers. We are excited that this school year (2025–2026) Waterbury educators are implementing *i-Ready Classroom Mathematics* in grades K–8. Included with the implementation of *i-Ready Classroom Mathematics* is *i-Ready Assessment and Personalized Instruction*. All components are currently in use and it would provide needed consistency for the identified students. If *i-Ready* is selected as the mathematics intervention solution for Crosby and Kennedy High Schools, the City will benefit from a continuity of data across the grades.

In addition to the programs Waterbury is currently using, Curriculum Associates has also provided extensive Professional Learning and Partner Success support to ensure teachers are well supported and the City has a firm understanding of the data and how to impact instruction.

### *Current Projects and References*

While we do not release listings of projects to protect the privacy of our district partners, we do have key experience providing *i-Ready* to local district partners within the last three years. We share these details, along with other information required by the RFP specifications, in the References section that follows.

For all references listed, the projects were implemented within the required timeframes and agreed upon budgets. Please refer to the Annual Statement of Financial Interests form for information about our contracts and purchase orders with the City.

### References

| Ansonia Public Schools, CT |                                     |
|----------------------------|-------------------------------------|
| Customer Name              | John LaRovera                       |
| Customer Title             | Director of Mathematics and Science |

| Ansonia Public Schools, CT |                                                                                                                                      |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Customer Address           | 42 Grove Street, Ansonia, CT 06401                                                                                                   |
| Customer Telephone Number  | (203) 736-5060 x2236                                                                                                                 |
| Customer Email Address     | <a href="mailto:llarovera@ansoniamath.org">llarovera@ansoniamath.org</a>                                                             |
| Description of Services    | <i>i-Ready Classroom Mathematics K–8, i-Ready Assessment and Personalized Instruction</i> for reading K–8, and Professional Learning |
| Implementation Year        | 2022–2026                                                                                                                            |
| Gross Cost                 | Curriculum Associates does not release this information in order to preserve the privacy of our district partners.                   |

| Central Vermont Supervisory Union, VT |                                                                                                                                      |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| Customer Name                         | Renee Badeau                                                                                                                         |
| Customer Title                        | Director of Curriculum                                                                                                               |
| Customer Address                      | 111B Brush Hill Rd, Williamstown VT 05679                                                                                            |
| Customer Telephone Number             | (802) 433-5818                                                                                                                       |
| Customer Email Address                | <a href="mailto:rbadeau@cvsu.org">rbadeau@cvsu.org</a>                                                                               |
| Description of Services               | <i>i-Ready Classroom Mathematics K–8, i-Ready Assessment and Personalized Instruction</i> for reading K–12 and Professional Learning |
| Implementation Year                   | 2019–2026                                                                                                                            |
| Gross Cost                            | Curriculum Associates does not release this information in order to preserve the privacy of our district partners.                   |

| Springfield School District, VT |                                                                                                                                       |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Customer Name                   | Alena Martes                                                                                                                          |
| Customer Title                  | Director of Curriculum, Instruction and Assessment                                                                                    |
| Customer Address                | 301 South Street, Springfield, VT 05156                                                                                               |
| Customer Telephone Number       | (802) 885-5112                                                                                                                        |
| Customer Email Address          | <a href="mailto:amartes@ssdvt.org">amartes@ssdvt.org</a>                                                                              |
| Description of Services         | <i>i-Ready Classroom Mathematics K–8, i-Ready Assessment and Personalized Instruction</i> for reading K–12, and Professional Learning |
| Implementation Year             | 2019–2026                                                                                                                             |
| Gross Cost                      | Curriculum Associates does not release this information in order to preserve the privacy of our district partners.                    |

|                           |                                                                                                                                                |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Customer Name             | Jennifer J. Olsen, Ed.D.                                                                                                                       |
| Customer Title            | Deputy Superintendent                                                                                                                          |
| Customer Address          | 50 Van Cott Avenue, Farmingdale, NY 11735                                                                                                      |
| Customer Telephone Number | (516) 434-5130                                                                                                                                 |
| Customer Email Address    | <a href="mailto:jolsen@farmingdaleschools.org">jolsen@farmingdaleschools.org</a>                                                               |
| Description of Services   | <i>i-Ready Classroom Mathematics, i-Ready Assessment and Personalized Instruction, Phonics for Reading, Ready Reading, and Teacher Toolbox</i> |
| Implementation Year       | 2021–2026                                                                                                                                      |
| Gross Cost                | Curriculum Associates does not release this information in order to preserve the privacy of our district partners.                             |

|                           |                                                                                                                    |
|---------------------------|--------------------------------------------------------------------------------------------------------------------|
| Customer Name             | Sean Feeney                                                                                                        |
| Customer Title            | Assistant Superintendent for Curriculum, Instruction and Assessment                                                |
| Customer Address          | 100 Campus Dr.<br>Port Washington, NY 11050                                                                        |
| Customer Telephone Number | (516) 767-5000                                                                                                     |
| Customer Email Address    | <a href="mailto:sfeeney@portnet.org">sfeeney@portnet.org</a>                                                       |
| Description of Services   | <i>i-Ready Assessment and Instruction, i-Ready Classroom Mathematics, and Professional Learning</i>                |
| Implementation Year       | 2023–2026                                                                                                          |
| Gross Cost                | Curriculum Associates does not release this information in order to preserve the privacy of our district partners. |

## Case Studies

Case studies provide further evidence that *i-Ready* works. Success stories from educators across the country are provided on our website at <https://www.curriculumassociates.com/resources/case-studies>.

Additionally, please list any contracts or purchase orders in the last three (3) years between the proposer and any agency of the City of Waterbury.

Our current contract with the City is for *i-Ready Classroom Mathematics K–8 including Personalized Instruction and professional learning*.

Following, we list our purchase orders from the last three years. For details, please see our completed Annual Statement of Financial Interest form included with this submission.

| PO Number | Date       | Products/Services                              |
|-----------|------------|------------------------------------------------|
| 208350    | 1/10/2023  | <i>Professional Learning</i>                   |
| RFP6591   | 2/10/2023  | <i>i-Ready Classroom Mathematics Materials</i> |
| 210276    | 3/6/2023   | <i>Professional Learning</i>                   |
| 218492    | 10/31/2023 | <i>BRIGANCE</i>                                |
| 222693    | 3/8/2024   | <i>Professional Learning</i>                   |
| 226397    | 7/25/2024  | <i>Professional Learning</i>                   |
| 228341    | 9/29/2024  | <i>BRIGANCE</i>                                |
| 230391    | 12/3/2024  | <i>Professional Learning</i>                   |
| 230719    | 12/16/2024 | <i>i-Ready</i>                                 |
| 238435    | 9/16/2025  | <i>BRIGANCE</i>                                |
| 4152587   | 12/12/2025 | <i>Ready</i>                                   |

## c. Personnel Listing

A complete listing of the staff identified in the work plan by job classification, along with their resumes. Each resume shall include the individual's qualifications and experience in the subject area.

The City's *i-Ready* implementation will be supported by *i-Ready Partners*—a team equipped to provide local onsite support, as well as virtual support. Curriculum Associates offers full-time, non-outsourced support, and a dedicated Partner Success Manager to ensure a consistent level of service for our clients.

For this important initiative, we will appoint **Danielle Collins** as Partner Success Manager. Danielle will be supported by professional learning, educational consultants, customer service, and technical support teams. Our *i-Ready Partners* for the District are well qualified to ensure a successful implementation.

The following personnel will provide direct support or service to the District for this contract or manage their respective teams in providing direct support or service (personnel subject to change depending on the final scope and timing of the implementation). Summary biographies for each team member are included in the **Assigned Personnel** section beginning on page 12 below; full resumes are provided in **Appendix C**.

### ***Partner Success Management and Implementation***

- Danielle Collins, Partner Success Manager
- Jason Arnold, Regional Manager, Partner Success

### ***Professional Learning***

- Eric Brody, Lead Consultant, Professional Learning
- Nick Timmins, Manager, Professional Learning
- Justin Syroka, Director, Professional Learning

### ***Regional Sales Support***

- Lisa Cattaruzza, Educational Sales Consultant
- Jeff Ohmer, Sales Director—Northeast

### ***Customer Service Leadership***

- Sandy Batista, Vice President, Warehouse & Customer Service

## **d. Conflict of Interest**

Disclose any current (within the last 3 years) business, financial, personal or other types of relationships which may pose a conflict of interest.

Curriculum Associates is unaware of any current relationship, whether business, financial, personal, or otherwise which may pose a conflict of interest.

## 3. Statement of Qualifications and Work Plan

### a. Qualifications

Please describe your firm's qualifications, experience and capabilities as they pertain to each of the areas of qualifications listed, as well as those of the personnel to be assigned to this project.

#### *Qualifications of Assigned Personnel*

Below, please find summary biographies for our *i-Ready Partners* team appointed to support the City for this important work. Full resumes are included in Appendix C.

#### **Partner Success Management and Implementation**

##### **Danielle Collins | Partner Success Manager**

**Education:** B.A. (BASc), Early Childhood Education and Teaching, Special Education  
East Stroudsburg University of Pennsylvania

Danielle will partner with her team to support the City in successfully implementing *i-Ready* for this important high school mathematics intervention initiative. As a dedicated Partner Success Manager, Danielle will be Waterbury Public Schools' main point of contact for all data and implementation questions. Danielle will build and execute an implementation plan to help educators to get the most from *i-Ready* for mathematics, in alignment with local goals throughout the year. Prior to joining Curriculum Associates in 2018, Danielle was an Elementary classroom teacher in Pennsylvania and North Carolina, and also worked as an instructor at Sylvan Learning.

##### **Jason Arnold | Regional Manager, Partner Success**

**Education:** M.S.T., Adolescent Education, The State University of New York (SUNY) at Plattsburgh  
B.A., History with a minor in Political Science, SUNY at Plattsburgh

Jason will be available to assist City schools with the coordination and scheduling of all aspects of implementation. As Regional Manager, Partner Success, Jason is the designated point of contact for all questions. Jason focuses on exceeding client expectations from pre-sale plans through implementation and building relationships with customers. Jason came to Curriculum Associates in 2018 from Lexia Learning, where he was the New York State Account Executive. While there, he collaborated with his regional team to engage the customer base around fidelity of implementation to maximize their investment. Jason was also Northeast Territory Manager at Castle Learning Online, Independent Sales Consultant at WNY eConsultants LLC, and a Teacher Assistant at Saranac Lake High School.

## Professional Learning

### Eric Brody | Professional Learning Specialist

**Education:** M.Ed., Teaching and Learning, George Mason University  
B.S., History/Elementary Education, University of Pittsburg

Eric will provide the City with targeted professional development, ongoing in-classroom support, data analysis, daily project management, and communication with district and site leaders. Eric is a career educator with experience across many roles within public education (classroom teaching, instructional coaching, administration). He draws on these professional experiences to provide districts with individualized strategies and support to implement Curriculum Associates products to meet their unique needs.

### Nick Timmins | Manager, Professional Learning

**Education:** M.Ed., Education Leadership, Organizations, and Entrepreneurship, Harvard Graduate School of Education  
B.S., Advertising and Public Relations, Texas Christian University

Nick will support the City in thinking about the big picture, then supporting District educators and leaders in crafting an implementation plan tailored for individual schools. Prior to joining Curriculum Associates in 2021 to lead the New England Professional Learning team, Nick served as elementary founding teacher, grade-level chair, curriculum specialist, and assistant principal, with extensive leadership and administrator experience in the urban districts of Houston, Chicago and Denver. Nick was a Knowledge is Power Program (KIPP) School Leadership Program Teacher Leader in 2011–2012, a Miles Family Fellow in 2014, and Teacher Trainer for Teach for America.

### Justin Syroka | Director, Professional Learning

**Education:** M.Ed., Educational Leadership and Administration, Ashland University  
B.Ed., Elementary Education and Teaching, The University of Toledo

Justin will oversee the professional learning team and plan for the City. He brings his rich background and expertise in education to leaders and teachers in schools and districts. Justin joined Curriculum Associates in 2017 after a career as a classroom teacher, assistant principal, and principal that spanned more than 17 years.

When he was a principal, his school was recognized as a Model of Professional Learning Community at Work, one of only 200 schools and districts in the U.S. and Canada to receive this prestigious award. He was also a finalist for the Ohio Association of Elementary School Administrators (OAESA) National Distinguished Principal of the Year. Justin has also served as an educational consultant for Battelle for Kids.

## Regional Sales Support

### Lisa Cattaruzza | Educational Sales Consultant

**Education:** B.S., Management, Fairfield University

Lisa has over 20 years of experience directly supporting educators in Connecticut. Attuned to the nuances of the City, she will provide direct support to identify local needs and present effective solutions. She collaborates with teachers and administrators to analyze results data and address the diverse levels and needs in every classroom. Lisa joined Curriculum Associates in 2013; previously, she worked in Pre-K–6 textbook and e-product sales for McGraw-Hill Publishers and Harcourt School Publishers/Houghton Mifflin Harcourt. An experienced consensus builder, she has also created technical support materials and developed technical training modules.

### Jeff Ohmer | Sales Director—Northeast

**Education:** M.S., Education and School Administration, Johns Hopkins University  
B.S., Elementary Education, Indiana University of Pennsylvania

Jeff joined Curriculum Associates in 2018. Previously, he was with McGraw-Hill Education for 15 years serving in positions including National Manager of the Achievement Solution Group, Senior National Curriculum Specialist, National Consultant, and Consultant Manager. While in these roles, Jeff partnered with service teams and educators to deliver effective professional learning solutions to assure successful implementations. Prior to his time at McGraw-Hill, Jeff taught kindergarten and first grade in the Baltimore City Public Schools System. He served as a demonstration teacher for the district and supported teachers in need of additional professional development. Jeff has a passion for working with teachers and district leaders to implement systemic change to support the diverse learning needs of students.

## Customer Service Leadership

### Sandy Batista | Vice President, Warehouse & Customer Service

**Education:** B.S., Business Administration, Southern New Hampshire University  
A.S., Information Technology, Southern New Hampshire University  
Logistics Degree Program, Community College of the Air Force

Sandy oversees our customer service team as they support Waterbury Public Schools. She has been with Curriculum Associates since 2009 and among her many roles, Sandy helps to ensure workflow efficiencies, customer service excellence, and quality assurance. Sandy's previous experience includes seven years' experience as a Customer Service Manager at another company, and more than 12 collective years of experience in corporate positions that prepared her for her current focus, including Director of Quality Control at Triumph Learning and Director roles in Operations and IT as well as Production at Options Publishing. Additionally, she served in the United States Air Force for 10 years.

## b. Work Plan

Please describe the approach that would be generally followed in undertaking the Scope of Services in Section C above.

In the Work Plan section, we provide an overview of our *i-Ready Assessment and Personalized Instruction* for mathematics solution, respond to the Minimum Requirements (beginning on page 19), and address each Scope of Services requirement (page 27).

### ***i-Ready Assessment and Personalized Instruction for Mathematics Overview***

#### ***i-Ready Assessment: Data to Inform Instruction***

The core component of *i-Ready Assessment* is *i-Ready Inform*<sup>1</sup> (K–12, in either English or Spanish) a computer-adaptive assessment that provides a deep, customized evaluation of every student, and tracks student growth and performance consistently and continuously over a student's entire K–12 career in mathematics (and reading). By dynamically adapting based on student response patterns, *i-Ready Inform* derives large amounts of information from a limited number of test items.

This allows *i-Ready Inform* to **accurately and efficiently pinpoint students' needs and helps teachers better understand the root causes behind student challenges**. This is especially beneficial for identifying gaps spanning back multiple years, determining where students are ready for further challenges, and providing differentiated instruction and intervention.

With only 180 instructional days in a school year, every minute counts. Starting in school year 2026–2027, *i-Ready Inform* will have a shorter test with fewer questions, helping teachers get back to instruction more quickly. *i-Ready Inform* will enable educators to spend more time teaching while preserving the level of trusted accuracy that has made it a cornerstone assessment program in classrooms nationwide. *i-Ready Inform* will continue to provide valid, reliable data, actionable insights in easy-to-use reports, and powerful instructional tools that educators value.

While the data are important, what is most critical to improving student learning outcomes is that those numbers directly and explicitly support effective mathematics instruction. *i-Ready* provides intuitive reports that track student progress toward mastery of the standards and explicitly inform instructional decision-making.

---

<sup>1</sup> *i-Ready Inform* is the new name for our adaptive assessment, currently named "*i-Ready Diagnostic*." Throughout our response, you may notice some product images with the name *Diagnostic*. This is because the name will not transition in the platform until the 2026-2027 school year.

The design of *i-Ready Inform*, which adapts across grade levels, maximizes student engagement and encourages students to put in their best effort when experiencing successes and challenges. These design considerations help yield the most targeted prescription for instruction.

### ***i-Ready Personalized Instruction: Proven to Work***

*i-Ready Personalized Instruction* seamlessly connects deep student insights from *i-Ready Inform* with engaging, evidence-based instruction to ensure each learner receives support where and when it is needed most. Based on *i-Ready Inform* performance, *i-Ready Personalized Instruction* builds a unique plan of online mathematics instruction including students that need to work on skills below grade level 9. Though *i-Ready Personalized Instruction* does not offer lessons designed to deliver on-grade-level content for high school, the City can enable instruction for students performing below grade 9 proficiency to help fill instructional needs and intervention requirements.

*Personalized Instruction* is aligned to the Common Core State Standards (CCSS) and is backed by extensive research. With *Personalized Instruction*, every student gets their own unique, differentiated instructional experience. It delivers:

- A tailored lesson path based on *i-Ready Inform* results
- Adaptive, evidence-based lessons that provide just-right instruction, practice, and feedback
- An engaging student experience that grows as its learners grow
- Support for Spanish-speaking students, English Learners, and students with disabilities

Explicit instruction throughout *Personalized Instruction* is systematic, clear, and precise. Skills introduced in earlier lessons lay the foundation for those that come later. This approach supports students across the grades with K–8 lessons that adapt to individual needs and build knowledge over time.

In grades 6+, *i-Ready Pro* enhances this experience with distinct lesson types that address a wider range of learning needs. Essential Lessons support students who need foundational skill-building, and Elevate Lessons provide rigorous content with appropriate supports for on- and near-grade learners.

*i-Ready* is built on strong lesson design principles and age-appropriate pedagogical practices that keep students motivated. For 6+ students, lessons in *i-Ready Pro* offer an age-appropriate design and greater learner agency—empowering them to take ownership of their learning. Accessibility features and supports for Spanish-speaking students and English Learners ensure every learner can participate.

*Personalized Instruction* has earned the **Research-Based Design Product Certification from Digital Promise**. This rigorous certification is only earned by products with proven research. For more, see <https://productcertifications.digitalpromise.org/certified-products>.

## One Coherent Program for Intervention

Many Waterbury educators understand the benefits of *i-Ready* as an intervention, as the City is currently implementing *i-Ready* for reading in this way at the high school level. We are pleased to have *i-Ready* considered as a mathematics intervention for Crosby and Kennedy High Schools.



*i-Ready* provides a complete picture of student performance and combines a research-based online assessment platform with tailored data-driven instructional paths. Every piece of data informs instruction and intervention, and we designed *i-Ready* to be easily consumable and actionable—whether the user is a director of assessment, a first-year teacher, or has any experience or background level in between.

In a single program, *i-Ready*:

- Empowers teachers to make more informed decisions
- Integrates powerful assessments and rich insights with effective and engaging instruction to address students' individual skill gaps
- Motivates students with just-right instruction through a personalized lesson path to support their growth

Thousands of schools and districts across the country are using our blended learning solution of *i-Ready* with **Teacher Toolbox**. *Teacher Toolbox* makes *i-Ready* even more powerful by providing digital access to a robust collection of high-quality standards-based instructional resources for teacher-led individual, small-group, and whole-class supplemental instruction or intervention.

***"i-Ready is the best supplemental learning program I have ever used. My students' scores have soared since we added i-Ready . . . My students and I love it and couldn't imagine being without it."***  
—Educator and *i-Ready* User

## Highly Rated by the National Center on Intensive Intervention

*i-Ready* was reviewed—and received high ratings—under three of the National Center on Intensive Intervention (NCII) Tools Charts: Academic Screening, Academic Progress Monitoring, and Academic Intervention. Following are more details about the NCII ratings.

The high ratings in **Academic Screening** signify that *i-Ready Inform* (Figure 3) meets NCII's rigorous technical standards and can be used to identify students at risk of poor academic outcomes, including those who may need intensive instruction as part of a response to intervention (RTI) or multitiered system of supports (MTSS) model.

These ratings provide external evidence of *i-Ready Inform*'s rigorous design and should give educators confidence that it is appropriate to use to identify which students are at risk and in need of intensive intervention. Read more on the NCII website at: <https://charts.intensiveintervention.org/ascreening>.

| Academic Screening Tools Chart                      |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                |                         |
|-----------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------|-------------------------|
| An Overview of <i>i-Ready Diagnostic</i> 's Results |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                |                         |
| Grade                                               | Reliability                                                                       | Validity                                                                          | Classification Accuracy                                                           |                                                                                   |                                                                                   | Sample Representativeness      | Bias Analysis Conducted |
|                                                     |                                                                                   |                                                                                   | Fall                                                                              | Winter                                                                            | Spring                                                                            |                                |                         |
| <i>i-Ready Diagnostic</i> for Mathematics           |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                                                                   |                                |                         |
| K                                                   |  |  |  |  |  | National with Cross-Validation | Yes                     |
| 1                                                   |  |  |  |  |  |                                |                         |
| 2                                                   |  |  |  |  |  |                                |                         |
| 3                                                   |  |  |  |  |  |                                |                         |
| 4                                                   |  |  |  |  |  |                                |                         |
| 5                                                   |  |  |  |  |  |                                |                         |
| 6                                                   |  |  |  |  |  |                                |                         |
| 7                                                   |  |  |  |  |  |                                |                         |
| 8                                                   |  |  |  |  |  |                                |                         |

Figure 3. *i-Ready Inform* received high ratings for reliability, validity, and classification accuracy.

Additionally, NCII conducted a Bias Analysis of *i-Ready Inform* to ensure the assessment tool is free from bias and rated it "yes" in every grade for both subjects.

The high ratings in **Academic Progress Monitoring** signify that *i-Ready Inform* and *Growth Monitoring*,<sup>2</sup> when used together (Figure 4, following), satisfy NCII's standards for technical rigor and can be used to monitor the academic progress of students. These ratings should give educators confidence that it is appropriate to use *i-Ready* assessments to monitor students' academic progress. Read more on the NCII website at: <https://charts.intensiveintervention.org/aprogressmonitoring>.

The high ratings in **Academic Intervention** signify that two studies on the impact of *i-Ready Personalized Instruction* (Figure 5, following) on striving students meet NCII's rigorous study quality standards. These ratings on study quality, in conjunction with the positive effect sizes reported by the researchers, should give educators confidence that *i-Ready Personalized Instruction* is an appropriate intervention for striving students. Read more on the NCII website at: <https://charts.intensiveintervention.org/aintervention>.

**Together, these NCII ratings support the use of *i-Ready* as a solution for serving every student with high-quality screening, progress monitoring, and instruction, including students who may be at academic risk and in need of intensive intervention.**

<sup>2</sup> *Growth Monitoring* is available for grades K–8 only; not available at the high school level.

**Academic Progress Monitoring Tools Chart**  
An Overview of *i-Ready Diagnostic* and  
Growth Monitoring's Results

| Grade                                                    | Reliability | Validity | Bias Analysis Conducted | Sensitivity              |                       | Alternate Forms | Decision Rules              |                      |
|----------------------------------------------------------|-------------|----------|-------------------------|--------------------------|-----------------------|-----------------|-----------------------------|----------------------|
|                                                          |             |          |                         | Reliability of the Slope | Validity of the Slope |                 | Setting and Adjusting Goals | Changing Instruction |
| I-Ready Diagnostic and Growth Monitoring for Mathematics |             |          |                         |                          |                       |                 |                             |                      |
| K                                                        | ●           | ●        | Yes                     | —                        | —                     | ●               | —                           | —                    |
| 1                                                        | ●           | ●        |                         | —                        | —                     | ●               | —                           | —                    |
| 2                                                        | ●           | ●        |                         | —                        | —                     | ●               | —                           | —                    |
| 3                                                        | ●           | ●        |                         | —                        | —                     | ●               | —                           | —                    |
| 4                                                        | ●           | ●        |                         | —                        | —                     | ●               | —                           | —                    |
| 5                                                        | ●           | ●        |                         | —                        | —                     | ●               | —                           | —                    |
| 6                                                        | ●           | ●        |                         | —                        | —                     | ●               | —                           | —                    |
| 7                                                        | ●           | ●        |                         | —                        | —                     | ●               | —                           | —                    |
| 8                                                        | ●           | ●        | —                       | —                        | ●                     | —               | —                           |                      |

Figure 4. NCII gave *i-Ready Inform* and *Growth Monitoring* the highest ratings in reliability and validity.

**Academic Intervention Tools Chart**  
An Overview of *i-Ready Personalized Instruction*'s Results

| Program                                                 | Participants | Study Design | Fidelity of Intervention | Targeted Measures | Broader Measures |
|---------------------------------------------------------|--------------|--------------|--------------------------|-------------------|------------------|
| <i>i-Ready Personalized Instruction</i> for Mathematics | ●            | ●            | ●                        | ●                 | —                |

Figure 5. *i-Ready Personalized Instruction* received high ratings in Academic Intervention.

## Minimum Requirements

In the following section we respond to the Minimum Requirements from pages 1–2 in the RFP.

- SaaS-based, cloud-hosted with 99.9% uptime.

The *i-Ready* platform is a web-based, vendor-hosted, Software-as-a-Service (SaaS) application. The program is not installed, hosted, or maintained locally by the district.

Excluding planned maintenance, the *i-Ready* application has a measured availability over the past 12 months of better than 99.99 percent. Our Engineering PMO independently tracks uptime to account for planned maintenance and to document downtime, root cause, and corrective action. This is maintained on an internal documentation site.

- Personalized learning paths based on diagnostic assessments.

*i-Ready* supports differentiated instruction and intervention by creating a personalized instructional pathway for each student based on their results from the *i-Ready Inform* diagnostic assessment. *i-Ready Personalized Instruction* builds a unique lesson plan of online instruction if the student needs to work on skills below the grade 9 level, with a personalized starting point for every student. The unique lesson plan will provide each student with an accelerated pathway to master the prerequisite skills necessary to be successful in high school courses. Although *i-Ready* does not offer lessons designed to deliver on-grade-level content for high school, educators can choose to enable instruction for specific students to help fill instructional needs. In addition to having a personalized pathway assigned to each student, teachers can also choose to assign specific *i-Ready* lessons based on classroom instruction to help fill instructional needs.

The online lessons in *i-Ready Personalized Instruction* tap into the rich data from *i-Ready Inform* and provide tailored instruction. Each student is initially placed on a unique, personalized learning path, based on the results of the year's first *i-Ready Inform* assessment. The adaptive assessment informs a unique placement in each domain, so the automatically assigned lessons in My Path provide just-right instruction, practice, and feedback for each student. The second *i-Ready Inform* of the year generates an updated lesson pathway based on student performance.

Lessons are grounded in strong pedagogy and built on evidence-based practices proven to accelerate learning. This foundation is backed by extensive efficacy research, while powerful reporting tools help educators monitor key growth metrics and adjust instruction with purpose.

For more details about *Personalized Instruction* lessons, please see our response to #3 in the Scope of Services, beginning on page 30.

- Coverage for math skills from elementary through high school algebra/geometry.

*i-Ready* assesses mathematics skills at grade levels K–12 and provides personalized instruction for students performing at grade levels K–8. With valid and reliable assessments and integrated, robust data-analysis and reporting, *i-Ready* aligns lessons to address skill gaps, and can be an effective intervention solution for high school students not performing at grade level.

The mathematics domains and sub-skills measured by *i-Ready Inform* and taught by *i-Ready Personalized Instruction* are listed in Table 1, following.

| Table 1: Number and Operations in i-Ready Inform (K–12) and<br>i-Ready Inform Algebraic Thinking (9–12)                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grades K–5                                                                                                                                                                                                                                                                                                                                                                               | Grades 6–8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Grades 9–12 <sup>3</sup><br>(Assessed Only; Instruction for<br>students performing below gr. 9)                                                                                                                                                                                                                                                                                                                               |
| <b>Number and Operations</b>                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Counting and Cardinality</b> <ul style="list-style-type: none"> <li>Number and Operations in Base Ten</li> <li>Whole numbers and decimals, place value, comparing, adding, subtracting, multiplying, and dividing</li> </ul> <b>Number and Operations</b> <ul style="list-style-type: none"> <li>Fractions modeling, comparing, adding, subtracting, multiplying, dividing</li> </ul> | <b>The Number System</b> <ul style="list-style-type: none"> <li>Common factors, common multiples, positive and negative rational numbers including integers, fractions, decimals, approximating numbers that are not rational, irrational numbers</li> </ul>                                                                                                                                                                                                                                                                    | <b>Number and Quantity</b> <ul style="list-style-type: none"> <li>The real number system, quantities, the complex number system, vector and matrix quantities, operations on vectors</li> </ul>                                                                                                                                                                                                                               |
| <b>Algebra and Algebraic Thinking</b>                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Operations and Algebraic Thinking</b> <ul style="list-style-type: none"> <li>Meaning of operations, number sense, number relationships, properties, solving word problems</li> </ul>                                                                                                                                                                                                  | <b>Ratios and Proportional Relationships</b> <ul style="list-style-type: none"> <li>Percentages, rates, ratios</li> </ul> <b>Expressions and Equations</b> <ul style="list-style-type: none"> <li>Variables, equivalent expressions, exponents, radicals and integer exponents, solving real-world problems, slope, equations, inequalities, graphs of lines</li> </ul> <b>Functions</b> <ul style="list-style-type: none"> <li>Defining, evaluating, and comparing functions, modeling relationships with functions</li> </ul> | <b>Algebra</b> <ul style="list-style-type: none"> <li>Expressions, arithmetic with polynomial and rational expressions, interpreting, writing and solving equations, reasoning with equations and inequalities</li> </ul> <b>Functions</b> <ul style="list-style-type: none"> <li>Interpreting, modeling, and building functions: linear, exponential, quadratic, polynomial, logarithmic, trigonometric, rational</li> </ul> |
| <b>Measurement and Data</b>                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Measurement and Data</b> <ul style="list-style-type: none"> <li>Customary and metric units, time, money, length, capacity, weight and mass, geometric measurement, area, perimeter, volume, creating and interpreting graphs</li> </ul>                                                                                                                                               | <b>Statistics and Probability</b> <ul style="list-style-type: none"> <li>Randomness, probability distributions, collecting and analyzing data, making inferences and conclusions based on random samples and measures of center and variability</li> </ul>                                                                                                                                                                                                                                                                      | <b>Statistics and Probability</b> <ul style="list-style-type: none"> <li>Interpreting categorical and quantitative data, making inferences and justifying conclusions, conditional probability, rules of probability, expected values, making decisions using probability</li> </ul>                                                                                                                                          |

<sup>3</sup> In i-Ready Inform Results reports for grades 9–12, student data will be reflected in two domains: Algebra and Algebraic Thinking (includes topics shown in 9–12 Number and Operations) and Geometry (includes topics shown in 9–12 Measurement and Data).

| Grades K–5                                                                                                                                                                                                                       | Grades 6–8                                                                                                                                                                                                     | Grades 9–12 <sup>3</sup><br>(Assessed Only; Instruction for students performing below gr. 9)                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Geometry                                                                                                                                                                                                                         |                                                                                                                                                                                                                |                                                                                                                                                                          |
| <b>Geometry</b> <ul style="list-style-type: none"> <li>Two-dimensional figures, three-dimensional shapes, lines, segments, points, rays, angles, symmetry, coordinate plane, graphing points, perimeter, area, volume</li> </ul> | <b>Geometry</b> <ul style="list-style-type: none"> <li>Relationship between geometric figures, angle measures, area, surface area, congruence, similarity, coordinate geometry, Pythagorean Theorem</li> </ul> | <b>Geometry</b> <ul style="list-style-type: none"> <li>Congruence, similarity, transformations, right triangles, right triangle trigonometry, circles, proofs</li> </ul> |

- Interactive lessons, videos, and gamified elements to engage students.

*i-Ready Personalized Instruction* seamlessly connects deep student insights from *i-Ready Inform* with engaging, evidence-based instruction to ensure each learner receives support where and when it is needed most. Available for students who need instruction at grade levels K–8 in mathematics. Thoughtful adaptivity within lessons keeps students appropriately challenged as they progress, while teacher-assigned lessons aligned to classroom instruction provide flexibility to reinforce or extend learning in the moment.

*i-Ready* is built on strong lesson design principles and age-appropriate pedagogical practices that keep students engaged and motivated. Accessibility features and supports for Spanish-speaking students and English Learners ensure every learner can participate meaningfully.

**For students performing at grades 6+, *i-Ready Pro* enhances this experience with distinct lesson types that address a wider range of learning needs.** Essential Lessons support students who need foundational skill-building, and Elevate Lessons provide rigorous content with appropriate supports for on- and near-grade learners.

*i-Ready* is built on strong lesson design principles and age-appropriate pedagogical practices that keep students motivated. Lessons in *i-Ready Pro* offer an age-appropriate design and greater learner agency—empowering them to take ownership of their learning. Accessibility features and supports for Spanish-speaking students and English Learners ensure every learner can participate.

In addition to interactive lessons, *i-Ready* has built-in features to promote student motivation. After students complete their lessons, they have visibility into their performance. In their student dashboard, the student can navigate to the My Progress tab to view lesson stats: time-on-task, lessons passed, lesson streak (number of lessons passed in a row), and experience points (XP) in *i-Ready Pro*. Within this tab, students can also click on the Completed Work button to see a list of all completed lessons, with the date they were completed and the score they received.

For additional details on *i-Ready Personalized Instruction* lessons, please see our response to #3. Content Delivery, beginning on page 30.

- Reporting tools for teachers/administrators to track progress.

The goal of *i-Ready* reporting is to provide actionable, detailed reports that are useful to administrators and teachers as they support student learning. Going far beyond merely compiling scores and time-on-task, *i-Ready's* intuitive reports provide developmental analyses, group students who need additional support with the same concepts, make instructional recommendations to target specific skills, and monitor progress as students follow their individualized instructional paths.

For more details, please see our response to #4 in the Scope of Services section, beginning on page 36.

- Compliance with City Data Privacy, FERPA, COPPA, and accessibility standards.

## Data Privacy

We adhere to strict standards for student data security and accessibility, including the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA). All employees with access to student data are required to complete FERPA training, and we maintain a detailed security plan, an overview of which can be found here:

<https://www.curriculumassociates.com/support/privacy-and-policies/i-ready-data-handling-privacy>

Since our products are used by students under the age of 13, we must comply with COPPA. We only use data collected from students for educational purposes, and thus schools are permitted to act as agents of their students and can consent under COPPA to the collection of students' data on parents' behalf. See Section N of the FTC guidance on COPPA: <https://www.ftc.gov/tips-advice/business-center/guidance/complying-coppa-frequently-asked-questions-0>.

Additional information is provided in our response to #9 Data Security and Compliance in the Scope of Services section, beginning on page 47. Please also refer to the Clarifications in chapter 6. Exceptions and Alternatives.

## Curriculum Associates' Commitment to Accessibility

We have developed a systematic approach to accessibility that includes: Web Content Accessibility Guidelines (WCAG) and the Universal Design for Learning (UDL) framework, guidance from the English Learners Success Forum (ELSF), and the accessibility and accommodations manual of the Council of Chief State School Officers (CCSSO) to inform our accessibility efforts. Curriculum Associates is using its commercially reasonable efforts to comply with the Web Content Accessibility Guidelines (WCAG) 2.0 Level AA, WCAG 2.1 Level AA, and WCAG 2.2 Level AA criteria, with documented exceptions.

Our ongoing commitment is to have *i-Ready* address WCAG 2.0 Level AA, WCAG 2.1 Level AA, and WCAG 2.2 Level AA criteria to the greatest extent possible. Each product's current level of conformance informs our priorities for the future. *i-Ready Inform*, *i-Ready Growth Monitoring*, and *i-Ready Standards Mastery* currently meet WCAG 2.0 Level AA criteria with limited documented exceptions and meet the majority of WCAG 2.1 Level AA and WCAG 2.2 Level AA criteria with documented exceptions. We are working toward removing the remaining documented exceptions.

For a current list of embedded and non-embedded student supports and accommodations, please refer to our Accessibility & Accommodations Resource Hub (<https://www.curriculumassociates.com/access-and-outcomes/committed-to-accessibility/accessibility-in-our-programs>), which is updated regularly to reflect our most recent *i-Ready* accessibility developments.

Please also refer to our 1EdTech Accessibility Rubric results (<https://site.imsglobal.org/accessibility-rubric/app-vetting-profile-for-i-ready/620058>), where we received an Optimized score upon submission for *i-Ready*.

- Installed base in at least 5 similar K-12 districts (preference for CT or Northeast).

*i-Ready* is implemented in similar districts. **15 million students** across the country use *i-Ready*, including in districts similar to Waterbury Public Schools.

Please see our list of references, beginning on page 7, and view case studies on our website at <https://www.curriculumassociates.com/resources/case-studies>.

- No additional client software required beyond standard browsers.

Following is an overview of selected software technical requirements. For a complete list of technical requirements, including software and hardware, see *i-Ready System Requirements*, available online at [https://cdn.i-ready.com/instruction/content/system-check/iReady\\_System\\_Requirements.pdf](https://cdn.i-ready.com/instruction/content/system-check/iReady_System_Requirements.pdf).

For the Windows operating system, Adobe Reader® is ideal, but PDF files in *i-Ready* can be opened with the built-in PDF readers in the Chrome and Edge browsers. The latest version of Adobe Reader can be downloaded here: <http://get.adobe.com/reader>.

## Browser and Operating System Requirements

### Current System Requirements

*i-Ready Connect*—which provides access to our web-based *i-Ready*, is compatible with modern browsers and operating systems, as shown in the Table following.

| Table 2: Supported Browsers and Operating Systems |               |         |               |               |
|---------------------------------------------------|---------------|---------|---------------|---------------|
| Operating System                                  | Edge®         | Safari® | Firefox®      | Chrome®       |
| Windows® 10 22H2                                  | 136 or higher | N/A     | 136 or higher | 136 or higher |

| Table 2: Supported Operating Systems and Browsers |               |                |               |               |
|---------------------------------------------------|---------------|----------------|---------------|---------------|
| Operating System                                  | Edge®         | Safari®        | Firefox®      | Chrome®       |
| Windows 11 22H2                                   | 136 or higher | N/A            | 136 or higher | 136 or higher |
| MacOS® 10.15 or higher                            |               | 18.1 or higher | 136 or higher | 136 or higher |
| MacOS 12 or higher                                |               | 18.1 or higher | 136 or higher | 136 or higher |
| Google Chrome™ OS*                                | N/A           | N/A            | N/A           | 136 or higher |

\*Edge on MacOS has not been fully tested and is not supported for use with *i-Ready* at this time.

\*\*Our fully supported ChromeOS version is 136+. However, LTS (Long-Term Support) version 132 will be fully supported until ChromeOS LTS advances to 138, expected in October 2025.

## Firewall/Content Filter Requirements

*i-Ready* is provided as an internet-based SaaS product and as such, requires basic connectivity over https. Firewalls, content filters, proxy servers, and virus-scanning software can all significantly degrade performance, even in cases where network bandwidth appears sufficient. Because of this, we strongly recommend adding the sites in Table 3 to a URL Bypass List (whitelist).

| Table 3: Firewall/Content Filter Requirements |                              |                                  |
|-----------------------------------------------|------------------------------|----------------------------------|
| Wildcard Bypass List                          | Full Domain Bypass List      | Full Domain Bypass List, Cont'd. |
| *.i-ready.com                                 | login.i-ready.com            | videos.curriculumassociates.com  |
| *.vidyard.com                                 | cdn.i-ready.com              | items.learnosity.com             |
| *.cainc.com                                   | cainc.i-ready.com            | items-va.learnosity.com          |
| *.curriculumassociates.com                    | content.i-ready.com          | assess.learnosity.com            |
| *.i-readyconnect.com                          | connect.i-ready.com          | assess-va.learnosity.com         |
| *.readycentral.com                            | i-readyconnect.com           | questions.learnosity.com         |
| *.learnosity.com                              | help.i-ready.com             | questions-va.learnosity.com      |
| *.cloudfront.net                              | sso.i-ready.com              | eventbus.learnosity.com          |
| i-readycentral.com                            | oel.i-ready.com              | eventbus-va.learnosity.com       |
| readyclassroomcentral.com                     | resource-library.i-ready.com | events.learnosity.com            |
| teacher-toolbox.com                           | teacher-toolbox.i-ready.com  | reports.learnosity.com           |
|                                               | i-readycentral.com           | events-va.learnosity.com         |
|                                               | math.readycentral.com        | reports-va.learnosity.com        |
|                                               | readyclassroomcentral.com    | assets.learnosity.com            |
|                                               | securemail.cainc.com         | annotations.learnosity.com       |
|                                               | sftp.i-ready.com             | annotations-va.learnosity.com    |
|                                               | teacher-toolbox.com          | shared.learnosity.com            |
|                                               | pd.i-ready.com               | dw6y82u65ww8h.cloudfront.net     |
|                                               | hec.i-ready.com              | g.i-ready.com                    |
|                                               | ca.vidyard.com               | g-api.i-ready.com                |

| Table 3: Firewall/Content Filter Requirements |                                                                                                                   |                                               |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|
| Wildcard Bypass List                          | Full Domain Bypass List                                                                                           | Full Domain Bypass List, Cont'd.              |
|                                               | play.vidyard.com<br>share.vidyard.com<br>cdn.vidyard.com<br>embed.vidyard.com<br>support.curriculumassociates.com | g-accounts.i-ready.com<br>g-stats.i-ready.com |

**Ports to Allow:** 443 and 80

**Note:** Please also make sure [info@about.curriculumassociates.com](mailto:info@about.curriculumassociates.com) is added to your email client as a safe sender to receive information about product updates.

- Integration capabilities with common educational platforms.

*i-Ready* integrates with common platforms. For rostering student and staff information, *i-Ready* can be integrated with the District's Student Information System (SIS) and set up for nightly synchronization via one of the following methods:

- **Clever:** Clever is a third-party data sharing company with which we partner that connects with many applications, one of which is *i-Ready*. With this option, a district sends their SIS data to Clever, either via SFTP or Auto-Sync, and then we sync once nightly with Clever.
- **ClassLink:** ClassLink is a third-party company that would provide applications like *i-Ready* with access to the District roster data using the OneRoster specification. With this method, we pull data nightly from ClassLink Roster Server via an API connection.
- **OneRoster:** OneRoster is a global data standard. For a district that already use OneRoster (not through ClassLink), we can attempt to connect directly to their OneRoster API endpoint, or they can send OneRoster CSV files to a designated SFTP site on a nightly basis.

Following is information on other integrations that are supported in *i-Ready*.

- *i-Ready* supports an Ed-FI API based integration.
- *i-Ready* supports SSO when utilizing automated rostering. Details of SSO options are discussed after selecting an automated rostering implementation.

*i-Ready* supports integration with leading LMS'; a complete list of supported LMS' is in *i-Ready* Terms of Use at [https://cdn.i-ready.com/instruction/content/system-check/iReady\\_Terms\\_Of\\_Use.pdf](https://cdn.i-ready.com/instruction/content/system-check/iReady_Terms_Of_Use.pdf).

## ***Alignment with the Scope of Services***

**1. Software Licensing and Access:** Provision of user licenses for up to 600 students and 50 staff members at each of Crosby and Kennedy High Schools with scalable options for future expansion.

Curriculum Associates can offer *i-Ready* licenses for up to 600 students at each high school (1,200 total) and 50 staff members. *i-Ready* is implemented in schools and districts across the country, and can be scaled as needed for future expansion.

Please see details in chapter 4. Cost Schedule.

**2. Diagnostic and Assessment Tools:** Built-in diagnostic tests to identify student skill gaps and generate individualized learning plans.

## **Accurately Identify Student Skill Gaps**

The core component of *i-Ready Assessment* is the reliable and valid ***i-Ready Inform*** (K–12), a computer-adaptive assessment that provides a deep, customized evaluation of every student and tracks student growth and performance. Individualized learning paths in *i-Ready Personalized Instruction* are generated based for each student based on *i-Ready Inform* results.

*i-Ready Inform* starts students at an estimated difficulty level based on their chronological grade. As a student answers questions correctly or incorrectly, the test adjusts up or down, with questions of varying difficulty, until the assessment reaches the level of difficulty that is “just right” and pinpoints which sub-skills have been mastered and which need additional work.

Subsequent *i-Ready Inform* assessments begin at the student’s estimated proficiency based on previous performance. For example, in mathematics, a student may need support in algebraic thinking but is meeting grade-level expectations in numbers and operations. The depth of the item bank enables *i-Ready Inform* to truly pinpoint a student’s performance and ensures the accuracy of results.

Figure 6 following shows how *i-Ready Inform* adapts to determine student placement level.

The customized learning paths in *Personalized Instruction* are based on *i-Ready Inform* results. Please see our response to #3 Content Delivery for a robust description of *i-Ready Personalized Instruction* lessons.

**“The most significant thing about *i-Ready* is how it places students accordingly and how it guides teachers in addressing the situation regarding students' knowledge.”**  
—Educator and *i-Ready* User

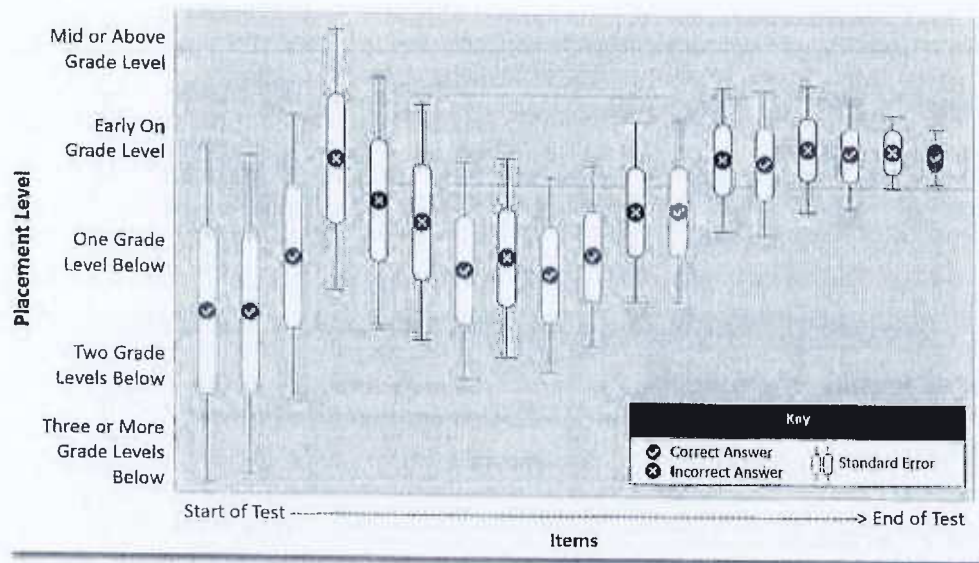


Figure 6. By adapting to student responses and assessing a broad range of skills—including skills above and below a student’s chronological grade—*i-Ready Inform* pinpoints a student’s skill level.

## Connect to Instruction and Intervention

The hard work of connecting digital and classroom resources often falls to the teacher. *i-Ready* alleviates that burden with rich assessment data to provide teachers with a complete picture of student performance and ties data directly to included resources that accelerate growth.

- **i-Ready Inform Results (Student) report** includes a list of what the student “Can Do” and specific Next Steps and Resources for Instruction—the next skills in a developmental progression that students need to master. Figure 7 on the following page is an excerpt of the *i-Ready Inform* Results (Student) report for high school.
- **Tools for Instruction** are short, targeted resources for teacher-led instruction available for students performing below grade 9 that are tied directly to students’ skill needs. When appropriate, Tools for Instruction are recommended resources in *i-Ready Inform* Results reports. Included with the *i-Ready* license, Tools for Instruction are designed for 20–30 minutes of instruction for students performing at grades K–8. The resources are also available in Spanish for mathematics K–8.
- Available in the same *i-Ready* platform, **Teacher Toolbox** offers educators high-quality standards-based instructional resources. Lessons are often recommended in *i-Ready* reports. Materials are organized by grade and standard, so teachers can easily pinpoint resources for a specific skill. Educators can access resources for all available grade levels, supporting intervention.

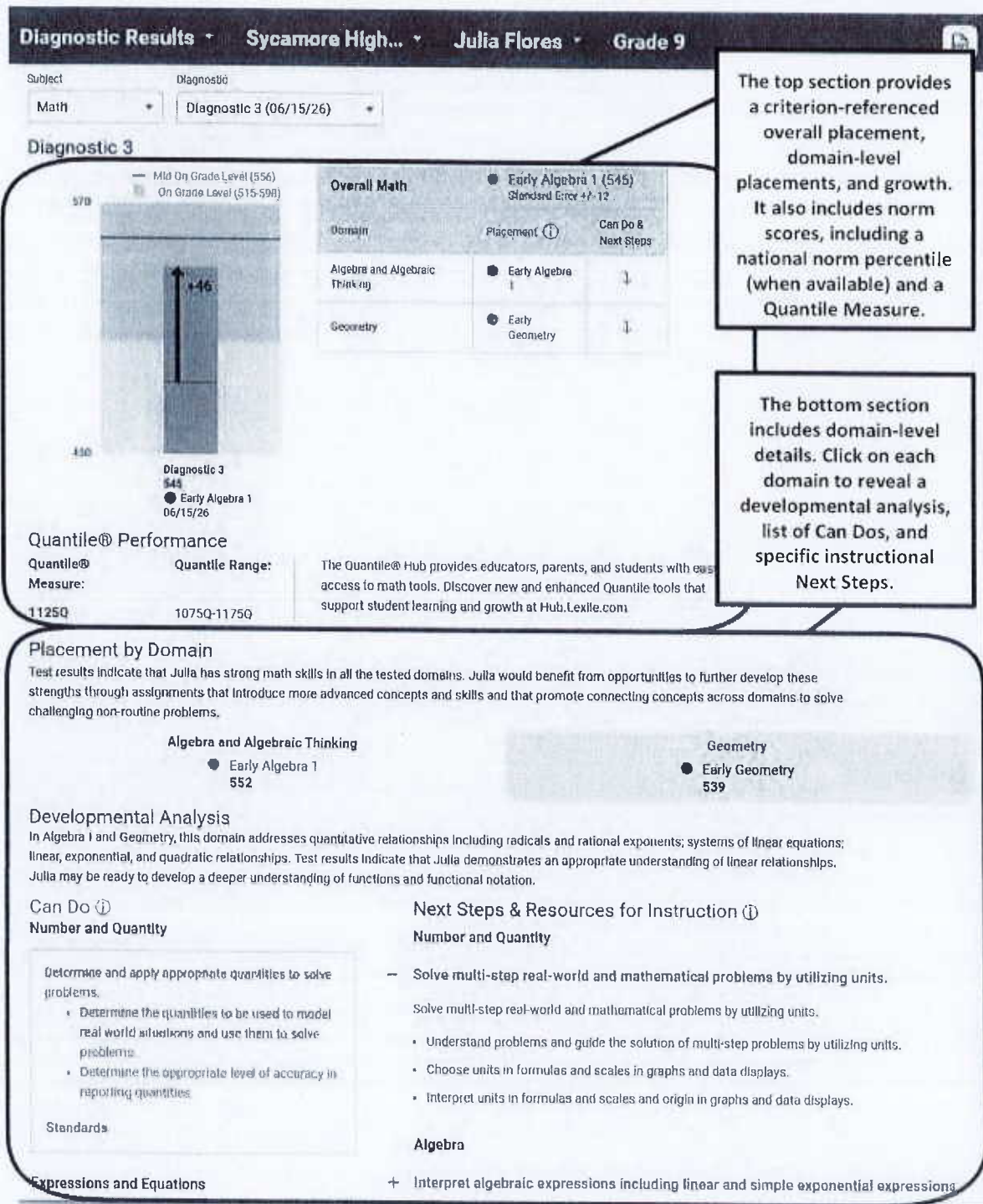


Figure 7. At high school grades, the i-Ready Inform Results (Student) report shows student performance in terms of a scale score and placement levels. The report also includes a Developmental Analysis with what the student "Can Do" and Next Steps for instruction.

**3. Content Delivery:** Interactive math content including lessons, videos, practice problems, and gamification features aligned with Common Core State Standards.

*i-Ready Personalized Instruction* was designed for the CCSS and delivers engaging lessons with instruction, practice, and games.

## Engaging, Interactive Lessons Aligned with the Common Core

Designed and developed to meet the rigor of today's college- and career-ready standards, *i-Ready* is strongly aligned to the CCSS for mathematics. Alignment of *i-Ready Assessment* and *i-Ready Personalized Instruction* to the CCSS are provided in the following links:

- *i-Ready Inform* for Mathematics:  
[https://cdn.bfldr.com/LS6J0F7/at/nzs3g6mm4f83qw7xzgkxmvf/CCSS\\_Math\\_Indicator\\_Correlations.pdf](https://cdn.bfldr.com/LS6J0F7/at/nzs3g6mm4f83qw7xzgkxmvf/CCSS_Math_Indicator_Correlations.pdf)
- *i-Ready Personalized Instruction* for Mathematics:  
[https://cdn.bfldr.com/LS6J0F7/at/ghwqhmm2wqjv3jwmsfcgvw9/CCSS\\_Math\\_Lesson\\_Correlations.pdf](https://cdn.bfldr.com/LS6J0F7/at/ghwqhmm2wqjv3jwmsfcgvw9/CCSS_Math_Lesson_Correlations.pdf)

The lesson design principles and age-appropriate pedagogical practices in *i-Ready* keep students engaged and motivated as they grow their mathematical skills. *Personalized Instruction* lessons follow a natural, developmental progression. Skills introduced in earlier lessons lay the foundation for those that come later. This approach supports students with lessons that adapt to individual needs and build knowledge over time.

All lessons include instruction and practice with opportunities for students to demonstrate understanding through scored moments that are reported back to educators.

- **Instruction:** This portion of a lesson explains the topic and encourages students to draw upon prior knowledge. The explicit instruction includes modeling the skill in engaging scenarios. Next, students practice the new skill. *i-Ready* embeds numerous instructional supports, such as defining academic language in context at point-of-use, which are particularly helpful to English Learners and students served by Special Education.
- **Practice:** Students then dive in, engage in productive struggle, and receive strategic and interactive scaffolds when and where they need them. When students answer incorrectly, they are presented with instructional feedback that guides them toward understanding. Students advance through a lesson without listening to instruction they do not need if they answer initial questions correctly. In this way, each student is sufficiently challenged and progresses at an appropriate pace through each lesson and through the entire lesson pathway. Additionally, students can decide if they want extra support or choose to use optional scaffolds, empowering them to take ownership over their learning.
- **Lesson Scoring:** Every lesson includes scored moments—whether integrated throughout the lesson or included at the end—to assess students' understanding of the focus skill.

As previously mentioned, after students complete their lessons, they have visibility into their performance. Also, should the teacher feel that a student needs further challenge, they can opt to add teacher-assigned lessons to the student's automatically assigned instructional path. Teachers can also adjust a student's position within the recommended lesson sequence.

### ***i-Ready Pro: Designed for Grades 6+***

With adaptive lessons tailored to each student's needs—whether they require foundational support or are ready to engage in grade-level instruction—*i-Ready Pro* helps every learner feel empowered and confident. Educators continue to stay in the center of our programs with real-time insights, enabling both celebration and reflection to guide students with purpose.

*i-Ready Pro* transforms the learning experience for students and empowers their teachers (Figure 8).

- For students in grades 6+:
  - **Assessment:** Experience a fresh introduction with improved interfaces and clearer insights into their academic progress.
  - **Instruction:** Access nearly 700 new and revamped lessons with enhanced lesson progressions designed to boost their learning journey.
    - Essential Lessons: Build foundational skills in grades 6+.
    - Elevate Lessons: Tackle crucial grade-level content in grades 6–8.
  - **Customizable Dashboard:** Enjoy a new look and feel with enhanced tools to track progress and feel motivated.
- For educators:
  - **Reports:** Benefit from skill insights with updated *Personalized Instruction* reporting.
  - **Instruction Assignment:** Leverage improved functionality to easily assign new lessons.

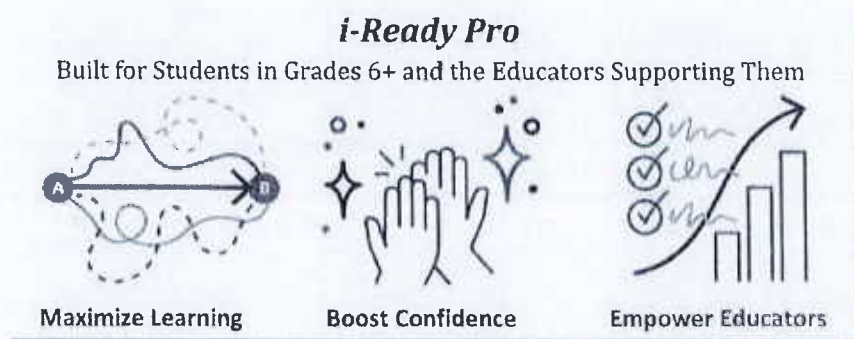


Figure 8. Every grade 6+ student will find their own immersive pathway to reach their goals with *i-Ready Pro*.

When the City purchases *i-Ready Assessment and Personalized Instruction*, students in grades 6+ will enjoy the new *i-Ready Pro* experience. When older students log in, they will see a mature design, beginning with their student dashboard and continuing into their assessment and lessons.

As usual, their performance on *i-Ready Inform* determines their placement in *Personalized Instruction*. Based on this placement, students will either work on Essential Lessons or Elevate Lessons. Educators benefit from improved reporting that provides detailed insights into each student's skill levels from both types of lessons. This not only helps students learn at their own pace but also empowers educators with actionable data to support each student's growth effectively.



Students in grades 6+ often seek digital experiences that feel more mature because they are navigating a crucial stage of identity development where they strive to be seen as more independent and grown-up. This age group is eager to move beyond experiences that feel overly childish as they seek to establish their sense of self and align more closely with older role models and peers, making more sophisticated digital content appealing to them.

Therefore, *i-Ready Pro* features sophisticated digital content that honors older students' experiences as they strive to be seen as more independent and grown up. When older students log into *i-Ready*, they experience the product that was designed with their age in mind. With the *i-Ready Pro* experience, students enjoy an aged-up look and feel that gets them excited about what they are learning. Everything from color palettes to digital interactions were validated with students to find an experience that appeals to them. This look and feel begins with their student dashboard and extends into their assessment and instruction.

#### *Key Benefits of the i-Ready Pro Experience*

- **Maximize Learning:** *i-Ready Pro* helps students efficiently reach their grade-level goals. Essential Lessons for grades 6+ focus on foundational reading skills, language comprehension, and core numeracy, while Elevate Lessons for grades 6+ focus on near- and on-grade reading and math skills. These lessons are based on what research shows older students need to succeed, providing streamlined and effective instruction that focuses on essential skills and getting to grade level achievement. These new pathways provide a more efficient route to grade-level success, avoid repetition, and focus on critical skills. In addition, students who demonstrate proficiency can quickly move on to more advanced content, while those needing extra support receive the targeted instruction and practice they need. Adaptive technology makes learning engaging and efficient, ensuring students are getting the exact content they need (Figure 9).

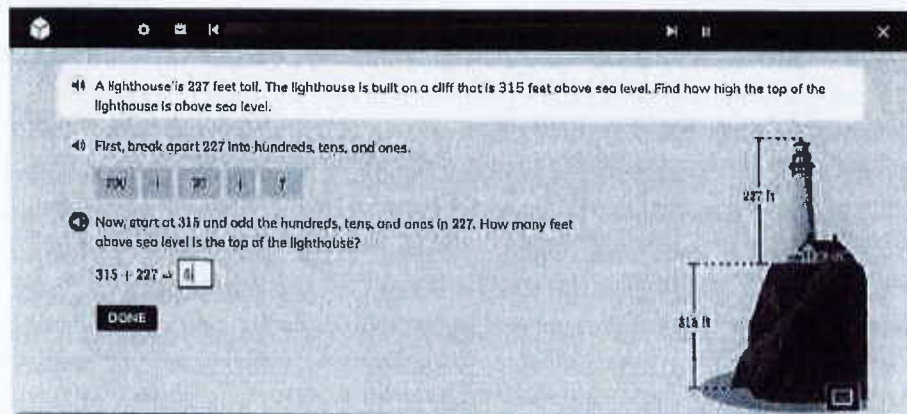


Figure 9. This new experience offers adaptivity in the new streamlined lesson pathways.

- **Boost Confidence:** *i-Ready Pro* gives students control over their learning experience, helping them build confidence. Essential Lessons and Elevate Lessons offer an aged-up look-and-feel that resonates with older students. They provide students with visibility into their learning, more choices, a new progress and motivation system, and a system that recognizes their achievements. This approach fosters a sense of ownership and autonomy (Figure 10).



Figure 10. The new instructional experience gives students agency, choice, and autonomy.

- **Empower Educators:** *i-Ready Pro* strengthens educators' capacity to support their students with detailed skill-level reporting. Enhanced reporting offers insights into each student's performance on specific skills taught within a lesson, rather than just broader domains. This feature supports both interventionists and traditional secondary educators by highlighting where students excel in their lessons and where they may need more support. This enhanced reporting continually updates as students move through their lesson pathway, giving educators the information they need to provide effective instructional support. Figure 11 presents an example of the report.

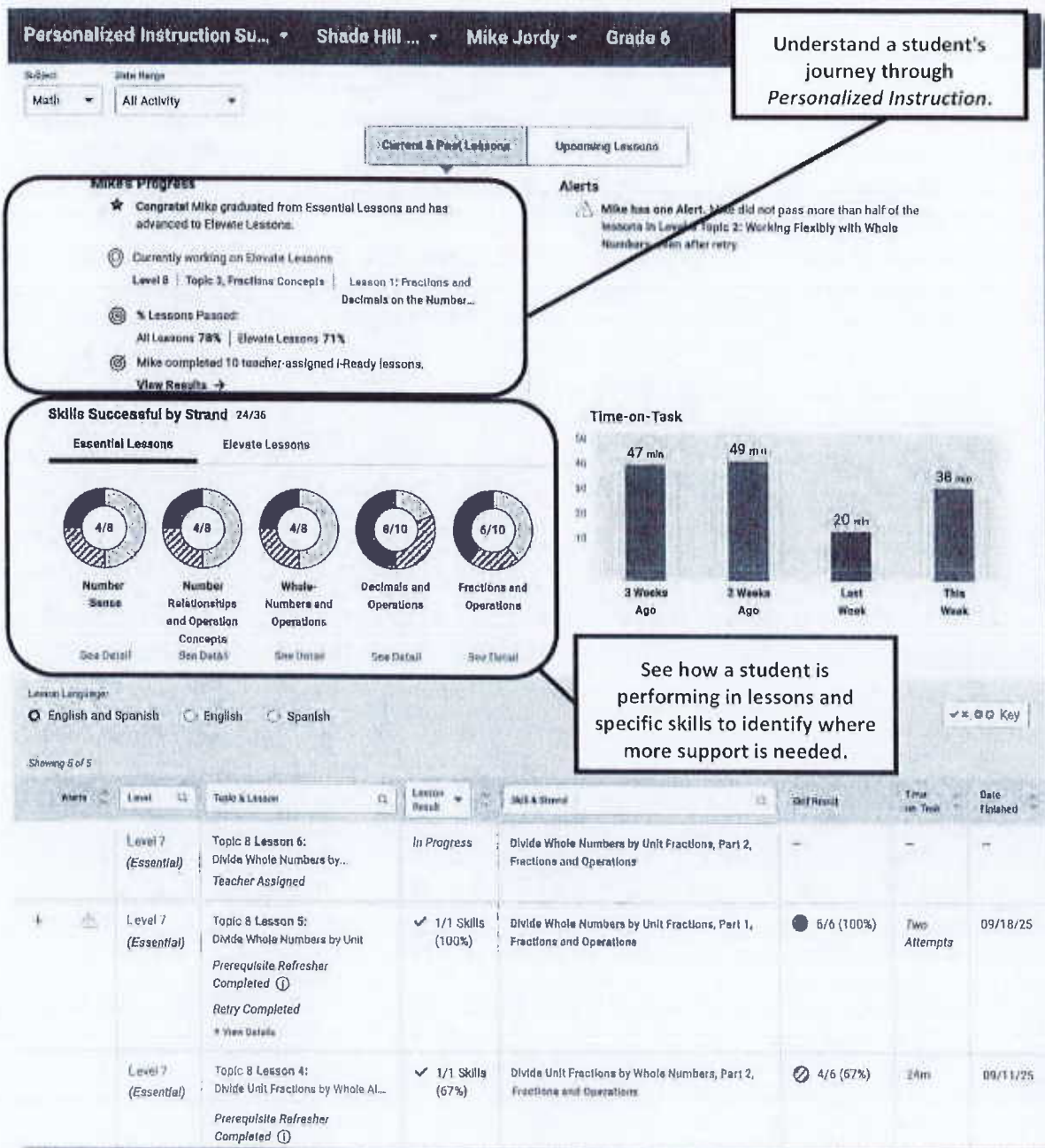


Figure 11. The enhanced Personalized Instruction Summary (Student) report will provide deeper insights into skills development and acquisition—going beyond domain-level reporting.

## Teacher Toolbox

**Teacher Toolbox**—available in the same *i-Ready* platform—is a robust collection of high-quality standards-based instructional resources for teacher-led mathematics (K–8), see Table 4 below. Lessons are often recommended in *i-Ready* reports. Materials are organized by grade and standard, so teachers can pinpoint resources for a specific skill.

Educators can access resources for all available grade levels, thereby supporting differentiated instruction and intervention across grades.

| Table 4: Overview of Teacher Toolbox Features and Benefits                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p><b>Lessons:</b> Digital access to teacher-led lessons and step-by-step support include:</p> <ul style="list-style-type: none"> <li>• <b>Ready Mathematics</b> (K–8), a supplemental program top-rated by EdReports, engages students in discourse, builds strong mathematical habits, and develop a deeper understanding of mathematics concepts through embedded SMPs.</li> </ul>                                                                                                                                                                                                   |
|   | <p><b>Assessments:</b> <i>Teacher Toolbox</i> contains a range of evaluation tools and assessments that allow students to demonstrate mastery of today's standards while supporting teachers in identifying skill areas that may need reinforcement. The assessments challenge students through test structures that mirror those of high-stakes state assessments.</p>                                                                                                                                                                                                                 |
|  | <p><b>Multimedia Content:</b> <i>Teacher Toolbox</i> includes interactive whiteboard lessons for whole class or small group instruction for grades K–8. These digitally animated lessons are available at teachers' fingertips and can help them introduce new concepts or reteach prerequisite standards. Teachers can lead students through the engaging online lessons together, while sharing the lesson on the computer screen or projector, pausing to engage in conversation and using the lesson as a group activity to check for understanding and address misconceptions.</p> |
|  | <p><b>Additional Resources:</b> Instruction and practice resources include:</p> <ul style="list-style-type: none"> <li>• Implementation supports (routines, discourse supports, and sequencing guides)</li> <li>• Tools for Instruction help teachers target specific skills gaps</li> </ul>                                                                                                                                                                                                                                                                                            |

The comprehensive model combining *i-Ready* with *Teacher Toolbox* provides:

- **Adaptive Assessment:** *i-Ready Inform* can be administered three times per year to gain detailed insight into student needs and inform both online and teacher-led instruction.
- **Online Personalized Learning:** Based on results of *i-Ready Inform*, *i-Ready* automatically places students into online instruction customized to their placement levels. *Personalized Instruction* provides highly scaffolded, interactive lessons that allow students to work independently.
- **Teacher-Led Differentiated Instruction:** Various *i-Ready* reports detail students' current strengths and instructional needs, and then recommends aligned instructional supports, such as Tools for Instruction, as well as resources available in *Teacher Toolbox*. With *Teacher Toolbox*, educators can access the full range of detailed lesson plans and digital tutorials, thereby supporting differentiated instruction for students performing below-, on-, or above-grade level.



For additional details, see: <https://www.curriculumassociates.com/programs/i-ready-learning/teacher-toolbox>.

**"I love all aspects of *Teacher Toolbox*! It is easy to navigate and find resources quickly, aligned with our standards."  
—Educator and *Teacher Toolbox* User**

**4. Progress Monitoring and Reporting:** Real-time dashboards, customizable reports, and analytics for student performance, usage, and outcomes.

*i-Ready* was designed to give educators real-time data in easy-to-understand dashboards, with integrated analysis and reporting.

## Integrated Data Analysis and Reporting

Embedded in the program and included with the license fee, *i-Ready's* robust analysis and reporting platform presents all data in practical, intuitive reports that educators can access through their *i-Ready* dashboard in real time—this means that teachers do not need to spend precious time analyzing or organizing data themselves. Always up-to-date, reports are printable and accessible at four levels:

- **1) District- and 2) School-Level Reports:** A district- or school-level view gives administrators a clear indication of overall performance and the extent of intervention needed in the district or school. This visibility enables immediate and effective course corrections.
- **3) Class-Level Reports:** Class reports provide teachers with a wealth of information to monitor and drive student growth. Teachers can quickly see which students need intervention, the key areas to target for each student, and how to group students for instruction.

- **4) Student-Level Reports:** *i-Ready* provides teachers with a detailed, easy-to-read analysis of every student's proficiency levels. Reports detail which skills students have mastered and those skills to prioritize next for instruction, thereby supporting success for every student. Additionally, the For Families report is specifically designed to put student performance data into family-friendly terms to help facilitate teacher-family conversations.

Table 4 presents the standard reports available for grades 9–12 (mathematics).

| Table 4. Standard Reports for i-Ready (Grades 9–12)                                |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                    |                                                                                   |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| Report Name                                                                        | Description                                                                                                                                                                                                                                                                                                                                                                           | Available Report Levels                                                                                            | Subject (Language Available)                                                      |
| <b><i>i-Ready Assessment Reports</i></b>                                           |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                    |                                                                                   |
| <b>i-Ready Inform Results (9–12)</b>                                               | <ul style="list-style-type: none"> <li>• <u>Student-Level</u>: Presents <i>Inform</i> results: scale score, placement level, norm scores (Fall, grades 9–10 only), Quantile measure, with “Can Dos” and next steps.</li> <li>• <u>Class-, School-, and District-Level</u>: Provides student performance for the group, and admins can compare assessment window results.</li> </ul>   | <ul style="list-style-type: none"> <li>• Student</li> <li>• Class</li> <li>• School</li> <li>• District</li> </ul> | <ul style="list-style-type: none"> <li>• Mathematics (English/Spanish)</li> </ul> |
| <b>i-Ready Inform Growth (9–12)</b>                                                | <ul style="list-style-type: none"> <li>• <u>Student-Level</u>: Shows progress toward growth for each student.</li> <li>• <u>Class-, School-, and District-Level</u>: Shows how students are progressing toward growth measures.</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>• Student</li> <li>• Class</li> <li>• School</li> <li>• District</li> </ul> | <ul style="list-style-type: none"> <li>• Mathematics (English/Spanish)</li> </ul> |
| <b>i-Ready Inform Status (9–12)</b>                                                | <ul style="list-style-type: none"> <li>• <u>Class-Level</u>: Contains students' <i>Inform</i> status (not assigned, not started, in progress, or completed).</li> <li>• <u>School- and District-Level</u>: Administrators can sort by class, grade, or report group, and view enrollment numbers.</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>• Class</li> <li>• School</li> <li>• District</li> </ul>                    | <ul style="list-style-type: none"> <li>• Mathematics (English/Spanish)</li> </ul> |
| <b>CCSS Performance (9–12)</b>                                                     | <ul style="list-style-type: none"> <li>• <u>Student- and Class-Level</u>: Evaluates how students are performing against the standards based on their <i>Inform</i> performance. Includes descriptions of aligned standard(s) and related skill.</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>• Student</li> <li>• Class</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Mathematics (English/Spanish)</li> </ul> |
| <b>Historical Results (9–12)</b><br><i>If i-Ready was used in previous year(s)</i> | <ul style="list-style-type: none"> <li>• <u>Student-Level</u>: Provides a comprehensive view of student performance for up to three academic years, including <i>Inform</i> scores and placements, growth progress, and lesson data (if applicable).</li> <li>• <u>Class-Level</u>: Shows how a class progressed in the previous year, helping with analysis and planning.</li> </ul> | <ul style="list-style-type: none"> <li>• Student</li> <li>• Class</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Mathematics (English/Spanish)</li> </ul> |
| <b>For Families (9–12)</b>                                                         | <ul style="list-style-type: none"> <li>• <u>Student-Level</u>: Provides families with their student's overall performance, scale scores, placement levels, and definitions.</li> </ul>                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Student</li> </ul>                                                        | <ul style="list-style-type: none"> <li>• Mathematics (English/Spanish)</li> </ul> |

| Table 5: Standard Reports: Curriculum: K-12                                   |                                                                                                                                                                                                                                                                                                             |                                                                                                            |                                                                                 |
|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Report Name                                                                   | Description                                                                                                                                                                                                                                                                                                 | Available Report Levels                                                                                    | Subject (Language Available)                                                    |
| <i>i-Ready Personalized Instruction Reports (if licensed)</i>                 |                                                                                                                                                                                                                                                                                                             |                                                                                                            |                                                                                 |
| <b>Personalized Instruction Summary</b><br>(students placed in K-8 lessons)   | <ul style="list-style-type: none"> <li><u>Student-Level</u>: Shows performance on lessons: time spent, progress by domain/skill, and alerts.</li> <li><u>Class-, School-, and District-Level</u>: Provides a comprehensive look at average time-on-task, pass rates, and the data can be sorted.</li> </ul> | <ul style="list-style-type: none"> <li>Student</li> <li>Class</li> <li>School</li> <li>District</li> </ul> | <ul style="list-style-type: none"> <li>Mathematics (English/Spanish)</li> </ul> |
| <b>Personalized Instruction by Lesson</b><br>(students placed in K-8 lessons) | <ul style="list-style-type: none"> <li><u>Class-Level</u>: View all lessons students have recently completed to identify common areas of success and similar needs for support.</li> </ul>                                                                                                                  | <ul style="list-style-type: none"> <li>Class</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Mathematics (English/Spanish)</li> </ul> |

Authorized administrators can run a data export that includes demographic information along with pertinent assessment or instruction data. Table 6 presents school- and district-level reports that can be exported as CSV files and then saved to Excel or other CSV-compatible applications for external analysis.

| Table 6: Standard Exports: Curriculum: K-12                                  |                                                                                                                                                                                                                                                          |                                                                            |                                                                                 |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Export Name                                                                  | Description                                                                                                                                                                                                                                              | Available Export Levels                                                    | Subject (Language Available)                                                    |
| <i>i-Ready Assessment Exports</i>                                            |                                                                                                                                                                                                                                                          |                                                                            |                                                                                 |
| <b>i-Ready Inform Results (9-12)</b>                                         | <ul style="list-style-type: none"> <li>Provides information on student <i>i-Ready Inform</i> performance: start date, completion date, baseline versus most recent assessment, duration, rush flags, scale score, placement, percentile, etc.</li> </ul> | <ul style="list-style-type: none"> <li>School</li> <li>District</li> </ul> | <ul style="list-style-type: none"> <li>Mathematics (English/Spanish)</li> </ul> |
| <b>i-Ready Inform Completion (9-12)</b>                                      | <ul style="list-style-type: none"> <li>Provides details regarding individual student demographics and the number of <i>i-Ready Inform</i> assessments completed in the given window.</li> </ul>                                                          | <ul style="list-style-type: none"> <li>School</li> <li>District</li> </ul> | <ul style="list-style-type: none"> <li>Mathematics (English/Spanish)</li> </ul> |
| <i>i-Ready Personalized Instruction Exports (if licensed)</i>                |                                                                                                                                                                                                                                                          |                                                                            |                                                                                 |
| <b>Personalized Instruction Summary</b><br>(students placed in K-8 lessons)  | <ul style="list-style-type: none"> <li>Allows administrators to review instructional usage information across <i>i-Ready</i> and <i>i-Ready Pro</i> lessons.</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>School</li> <li>District</li> </ul> | <ul style="list-style-type: none"> <li>Mathematics (English/Spanish)</li> </ul> |
| <b>i-Ready Pro Instruction by Lesson</b><br>(students placed in K-8 lessons) | <ul style="list-style-type: none"> <li>Allows administrators to review data by <i>Pro</i> lesson for every student in one file. Lessons are identified as <i>i-Ready-Assigned</i> versus Teacher-Assigned to understand performance by type.</li> </ul>  | <ul style="list-style-type: none"> <li>School</li> <li>District</li> </ul> | <ul style="list-style-type: none"> <li>Mathematics (English/Spanish)</li> </ul> |

For details on customization available in *i-Ready* reports, please see our response to #10 Customization and Enhancements, beginning on page 48.

## Progress Monitoring

### *i-Ready Inform*

*i-Ready Inform*—the heart of *i-Ready Assessment*—is designed to be administered three times throughout the school year. Once students have completed more than one *Inform* assessment, educators can use the *i-Ready Inform* Growth report to learn more.

The *i-Ready Inform* Growth report (K–12) compares mathematics scores over time (overall and by domain) and shows the scale score for each *i-Ready Inform*. This report is available after students have taken *i-Ready Inform* more than one time. Figure 12 provides an excerpt of the *i-Ready Inform* Growth report at the student level.

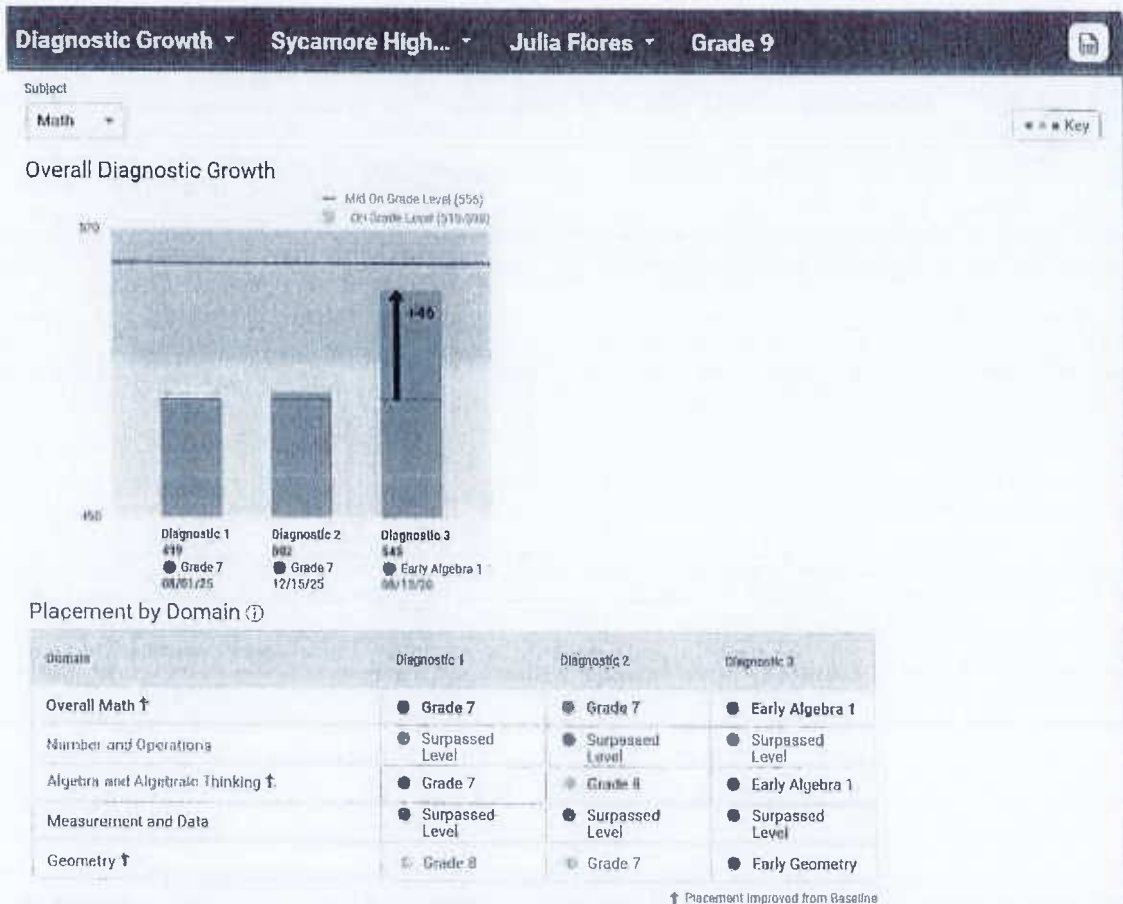


Figure 12. An option for evaluating the growth of a student in grades 9–12 is to examine students' grade-level placements at the beginning of the year and then again later in the year after a subsequent administration of *i-Ready Inform* in the *i-Ready Inform* Growth report.

**5. Integration Services:** Seamless integration with WPS's Student Information System (SIS), Google Classroom, and other edtech tools.

*i-Ready* supports the SAML 2.0 protocol. This provides optimum control over logins and permissions through its support of the most common security protocols used by identity providers. Google provides an SSO method utilizing SAML; therefore, Google authentication can be set up through the district. Upon set-up, the district will need to collaborate with the Curriculum Associates IT team to ensure the authentication is set up properly, with the district's needs in mind.

For additional information, please see *i-Ready* Support for Single Sign-On, provided on *Success Central*: [https://cdn.i-Ready.com/instruction/content/system-check/i-Ready\\_Support\\_for\\_SSO.pdf](https://cdn.i-Ready.com/instruction/content/system-check/i-Ready_Support_for_SSO.pdf).

Curriculum Associates can provide daily automated student data exports to a district specific folder on their SFTP site, that the City can import into its data systems. *i-Ready* data may be exported as CSV files and then saved to Excel or other CSV-compatible applications for external analyses.

Authorized District users can also run a data export that includes available student information. This feature allows educators to export *i-Ready* assessment and instruction data for each student in their account. The export is generated in a CSV file type, which can then be used in part or whole as an import to other CSV-compatible systems.

School and district administrators also have the option to manually pull standard export files as needed within the *i-Ready* platform. When logged into *i-Ready*, administrators can access exports by clicking on the reports tab in the user interface.

**6. Implementation and Project Management:** Dedicated project manager to oversee setup, configuration, and rollout, including data import from existing assessments.

### ***i-Ready Partners***

In tandem with our dedication to designing and developing high-quality programs that drive measurable student achievement, what truly differentiates us is our commitment to being the best service provider in the publishing industry.

Beginning with the first contact with Curriculum Associates through setting up and implementing the program, our staff will be here to ensure success. Waterbury will be served by *i-Ready Partners*, a connected and experienced group of professionals focused on meeting the needs of educators, students, and communities. *i-Ready Partners* offers:

- **A Partner Success Manager You Know on a First Name Basis:** A dedicated Partner Success Manager collaborates with you to create and execute a tailored implementation plan, ensuring you maximize the value of our products. Serving as your primary liaison, they connect you to a robust network of experts wholly committed to driving the success of your implementation.

- **Consultative Professional Learning Program Planning:** Tailored professional learning pathways address the specific needs of your educators including facilitated sessions and Online Educator Learning resources to move teachers and leaders along the continuum from product to practice.
- **Guidance on Education Trends and Implications:** Consultation from our experienced Educational Consultants in group settings as well as individual consultation with your district ensures you stay up to date and are prepared to implement education best practices.
- **Real-Time Achievement Data After Every Assessment:** Get detailed student performance and growth analysis at key points in the implementation—and on an ongoing basis—to empower data-driven practices in classrooms.
- **Technical Support and Health Checks:** Proactive support anticipates and heads off issues before they start, promptly addresses your concerns, and delivers clear answers to your questions.

*i-Ready Partners* provide award-winning service that is designed to help your District succeed (Figure 13).



Figure 13. Each *i-Ready Partner* will have a different role to play in a successful implementation, working alongside you every step of the way to help drive the greatest impact.

For this important mathematics initiative, we will appoint **Danielle Collins** as Partner Success Manager. Danielle will be the dedicated contact person and will oversee *i-Ready* set up, configuration, and will be available as a partner to Waterbury during the entire implementation. She will be supported by professional learning, educational consultants, customer service, and technical support teams.

Our *i-Ready Partners*, included with the license fee for Waterbury, represents a substantial value add to the District during the length of the contract term. *i-Ready Partners* provide award-winning service and support, dedicated team members, and our unwavering commitment to advancing learning.

With Curriculum Associates, Waterbury educators and administrators will have a partner who understands that real change and student growth that move the needle on achievement do not happen through magic. It takes carefully planned hard work, day after day. Our team becomes your partner in that work, doing our part to help your educators, and in turn your students, succeed.

For additional details, please see our response to c. Personnel Listing, in chapter 2. Experience, Expertise and Capabilities (page 10); we also include biographies for *i-Ready Partners* team members in section a. Qualifications, in chapter 3. Statement of Qualifications and Work Plan (page 12).

**7. Training and Professional Development:** Initial on-site or virtual training sessions for administrators, teachers, and IT staff (up to 50 at Crosby and 50 at Kennedy); ongoing webinars, resources, and a train-the-trainer program.

Curriculum Associates offers on-site or virtual professional learning for teachers and administrators, plus ongoing training and support resources.<sup>4</sup> Sustained in-person or virtual courses drive educator engagement with a partner there to work alongside educators as they move along the continuum from product to practice (Figure 14). *i-Ready Partners* work alongside you to understand local needs, outlining pathways to measurable and visible growth as goals change, product enhancements launch, and new educators onboard.



Figure 14. Our professional learning is designed to grow along with your implementation, meeting your learning needs and interests at each phase of development: New, Practicing, and Advanced. Our core courses address a set of common learning outcomes, while our Tailored Support courses target your specific needs.

We offer a system of support to meet in-the-moment needs throughout the year to drive student growth. This includes:

- **Leader Support:** Leaders are an essential component of a strong *i-Ready* implementation, and building their capacity is part of our plan. We offer leader support through focused courses as well as ongoing consultations via Tailored Support courses. Our specialized tools for data analysis, learning walks, and feedback discussions enable leaders to better manage their implementations to success.
- **Teacher Support:** Led by expert former educators, our live courses use active, hands-on learning and engagement with data to build practical knowledge and pedagogical change.
- **Additional Resources:** On-demand, engaging Online Educator Learning courses complement *i-Ready* professional learning courses by reinforcing key concepts. Gain access to the *Success Central* support website, filled with a wealth of resources for teachers, coaches, and leaders. Further, Collaborative Learning Extensions are designed to help you explore key steps and strategies to facilitate collaborative meetings with colleagues. For more details, see our discussion beginning on page 44.

<sup>4</sup> As *i-Ready* is a fully web-based, vendor-hosted, SaaS application, we do not offer training specifically for IT staff, though they can attend sessions as needed. The system is maintained by Curriculum Associates. Coordinating with our team on integration/rostering and other tasks is minimal, and there is no required maintenance for the district. All updates and upgrades are pushed from our centrally hosted, secure servers to the application.

While our standard and recommended approach for supporting new *i-Ready* implementations is direct-to-staff (all educators, including District trainers, being directly trained by our Professional Learning team) site-based professional learning, we note the mention of a train-the-trainer program in the RFP. If this is required, we can work with the City to develop an approach for professional learning that combines developing district-wide and site-specific capacity to support *i-Ready* for mathematics while ensuring that coaches, leaders, and teachers benefit from the deep experience of our Professional Learning Specialists in supporting new *i-Ready* implementations.

## Flexible Professional Learning Courses for Waterbury Public Schools

In Table 7, reviewers will find a description of the **New Users** courses proposed for the District. Courses can flexibly be split into multiple sessions to meet your needs. Our professional learning can be delivered onsite or remotely and is purposefully designed to help move educators along the path to success throughout the implementation with *i-Ready*. We will work with the City to determine the best professional learning based on their local situation; the plan we present here is an example.

| Table 7: <i>i-Ready</i> Courses for New Users: Laying the Foundation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| For Leaders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Course: Starting Strong with <i>i-Ready</i> for Leaders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| Leaders develop an understanding of <i>i-Ready</i> , plan for the use of data to support strategic decision making and prepare for a successful <i>i-Ready Inform</i> administration. (This course is offered before the first <i>i-Ready Inform</i> .)                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| For Teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| Course: Starting Strong with <i>i-Ready</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| Understanding <i>i-Ready</i> and the valuable data obtained from <i>i-Ready Inform</i> is an integral first step to building a classroom data culture with students. In Starting Strong with <i>i-Ready</i> , teachers learn what <i>i-Ready</i> is, how to use data to drive instruction, and how to administer <i>i-Ready Inform</i> for reliable student data. As time permits, teachers may learn more about the growth model and/or further explore engaging students in the baseline <i>i-Ready Inform</i> through data chats or getting students started with <i>i-Ready Personalized Instruction</i> . (This course is offered before the first <i>i-Ready Inform</i> .)                    |  |
| Course: Using Data to Plan Instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| In Using Data to Plan Instruction, educators practice effective data practices to analyze their own students' data from the first <i>i-Ready Inform</i> . Knowing the questions to ask and how to find the answers in the data and reports allows educators to make instructional decisions and informs their own goals and the goals they set with students. Utilizing a data analysis and planning process, educators uncover new insights and information about student performance to build on strengths and plan instructional scaffolds within their upcoming instruction to maximize student access to grade-level content. (This course is offered after the first <i>i-Ready Inform</i> .) |  |
| Course: Understanding and Responding to Student Growth                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |
| Teachers analyze student growth data after the second <i>i-Ready Inform</i> and plan action steps to address identified instructional priorities to support students that could benefit from additional support to promote growth. As time permits, teachers explore critical steps for monitoring and managing <i>Personalized Instruction</i> , and/or how to engage students through data chats and tracking their own data. With additional time, or as needed, teachers plan and prepare for the spring <i>i-Ready Inform</i> . (This course is offered after the second <i>i-Ready Inform</i> .)                                                                                              |  |

The professional learning course for leaders is centrally delivered and lasts up to three hours. This course may be purchased à la carte or is included with the purchase of our recommended professional learning teacher package for three or more implementing schools.

The professional learning courses for teachers are delivered at their school site with a recommended length of three hours per course, but we will work within the flexibility of up to six hours (maximum of 30 participants at each session).

Our pricing includes course development and any handouts, plus our Professional Learning Specialist's time, travel, and lodging. Please see 4. Cost Schedule. Waterbury Public Schools will provide and host the training location/facility, coordinate all participant time, and provide required equipment (e.g., computers with internet access).

### ***Professional Learning in Future Years***

In subsequent years of implementation, the needs of teachers and leaders become more complex as they move from basic product knowledge to focus more on impactful changes in teaching practices. To meet those needs, we also offer a **Practicing Users** and **Advanced Users** professional learning curriculum for succeeding years of implementation. While these curriculums are designed to be consecutive, the exact sequence of courses is often dependent upon each school's specific needs. Some schools may be at the Practicing level for multiple years as they grow in their professional practice, while other schools may be ready for our Advanced curriculum sooner. In subsequent years, we will work with Waterbury Public Schools to determine the best path to meet the needs of educators and students.

## **24/7 Training and Implementation Resources**

As a complement to the live professional learning courses, Curriculum Associates offers several 24/7, online resources for *i-Ready* users, including *Success Central*, Collaborative Learning Extensions (CLEs), Online Educator Learning (OEL).

### ***Success Central***

Waterbury Public School educators will have access to curated resources on a single platform with our support website, *Success Central*. This free site dynamically provides implementation guidance, reference sheets, best-practice tips, how-to guides, recorded webinars, videos, planning tools, and more based on the user's role, product license, and state. For additional details about *Success Central*, please see our response to #12 Documentation and Resources, beginning on page 54.

### ***Collaborative Learning Extensions***

Collaborative Learning Extensions (CLEs) are designed to help educators explore key steps and strategies in professional learning communities, grade-level or team meetings, or other collaborative settings. The CLEs include all necessary resources for educators—including leaders, coaches, or teachers—to facilitate collaborative meetings with colleagues.

### Online Educator Learning

The Online Educator Learning (OEL) platform is designed to empower teachers with timely, personalized professional learning. Educators benefit from a home page that provides smart course recommendations, allows them to see a record of their in-person learning alongside their digital/asynchronous learning, and features clearly sequenced learning paths to support educators on their learning journey throughout the school year. School and district administrators can recommend or assign digital courses to their staff, supporting implementation-wide engagement with digital learning throughout the year.

These courses—which are built using best practices for adult learning—ask educators to think critically about how they use *i-Ready* to inform instruction. OEL courses are accessible online at any time; 15–45 minutes long; interactive and engaging, with videos, animations, and activities; and focused on giving educators specific next steps to apply what they have learned.

The platform is pictured in the figure below.

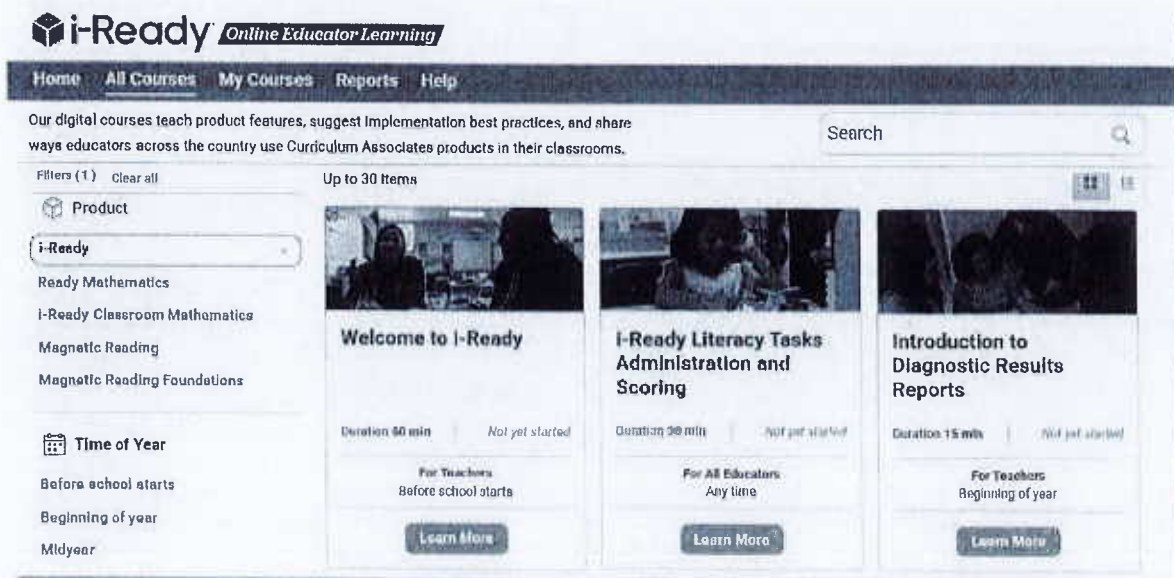


Figure 15. Online Educator Learning provides access to digital professional learning resources, including the Educator Prep Series.

**8. Technical Support and Maintenance:** 24/7 help desk support via phone, email, and chat; regular software updates, bug fixes, and feature enhancements included in the subscription.

## Technical Support

To ensure a high level of service for our clients, Curriculum Associates offers full-time, U.S.-based, non-outsourced Technical Support and Customer Service teams. The cost of support is included in the licensing fee, and unlimited access is provided throughout the life of a contract. Both teams have Spanish-speaking specialists.

- **Technical Support:** Our Technical Support team provides live support specific to technical issues. Via phone and email, this one-on-one live support is available Monday through Friday, 7:00 a.m.–9:00 p.m. Eastern Time (excluding holidays). Inquiries received outside business hours receive priority attention the next business day.
- **Customer Service:** Our Customer Service team provides a range of direct support to users. Customer Service is available Monday through Thursday, 8:30 a.m.–6:00 p.m. Eastern Time, and Friday, 8:30 a.m.–5:00 p.m. Eastern Time (excluding holidays). Calls to Customer Service are answered immediately during business hours—directly by a person, not an automated system.

We track all customer inquiries using our Customer Relationship Management (CRM) system and employ a tiered escalation process to ensure any client challenges are resolved as quickly as possible.

Our Support page at <https://www.curriculumassociates.com/support> provides contact information for the Technical Support and Customer Service teams, along with a range of self-support resources: FAQs, videos, printable resources, planning tools, and more.

## Maintenance

We are continually working to develop program features that enhance the overall user experience of students, parents, teachers, and administrators. We roll major updates, upgrades, and enhancements into new releases, which we deploy periodically throughout the year. As *i-Ready* is a web-based solution, no maintenance is required of districts; all upgrades are pushed from our centrally hosted, secure servers directly to the application.

Feature releases occur approximately every eight weeks. On average, we then have four or five software patches/updates between these feature releases. It should be noted that these patches are generally small in scope and usually targeted to a small enhancement versus a major bug fix.

Our goal is to minimize any downtime for users. We conduct releases off-hours to minimize the impact, and there are no periodic changes for districts that will impact system availability.

We alert customers of upcoming upgrades on the *i-Ready* site banner 1–2 weeks prior to a release. Unplanned events are also communicated on the banner, as well as on our system check page at <https://cdn.i-Ready.com/systemcheck>.

Educators can visit the *i-Ready* Always Improving webpage for featured improvements (<https://www.curriculumassociates.com/programs/features>). The webpage also includes a link to the Release Roundup page that captures updates from the most recent release. Customers can subscribe to this page (Figure 16). Users are also notified in *i-Ready Connect* via the Announcement Center. Additionally, your Partner Success Manager, Danielle Collins, will answer any questions users may have.

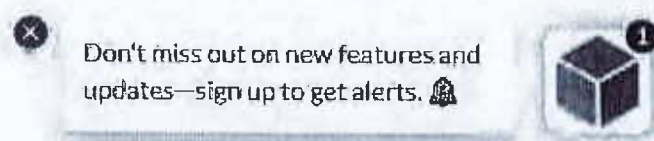


Figure 16. Customers will see this option at the bottom right corner of the Always Improving and Release Roundup pages. Once signed up to get alerts, customers will receive an email when the webpage is updated.

All program maintenance, updates, and upgrades are included at no additional cost for the license term.

**9. Data Security and Compliance:** Ensure all data handling complies with FERPA, COPPA, and state privacy laws; provide annual security audits and breach notification protocols.

## Data Security and Compliance

As previously mentioned, Curriculum Associates adheres to strict standards for student data security and accessibility, including the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA). All employees with access to student data are required to complete FERPA training, and we maintain a detailed security plan, an overview of which can be found here: <https://www.curriculumassociates.com/support/privacy-and-policies/i-ready-data-handling-privacy>.

Since our products are used by students under the age of 13, we must comply with COPPA. We only use data collected from students for educational purposes, and thus schools are permitted to act as agents of their students and can consent under COPPA to the collection of students' data on parents' behalf. See Section N of the FTC guidance on COPPA: <https://www.ftc.gov/tips-advice/business-center/guidance/complying-coppa-frequently-asked-questions-0>.

Our data integration process is FERPA-compliant and never shares student data with unauthorized outside parties. Additionally, Curriculum Associates has signed the Future of Privacy Forum and the Software & Information Industry Association Student Privacy Pledge to safeguard student privacy (<http://studentprivacypledge.org/privacy-pledge>). The pledge outlines commitments regarding collection, maintenance, and use of student personal information.

### Industry Best Practices

*i-Ready* adheres to an extremely high degree of data security in its operations and data management. We follow specific procedures to maintain secure and reliable data for our customers and to protect against unauthorized access and use. All staff, teacher, and student logins require valid credentials.

All data transfers are conducted using a secure Internet protocol (SSL and https). Continuous maintenance plans are in place to keep all servers optimized.

Online servers are connected to the Internet by one of the most redundant networks in the industry. Additionally, we follow specific procedures to maintain secure and reliable data for our customers.

- Teachers, administrators, and students are timed out after 30 minutes of no activity.
- Our servers are protected by one of the best Service Level Agreements (SLA) in the industry.
- Our data hosting facility does not allow any physical access to the server area by non-authorized outside visitors at any time.
- Data traffic is continuously monitored for malicious activity.

### ***Annual Security Audits***

On a weekly (and as-needed) basis, we conduct regular internal monitoring, and vulnerability testing using a third-party assessment tool to validate our environments.

We contract with a third-party to conduct annual security audits, which include penetration testing of the *i-Ready* application. Curriculum Associates reviews the third-party audit findings and implements recommended security program changes and enhancements where practical and appropriate. Due to differing contract requirements, the security audit is conducted against various standards, including IOS-27001/2, NIST SP 800, and the industry-standard Cloud Controls Matrix.

Curriculum Associates will make the SOC 2 Type II report available to customers after the district signs a non-disclosure agreement (NDA).

### ***Breach Notification***

Curriculum Associates follows documented "Security Incident Management" procedures when investigating any potential security incident. In the event of a data security breach, Curriculum Associates will notify impacted customers that a breach has occurred as promptly as possible and will inform them (to the extent known) what data has been compromised. We expect customers to notify individual teachers and parents of any such breach to the extent required, but we will provide customers reasonably requested assistance with such notifications and will also reimburse customers for the reasonable costs associated with legally required breach notices.

**10. Customization and Enhancements:** Options for limited customizations, such as branded interfaces or tailored content modules, with associated fees detailed in pricing.

*i-Ready* includes a few options for customization, at no additional cost. (To maintain a strong focus on validity and reliability, we typically do not adjust the product based on individual implementations. We do, however, welcome feedback for consideration in our product roadmap planning.)

## ***i-Ready Assessment***

For *i-Ready Assessment*, we offer report filters to support the disaggregation of data in multiple ways, including sorting and filtering by student performance, student groups, and student demographics.

**Student Performance:** Several reports in *i-Ready* disaggregate data by performance, including:

- The i-Ready Inform Results report for a school or district disaggregates students into tiers based on their most recent performance on *i-Ready Inform* assessment, with recommendations for further instruction based on student placements in each domain.
- The i-Ready Inform Growth report for a school or district allows for disaggregation of student data based on student performance on the initial *i-Ready Inform*, to help administrators understand progress to growth measures for students who started the year at different placement levels.
- Exports at the school or district levels also often support disaggregation using Excel or similar software.

**Student Groups:** Many reports at the school or district levels allow filtering to show results by various groups, such as by school, grade, class, or report group.

**Student Demographics:** Many reports at the school or district level allow filtering for a variety of demographic factors.

To gain insight into the performance of different student populations, school and district administrators can use demographic data filters on the i-Ready Inform Results report, i-Ready Inform Growth report, and Personalized Instruction Summary report. This is possible if the District provides student demographic information when setting up the *i-Ready* account.

This feature allows administrators to view results for specific demographic groups, compare student performance across demographic groups, and align their data analysis to the reporting requirements of Every Student Succeeds Act (ESSA). To view demographic groups, the setting for Demographic Filters must be enabled.

A sample of the filters available are shown in Figure 17.

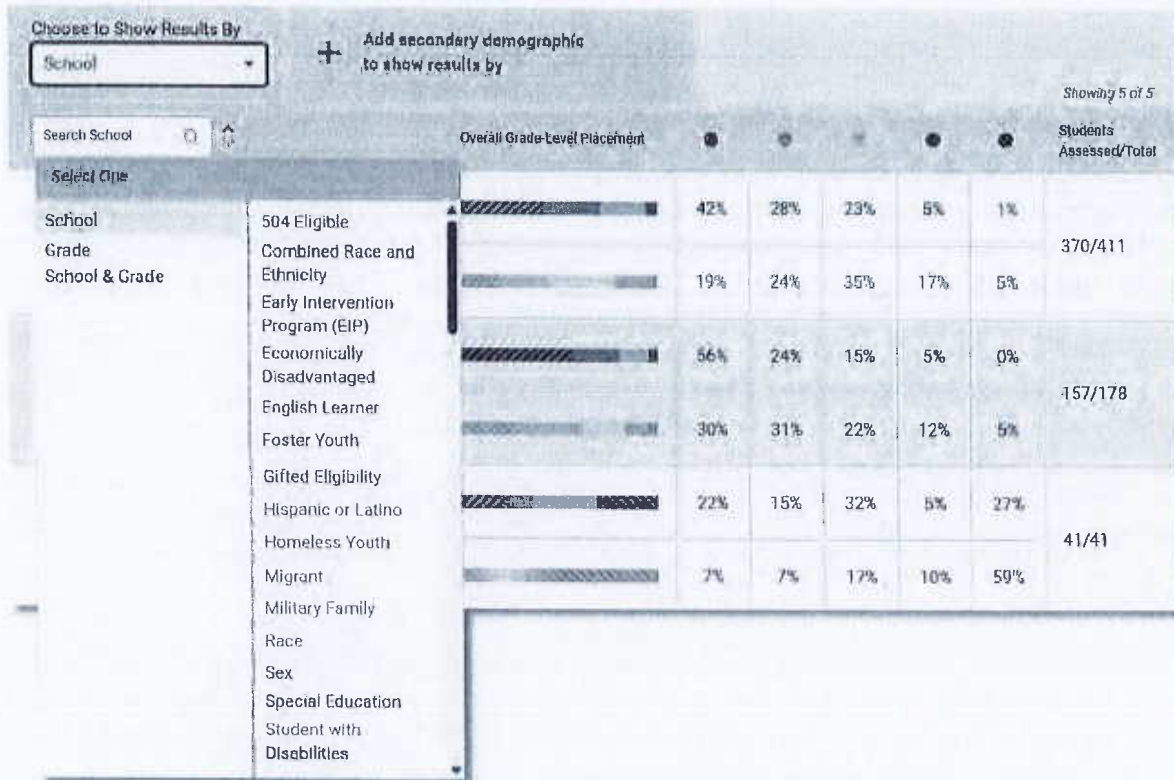


Figure 17. School and district administrators can use Demographic Filters to select and see results by demographic subgroup, as illustrated in this excerpt from an i-Ready Inform Results (School) report.

Additionally, administrators may choose to further filter data by adding a secondary demographic filter as shown in Figure 18.

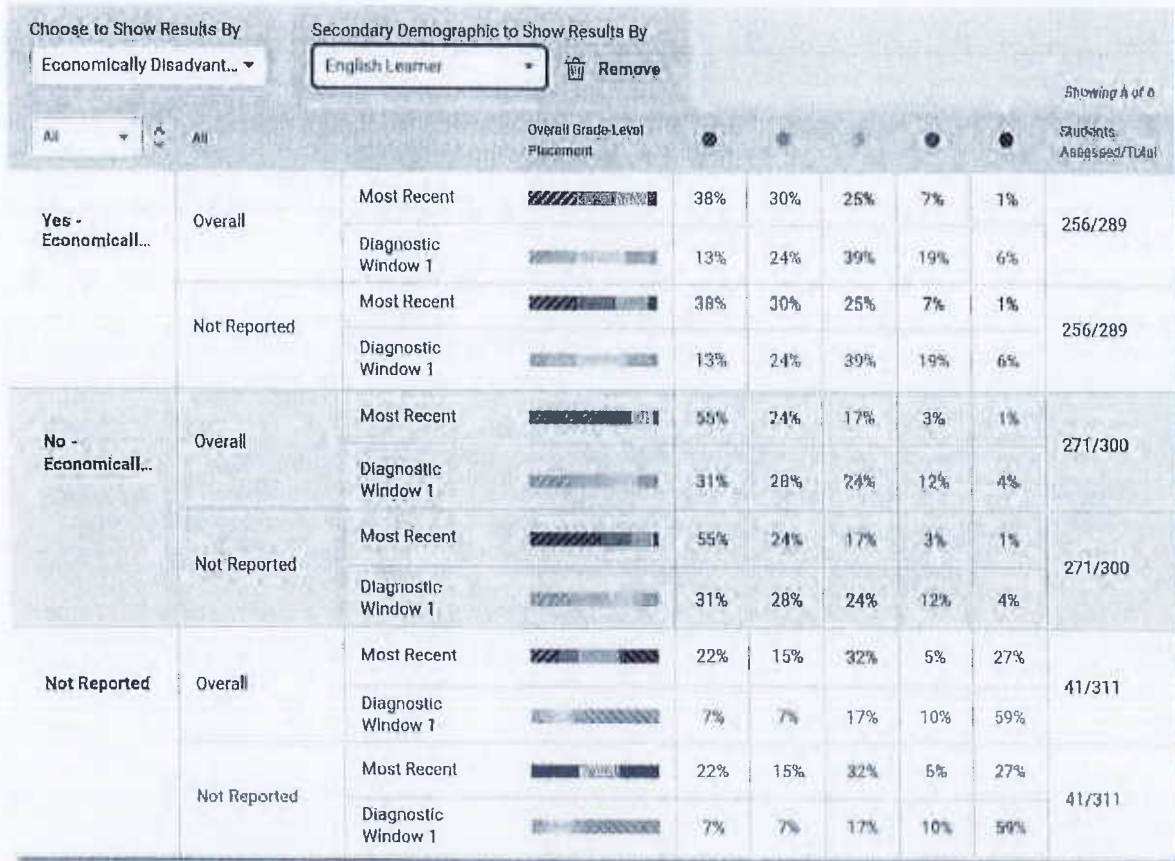


Figure 18. Administrators can use the “add secondary demographic” button on the report to further filter results as shown in this example of an i-Ready Inform Results (School) report that filters students first by economically disadvantaged status, and then by their English Learner status (if reported).

In addition to viewing demographic data in *i-Ready* reports, authorized users can run a data export that includes available demographic information. Including this data in the export makes it easy for administrators to create Excel tables showing *i-Ready* performance statistics by different student populations in the District. For example, educators can compare how their English Learner population is performing in reading or mathematics versus their general education population, or review whether students are making adequate gains by sex and socioeconomic status.

### ***i-Ready Personalized Instruction***

Through *i-Ready Personalized Instruction*, mathematics content is always tailored to each student’s needs based on their results of *i-Ready Inform*. Once each student completes an *i-Ready Inform* assessment, *i-Ready* automatically builds a customized lesson path of online lessons—shown in My Path in the student dashboard—based on assessment performance.

To further tailor content, teachers may adjust a student's position within the recommended sequence of lessons and add Teacher-Assigned Lessons that align with in-class initiatives. This gives teachers the autonomy to decide which instruction is best suited for each student. Common uses of Teacher-Assigned Lessons are to provide reteaching and skills practice after teacher-led instruction, provide access to grade-level instruction through lessons that scaffold core concepts, and support acceleration for students who are ready for more challenge.

An example of the student dashboard with My Path and Teacher Assigned Lessons is provided in Figure 19.

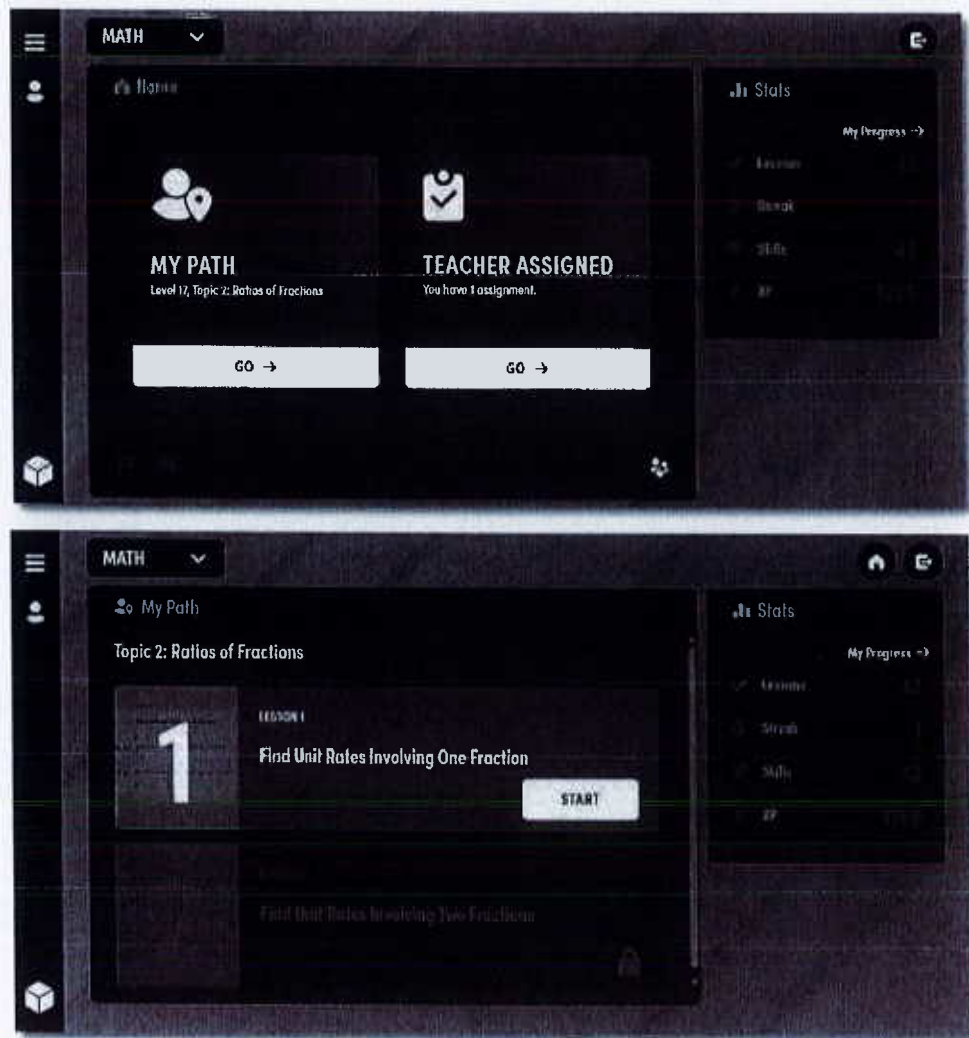


Figure 19. i-Ready's user-friendly student dashboard displays automatically assigned "My Path" lessons in the student's queue, alongside Teacher Assigned lessons (top image). Students can click on either lesson type tile to get visibility into upcoming lessons (bottom image).

### *Customization and Autonomy*

Research shows that students who experience autonomy are more likely to show strong behavioral and cognitive engagement. So, in the *i-Ready Pro* student dashboard, students can customize their experience to their liking.

An example of the customization options available for grades 6+ are shown in the Figure, following.



Figure 20. By clicking on the student's icon in the left side menu of their dashboard, they can access the Customize menu. There, they can select a profile icon and color mode (dark mode or light mode).

There is no additional fee with these options. Also, as noted under #8, all program updates and upgrades (enhancements) are included at no additional cost for the license term.

**"It's easy to navigate your way through the website. The kids love the program and how interactive it is, and I love that the lessons are tailored to the students' strengths and needs."**  
—*i-Ready Educator*

**11. User Acceptance Testing (UAT):** Facilitate UAT phases with WPS staff to verify functionality before full deployment.

As a current customer, Waterbury Public School uses *i-Ready* for reading as a literacy intervention at the high school level, and is familiar with program functionality.

Curriculum Associates will coordinate with WPS to conduct User Acceptance Testing (UAT), as stated in the RFP. The data coming into *i-Ready* is separate from the data going back to the district, so testing may be conducted separately:

- The district to *i-Ready*: We can conduct various amounts of testing with the district and our provisioning system to ensure the format and performance is acceptable. Our team has considerable experience conducting this type of testing, so we expect this process to be straightforward.
- *i-Ready* to the District: We can run various reports as we would in production, prior to actually going live and conducting acceptance testing with the district.

We will perform the user acceptance testing work for WPS with the same efficacy we have demonstrated with *i-Ready* customers in districts across the country. For a firsthand report of customer satisfaction with our *i-Ready* implementations, reviewers can contact our references listed in Chapter 2. b, page 7.

**12. Documentation and Resources:** Comprehensive user manuals, online knowledge base, and video tutorials for end-users.

*i-Ready* was built by educators, for educators. The program includes point-of-use guidance, plus extensive online resources available to teachers and leaders 24/7.

## Point-of-Use Guidance

While working in the *i-Ready* platform, educators have multiple ways to get help and learn more.

### Help System

Teachers can click on the question mark (?) in the lower right-hand corner of the screen for immediate access to additional information about that page, including walkthroughs frequently asked questions, and more. See an example in Figure 21.

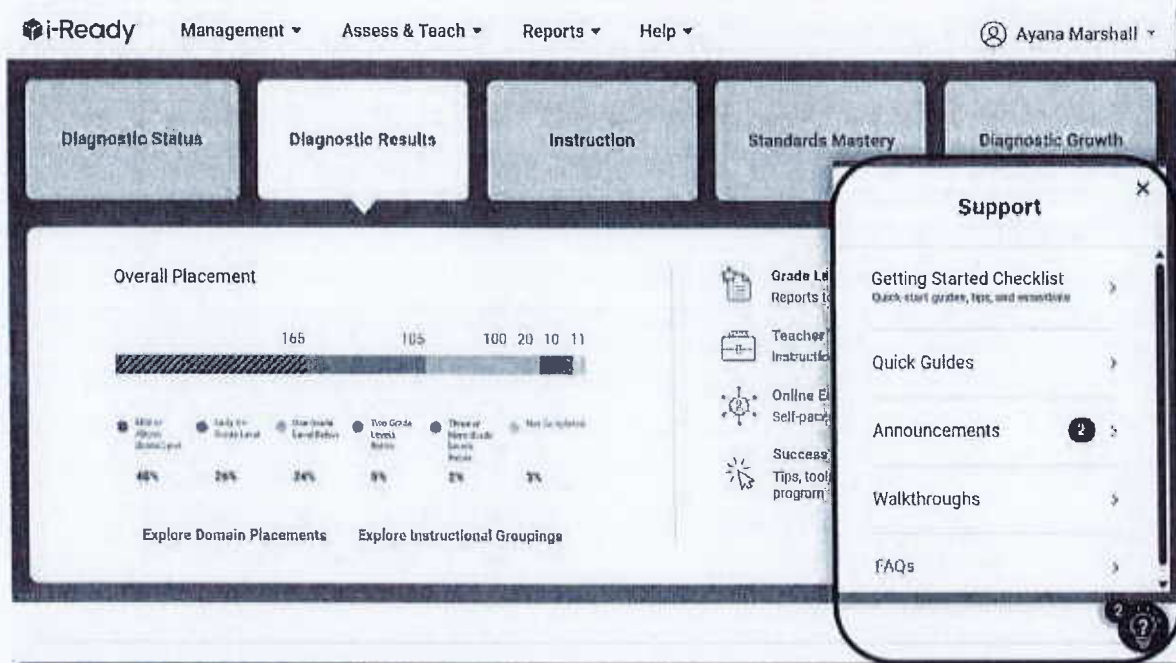


Figure 21. The help topics that display via the question mark icon are related to the *i-Ready* screen that is currently displayed. In this example, information and FAQs are related to *i-Ready Inform Results*.

### Quick Guides

We have developed Quick Guides as embedded professional learning to leverage platform data and personalize a teacher's point-of-use experience. Quick Guides appear to new *i-Ready* educators at key points throughout the academic year to help them use data and understand their students' growth<sup>5</sup>.

Quick Guides provide:

- Targeted learning goals relevant to the time of year
- Point-of-use support by addressing data questions that are top-of-mind and guiding them to answers via guided questions and walkthroughs
- An opportunity to provide feedback

See an example in Figure 22.



<sup>5</sup> Experienced *i-Ready* educators can access the Quick Guide by clicking on the question mark (?) in the lower right-hand corner of the screen. From there, educators can see both FAQs and Quick Guides.

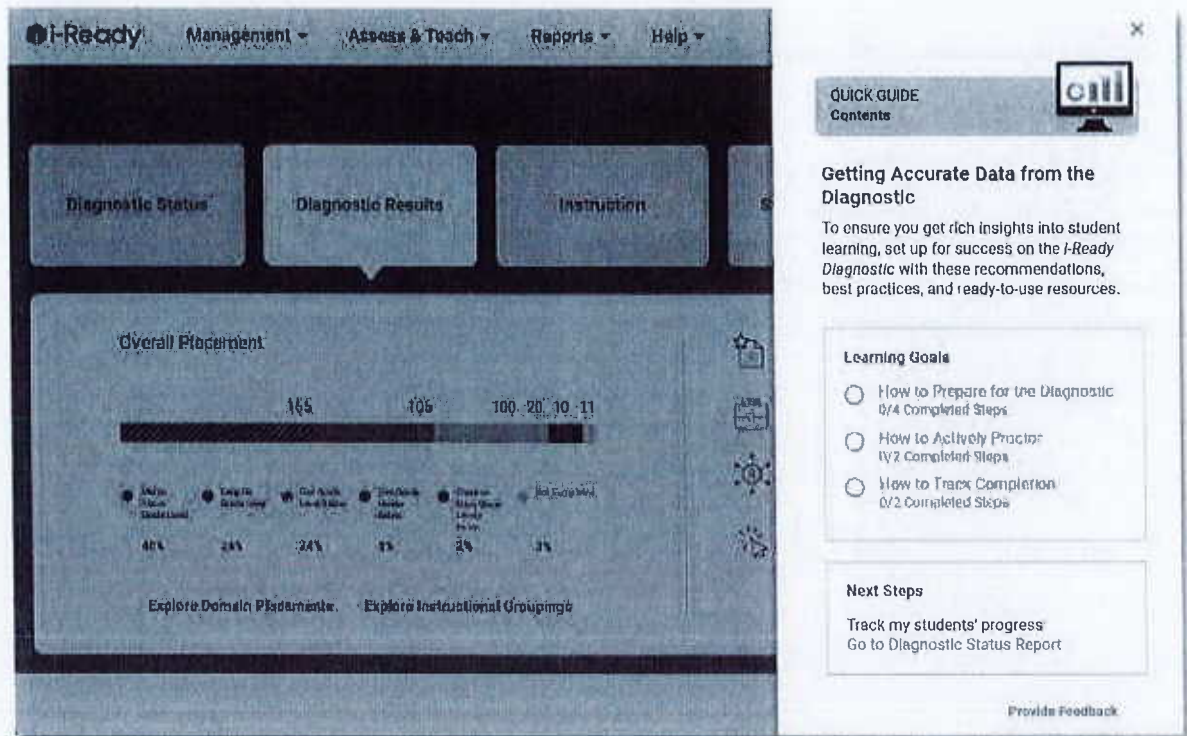


Figure 22. With Quick Guides, teachers have personalized support at point-of-use as shown in this example on the i-Ready Inform Results dashboard page.

## Success Central

Waterbury Public School educators will have access to curated resources on a single platform with our support website, *Success Central*. This free site dynamically provides implementation guidance, reference sheets, best-practice tips, how-to guides, recorded webinars, videos, planning tools, and more based on the user's role, product license, and state. The platform is carefully curated to help the novice get just what they need in the moment or the expert dive deeply into the many facets of *i-Ready*.

Educators can easily access *Success Central* by logging into the *i-Ready Connect* platform, then either clicking on "*Success Central*" on their Teacher Dashboard or clicking on the Help menu.

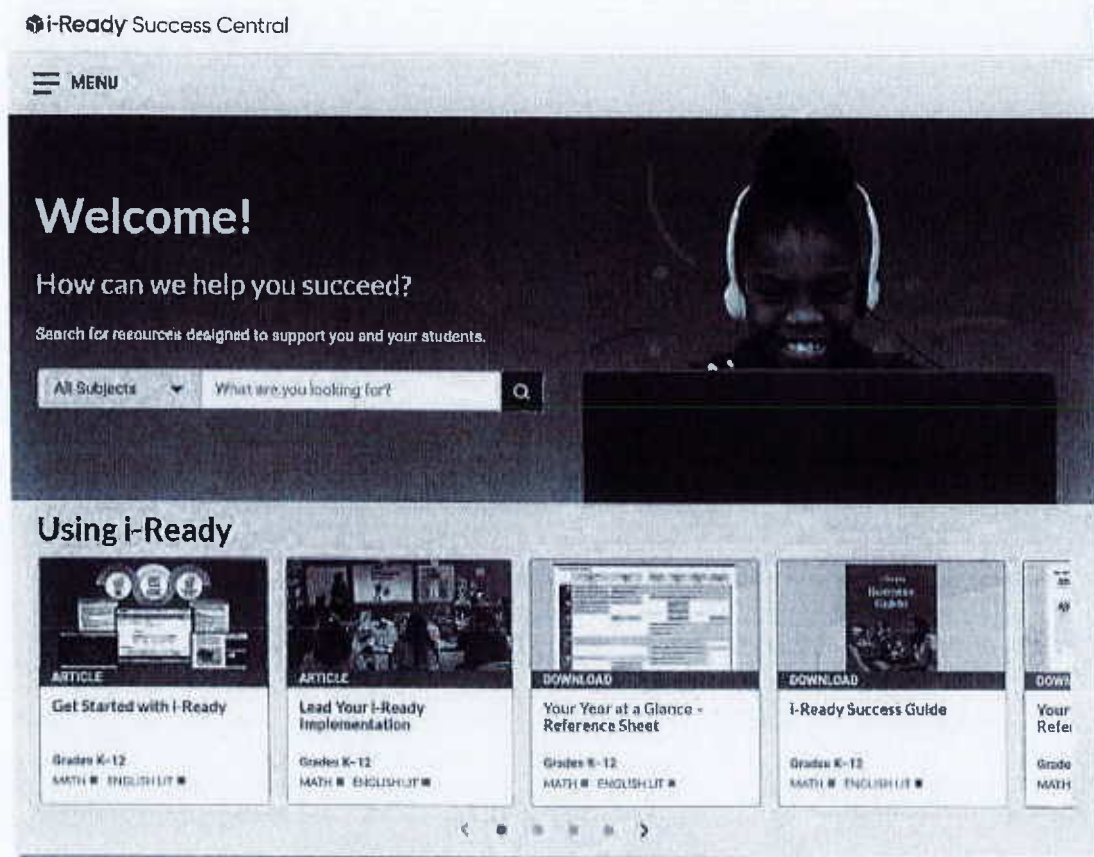


Figure 23. *Success Central* offers many helpful resources and recommends helpful places to start, like the *Success Guide*.

### *i-Ready Success Guide*

Provided in a downloadable and printable PDF format, the *i-Ready Success Guide* (for teachers and administrators) provides important information to help educators effectively use *i-Ready*. Accessible from *Success Central*, the Guide contains helpful user instructions, including:

- A program overview and must-haves for successful implementation
- Checklists for administering *i-Ready Inform* and analyzing results
- How-to guidance for the most common actions in *i-Ready*, accompanied with screen shots
- Guidance for navigating reports in *i-Ready*
- Description of the differentiated growth measures included in *i-Ready* reports
- A sample implementation calendar
- Tips for engaging educators in promoting a school-wide data-driven culture

**13. Performance Metrics and Reviews:** Quarterly performance reviews with WPS to assess usage, effectiveness, and areas for improvement.

Your dedicated Partner Success Manager will hold regular implementation meetings to review usage and effectiveness and discuss areas for improvement. Provided at no additional cost, the Partner Success Manager focuses solely on making the City's implementation successful. They will provide regular status meetings and periodic status reports on an agreed-upon schedule. These reports will provide summary information/dashboards for schedule, cost, quality, risk management, project review, lessons learned, and any other specified topics, such as educator training status.

**Danielle Collins**, the designated Partner Success Manager for this mathematics intervention initiative, serves as the primary point of contact for contract deliverables. Since your Partner Success Manager will be the District's liaison with Curriculum Associates, they will be available as needed. The Partner Success Manager will ensure effective communications between the District and Curriculum Associates' leadership, project team, and *i-Ready Partners*, who will work directly with the participating schools.

Danielle will coordinate the account setup process, assign the City an experienced specialist who directly facilitates setup, and ensure a streamlined and efficient implementation for staff and administrators. After completing the setup process, your Partner Success Manager will actively support the City by implementing the program, providing training, and managing data. They will collaborate with the District leadership team to develop goals, design custom implementation plans to achieve those goals, monitor accounts regularly, offer ongoing support, and respond to questions from the District's administrators and teachers.

Your Partner Success Manager, working with our Custom Analytics and Reporting team, will also assist the District by analyzing data, coordinating available custom analytics as needed, and leading mid- and end-of-year growth meetings. This support with data analytics aims to help Waterbury Public Schools identify schools that are implementing *i-Ready* with fidelity and achieving their goals, as well as those requiring additional support to succeed.

Please also see our Key Implementation Milestones (page 59) under section c. Services Expected of the City, following.

**14. Exit and Transition Services:** At contract end, provide data export in standard formats and assist with transition to a new provider if needed.

Curriculum Associates can provide a data export file to assist the City in transitioning to a new provider.

## c. Services Expected of the City

Identify the nature and scope of the services that would be generally required of the City in undertaking these projects.

### Key Implementation Milestones

As a current Curriculum Associates partner using *i-Ready* for reading at the high school level, the City is familiar with *i-Ready* implementation. The following Table covers key milestones in planning, account setup and delivery, and program review/evaluation that will require collaboration with City administrators and educators. Exact dates will be determined after consultation with the City.

| Table 6: Key Implementation Milestones                                                       |                                                                                                                                        |                                                                |                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Milestone                                                                                    | What                                                                                                                                   | When                                                           | Who                                                                                                                                                                            |
| <b>1. Implementation Planning</b>                                                            | Determine or solidify District/school goals, participants, and deliverables to establish accountability measures.                      | Soon after award                                               | District/school leadership team; Curriculum Associates' <i>i-Ready Partners</i> , <sup>6</sup> with Partner Success Manager as key point of contact                            |
| <b>2. Account Setup and Delivery</b>                                                         | Import all users into <i>i-Ready</i> prior to implementation/deployment.                                                               | Immediately after implementation planning                      | School/District coordinators and data manager; Curriculum Associates' Partner Success Manager                                                                                  |
| <b>3. Centralized<sup>7</sup> Professional Learning: Starting Strong with <i>i-Ready</i></b> | Leaders establish effective implementation strategies and foundations that unlock <i>i-Ready</i> 's potential to drive student growth. | To be determined with District                                 | Principals; other site-level leaders, e.g., instructional coaches; District leaders responsible for implementation; Curriculum Associates' Professional Learning Specialist(s) |
| <b>4. Centralized<sup>7</sup> Professional Learning: Starting Strong with <i>i-Ready</i></b> | Educators learn to understand <i>i-Ready</i> 's potential for student growth and plan for a successful first year of implementation.   | After account set-up, but prior to first <i>i-Ready Inform</i> | Teachers and instructional coaches; Curriculum Associates' Professional Learning Specialist(s); leaders encouraged to attend. Limit of 30 participants.                        |
| <b>5. Onsite<sup>7</sup> Professional Learning: Using Data to Plan Instruction</b>           | Educators analyze their own <i>i-Ready</i> data to create instructional plans that help students access grade-level instruction.       | After first <i>i-Ready Inform</i>                              | Teachers and instructional coaches; Curriculum Associates' Professional Learning Specialist(s); leaders encouraged to attend. Limit of 30 participants.                        |
| <b>6. Program Review and Evaluation</b>                                                      | Review results, evaluate program efficacy, and revisit/revise Professional Learning support plan.                                      | After second and third <i>i-Ready Inform</i> assessments       | District and school leadership team; Curriculum Associates' <i>i-Ready Partners</i>                                                                                            |

<sup>6</sup> Dedicated support team, including Partner Success Management, Professional Learning, and Technical Support staff.

<sup>7</sup> Centralized = Participants from multiple sites/schools/buildings attend a session at one central location. Onsite = Participants from one site/school/building attend a session held at that same location.

## Assessments and Instruction

Table 9 summarizes the school year's key assessments and ongoing instruction.

| Element                                                                       | What                                                                                                                                                                                                          | When                                                                                                                                                   | Who                                                                    |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| <b><i>i-Ready Inform</i> Assessment Administration</b><br>3 times/school year | Pinpoint student strengths and needs to the sub-skill level, with comprehensive reports and resources to inform instructional decision making.                                                                | Administer at the beginning of the school year, mid-year, and end of the school year (12–18 weeks between administrations).                            | Students in grades 9–12, teachers, and assessment administrators       |
| <b><i>Personalized Instruction</i> Individual, Online Lessons</b>             | Based on results from <i>i-Ready Inform</i> , <i>i-Ready</i> places learners into online, student-driven lessons that are customized to each learner's placement levels that they complete at their own pace. | Lessons are ongoing throughout the school year; we recommend that students aim for 45 minutes of <i>Personalized Instruction</i> per week per subject. | Teachers and their high school students performing at grade levels K–8 |
| <b>Teacher-Led Instruction Tools for Instruction</b>                          | Support student learning with targeted, differentiated instruction delivered in-class by teachers (whole class, small group, or individual).                                                                  | Ongoing throughout the school year as needed and recommended by included <i>i-Ready</i> reports.                                                       | Teachers and their students performing at grade levels K–8             |

## Ongoing Support

Curriculum Associates' Partner Success Manager, Daneille Collins, will monitor school *i-Ready* usage throughout the school year to ensure established procedures are being followed and conduct email and phone call check ins.

In addition to embedded support and Professional Learning, with the purchase of *i-Ready Classroom Mathematics* users have access to our robust user-support website, *Success Central*. A valuable supplement to onsite Professional Learning, this website offers on-demand, 24/7 access to best-practice tips, how-to guides, videos, webinars, planning tools, and additional training and implementation resources. Educators can watch videos and webinars and download resources from any device or browser.

We also provide the Educator Prep Series to school and District leaders to help them continue professional learning with teachers throughout the school year. The Series, available via the Online Educator Learning platform, accessed via the *i-Ready* Help tab, is a flexible complement to and extension of our live Professional Learning programs.

Available on demand to help educators extend or refresh their learning, these short modules are interactive vehicles for active learning that ask educators to think critically and deeply about how they are using the program in their classroom. Focus areas include setting and measuring growth goals, using data to plan instruction, differentiating instruction for small groups, and more.

In addition, Collaborative Learning Extensions (CLEs) on *Success Central* support faculty and staff development efforts by prompting reflection and deepening practice between formal Professional Learning sessions. Designed for flexible use within current data and collaboration routines, they can be incorporated into professional learning communities, in-service days, or other staff development opportunities. A CLE includes all necessary resources for educators, including leaders, teachers, or coaches, to facilitate collaborative meetings with colleagues.

## **Support Beyond Year One**

In subsequent years of implementation, the needs of teachers and leaders become more complex as they move from basic product knowledge to focus more on impactful changes in teaching practices. To meet those needs, we offer a Practicing Users and Advanced Users Professional Learning curriculum for succeeding years of implementation. While these curriculums are designed to be consecutive, the exact sequence of sessions is often dependent upon each school's specific needs. Some schools may be at the Practicing level for multiple years as they grow in their professional practice, while other schools may be ready for our Advanced curriculum sooner. In Year Two and beyond, we work with District and school partners to determine the best path to meet the needs of educators and students.

The support from *i-Ready Partners* and via online resources, as described in the Year One section, continues in every year of the contract.

## 4. Cost Schedule

As required, Curriculum Associates has completed the required Cost Proposal form, submitted separately per the RFP instructions.

## 5. Information Regarding: Failure to Complete Work, Default and Litigation

Please respond to the following questions:

a. Have you ever failed to complete any work awarded to you? If so, where and why?

No.

b. Have you ever defaulted on a contract? If so, where and why?

No.

c. Is there any pending litigation which could affect your organization's ability to perform this agreement? If so, please describe.

No.

d. Has your firm ever had a contract terminated for cause within the past five years? If yes, provide details.

No.

e. Has your firm been named in a lawsuit related to errors and omissions within the past five years? If yes, provide details.

No.

f. During the past seven years, has your firm ever filed for protection under the Federal bankruptcy laws? If yes, provide details.

No.

g. Are there any other factors or information that could affect your firm's ability to provide the services being sought about which the City should be aware?

No.

## 6. Exceptions and Alternatives

Proposers wishing to take any exceptions to any requirement in the RFP shall state and explain such exceptions. The City may accept proposals which take exception to any requirements in this RFP, or which offer any alternative to a requirement herein, as well as consider such exceptions and alternatives in evaluating responses. Any exception or alternative must be clearly delineated and cannot materially affect the substance of this Request for Proposals.

### Clarifications

Curriculum Associates respectfully requests that the City of Waterbury, Department of Education (the "City") consider the following clarifications in connection with RFP #8649 (the "RFP") and incorporate them into this proposal and any contract resulting from this RFP. For the avoidance of doubt, use and inspection of Curriculum Associates' digital products is subject to the applicable terms of use for such products. We look forward to working collaboratively with the City to find solutions to these areas that are amenable to both parties:

1. SAMPLE CONTRACT, SECTION 3, RESPONSIBILITIES OF THE CONSULTANT (PAGE 3); and SECTION 3.9, CONFIDENTIALITY/FERPA (PAGES 5-6); and SECTION 3.10.3, STUDENT DATA PRIVACY (PAGE 7)
  - Curriculum Associates would like to clarify that "data", "information", "files", "records", "student records", "documents" and Student Data as referenced in this contract exclude De-identified Data, as defined by the Family Educational Rights and Privacy Act (FERPA). Curriculum Associates reserves the perpetual right to use De-identified Data for product development, product functionality and research purposes, as allowed under FERPA.
2. SAMPLE CONTRACT, SECTION 3.10.2, STUDENT DATA PRIVACY (PAGES 6-7); and SECTION 3.10.4, STUDENT DATA PRIVACY (PAGE 7); and SECTION 3.10.7, STUDENT DATA PRIVACY (PAGE 7)
  - Curriculum Associates wishes to clarify that it will return or destroy student data within 30 days of receipt of written request from the City – at termination of the agreement or otherwise, with the exception of backups, which will be deleted automatically over time in accordance with Curriculum Associates' data retention and destruction policies, consistent with industry standards and will provide written confirmation upon request. Curriculum Associates will facilitate requests for removal of individual student data as soon as possible.
3. SAMPLE CONTRACT, SECTION 7, PASSING OF TITLE AND RISK OF LOSS (PAGE 10); and SECTION 13.1.1, TERMINATION OF CONTRACT FOR CAUSE (PAGE 15); and SECTION 13.4, RIGHTS UPON CANCELLATION OR TERMINATION (PAGES 16-17); and SECTION 14, OWNERSHIP OF INSTRUMENTS OF PROFESSIONAL SERVICES (PAGE 18)

- Curriculum Associates wishes to clarify that its proprietary software solutions, related digital products and services, and all intellectual property rights therein, are owned solely and exclusively by Curriculum Associates and, except for the licenses granted explicitly under the contract and materials prepared for the sole benefit of the City under the contract, nothing in this Contract shall grant the City any right, title, or interest in or to the software solution(s) and/or related services or training materials.

4. SAMPLE CONTRACT, SECTION 9, CONSULTANT'S INSURANCE, SUBSECTIONS 9.7-9.8 (PAGE 13)

- Curriculum Associates wishes to clarify that it will supply replacement/renewal certificates as soon as possible upon policy renewal/replacement upon written request from the City. Curriculum Associates' insurance provider does not provide certificates in advance of policy renewal. Additionally, Curriculum Associates will provide the declaration pages of required insurance policies upon request in lieu of entire policies.

## 7. Additional Data

Any additional information which the proposer wishes to bring to the attention of the City that is relevant to this RFP.

### Curriculum Associates: A Proven Partner

We are proud to have worked with the City of Waterbury for over 10 years, starting our partnership in 2013 with the purchase of *Ready Mathematics*. Our support of effective mathematics education in the City continued with implementation of our core blended program, *i-Ready Classroom Mathematics*. Waterbury Public Schools is now using *i-Ready Classroom Mathematics* across the district in grades K–8. Adding *i-Ready* for mathematics as an intervention for Crosby and Kennedy High Schools would continue our high-quality programs and service in the City.

Curriculum Associates has also partnered with many Connecticut school districts to make classrooms better places for students and educators (Figure 24).



Figure 24. This map of Connecticut highlights the districts that used Curriculum Associates products as of August 2025 (SY 2024–2025).

Following are the number of students and educators using some of our products across the state as of August 2025 (SY 2024–2025).

#### Students Served in Connecticut

- *i-Ready Inform*: Over 92,700 for reading and 153,000 for mathematics
- *i-Ready Personalized Instruction*: Over 59,400 for reading and 113,900 for mathematics
- *i-Ready Classroom Mathematics*: Over 34,000

**Districts/Schools Served in Connecticut**

- *i-Ready*: Over 140 districts (585 schools)
- *i-Ready Classroom Mathematics*: 25 districts (140 schools)
- *Teacher Toolbox*: Over 70 districts (312 schools; 8,370 teachers)

## **Attachment A Documents**

- ANNUAL STATEMENT OF FINANCIAL INTEREST
- DEBARMENT CERTIFICATION
- CITY OF WATERBURY DISCLOSURE OF OUTSTANDING OBLIGATIONS

## **Attachment C Document**

- ADDENDUM/CERTIFICATION/NOTICE OF ACCEPTANCE  
and NON-COLLUSION STATEMENT

# FILL IN AND RETURN WITH YOUR SUBMISSION

## ATTACHMENT C

KEVIN MC CAFFERY  
DIRECTOR OF PURCHASING  
235 GRAND STREET, ROOM 103  
WATERBURY, CT 06702

The undersigned declares that the only persons or parties interested in this Proposal as principals are as stated; that the Proposal is made without any collusion with other persons, firms, or corporations; that Proposer has carefully examined the entire Request for Proposal; that Proposer has informed itself fully in regard to all conditions pertaining to the Work and the place where it is to be performed; and that with this representation, the undersigned makes this Proposal. These prices shall cover all expenses incurred in performing the Work required under the Contract Documents, of which this Proposal and Form are a part.

The undersigned agrees and covenants that the Contract Time shall commence on delivery of the City of Waterbury's written notice to proceed, which shall occur after contract execution by both parties.

The undersigned acknowledges receipt of addenda numbered: (insert date)

|   |                    |   |       |
|---|--------------------|---|-------|
| 1 | Addendum 1: 1/6/26 | 4 | _____ |
| 2 | _____              | 5 | _____ |
| 3 | _____              | 6 | _____ |

All Work for this Project shall be performed at the Proposal Prices as described in the Proposal Documents.

The undersigned hereby certifies under the penalties of perjury that this Proposal is in all respects bona fide, fair and made without collusion or fraud with any other person. As used in this section, the work "person" shall mean any natural person, joint venture, partnership, corporation, or other business or legal entity.

26-3954988

Social Security Number  
or Federal Identification Number



Signature of Individual or Corporate Name

Erin Rush

Corporate Officer  
(if applicable)

City notice of acceptance should be mailed, telegraphed or delivered to the undersigned Proposer at the following address:

Name Erin Rush  
By: VP, Adoptions and Proposals  
(Title)  
Business Address: 153 Rangeway Road, N. Billerica, MA 01862  
(City, State, Zip Code)  
\_\_\_\_\_  
Phone: 614-721-9573  
Email: RFPs@cainc.com  
Date: 1/12/2026

Note: If the Proposer is a corporation, indicate State of incorporation under signature, and affix corporate seal; if a partnership, give full names and residential addresses, if different from business address.

# List of Appendices

On the following pages, we provide the following additional information as Appendices:

- Appendix A: Demonstration Account Access Information
  - *i-Ready Assessment and Personalized Instruction K–12 Demonstration Account Login Credentials and Navigation Instructions*
- Appendix B: Program Literature
  - Program Overview: *i-Ready Pro* Essential Lessons for Mathematics
- Appendix C. Resumes of Key Personnel
  - Danielle Collins, Partner Success Manager
  - Jason Arnold, Regional Manager, Partner Success
  - Eric Brody, Lead Consultant, Professional Learning
  - Nick Timmins, Manager, Professional Learning
  - Justin Syroka, Director, Professional Learning
  - Lisa Cattaruzza, Educational Sales Consultant
  - Jeff Ohmer, Sales Director—Northeast
  - Sandy Batista, Vice President, Warehouse & Customer Service

# Demonstration Account Access:

## i-Ready Assessment and Personalized Instruction

### Getting Started

The login credentials below provide reviewers access to features and functions available to administrators, teachers, and students in *i-Ready*®.

#### Three Steps to Log In:

- To get started, go to <https://demo.i-ready.com/>
- Please enter the following login credentials **EXACTLY** as they appear below:

| Demonstration Account Login Credentials (Valid Until 10/1/2020) |                     |             |
|-----------------------------------------------------------------|---------------------|-------------|
| Login Type                                                      | Username            | Password    |
| Administrator                                                   | DistrictAdmin1_305n | CASample25! |
| Teacher                                                         | t8_305n             | CASample25! |
| Student, Grade K                                                | AdDelgadoGrKS1_305n | CASample25! |
| Student, Grade 1                                                | SaGrossGr1S1_305n   | CASample25! |
| Student, Grade 2                                                | AiChavezGr2S1_305n  | CASample25! |
| Student, Grade 3                                                | AbMeltonGr3S1_305n  | CASample25! |
| Student, Grade 4                                                | AlKirbyGr4S2_305n   | CASample25! |
| Student, Grade 5                                                | IsChoiGr5S1_305n    | CASample25! |
| Student, Grade 6                                                | AmSanfordGr6S2_305n | CASample25! |
| Student, Grade 7                                                | AnParkerGr7S2_305n  | CASample25! |
| Student, Grade 8                                                | AnRosaGr8S3_305n    | CASample25! |

| Demonstration Account Login Credentials (Valid Until 10/1/2020) |                    |             |
|-----------------------------------------------------------------|--------------------|-------------|
| Login Type                                                      | Username           | Password    |
| High School Administrator                                       | SchoolAdmin21_305n | CASample25! |
| High School Teacher                                             | t100_305n          | CASample25! |
| Student, Grade 9                                                | AnAlvarezGr9_305n  | CASample25! |
| Student, Grade 10                                               | AvAyersGr10_305n   | CASample25! |

- Select **Connecticut** as the state in the drop-down menu, then click “Go!”.



**i-Ready Connect**

Demo Login

Username: DistrictAdmin1\_305a

Password: 123456789

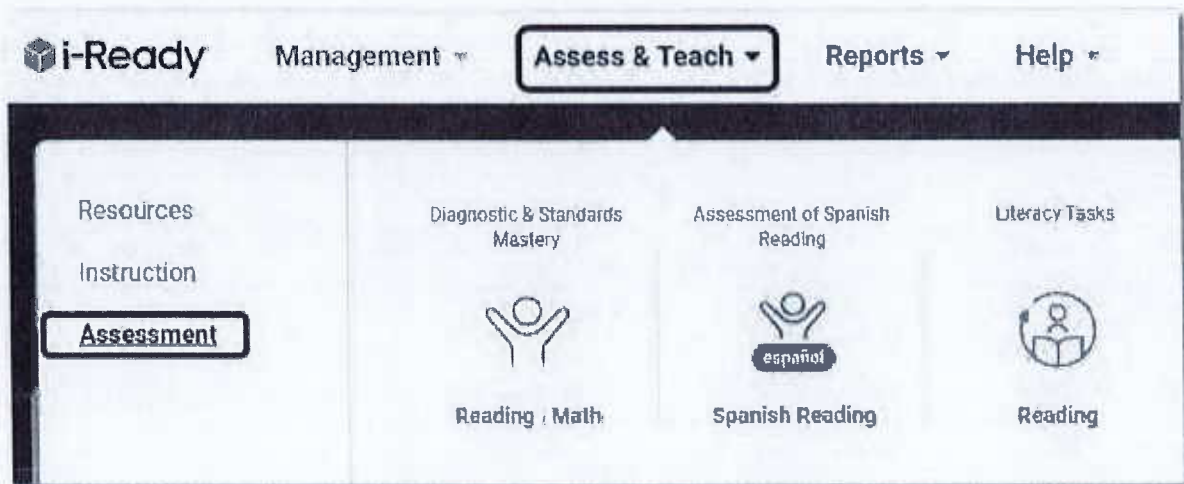
State: Connecticut

**Go!**

This is a Demonstration Environment.

## Accessing Assessments in *i-Ready*

Click on “Assess & Teach” at the top of the screen; then “Assessment” on the left side menu; then click on the desired assessment.



**i-Ready** Management **Assess & Teach** Reports Help

Resources

Instruction

**Assessment**

Diagnostic & Standards Mastery

Assessment of Spanish Reading

Literacy Tasks

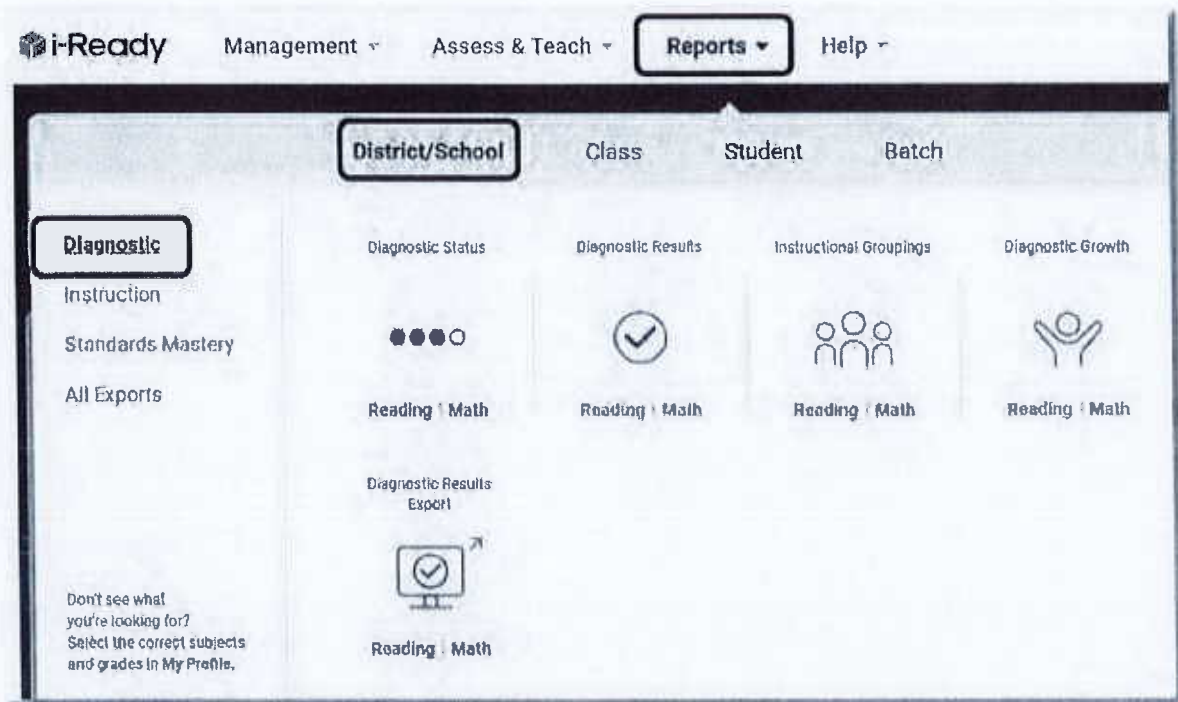
Reading / Math

Spanish Reading

Reading

## Accessing Reports in i-Ready

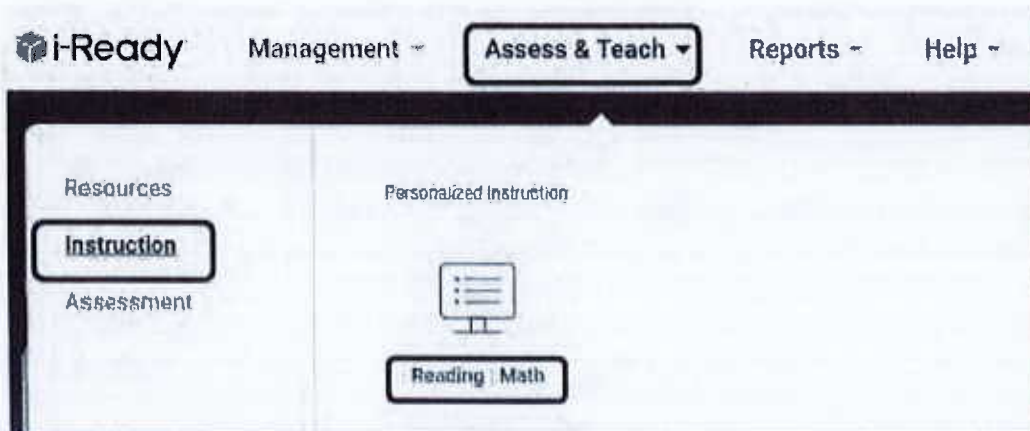
Click on “Reports” at the top of the screen; then select any data type from the left side menu and user category from the top menu to view all available reports. As an example, here are all reports available on the “District/School” level for the *Diagnostic*.



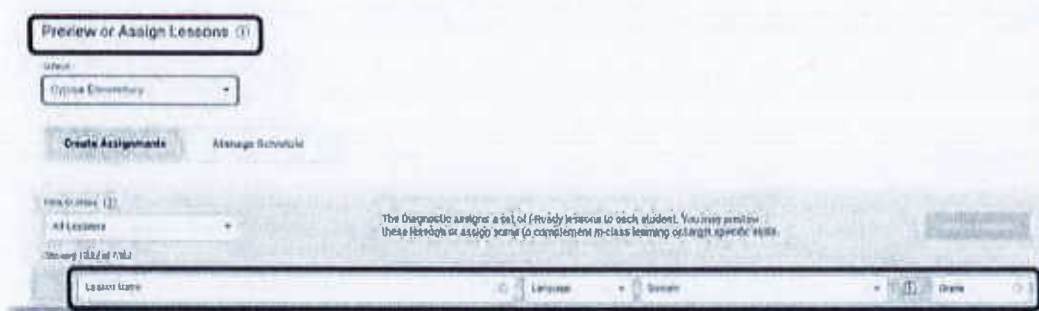
## Accessing Personalized Instruction in i-Ready

To access *i-Ready Personalized Instruction* lessons, follow these steps:

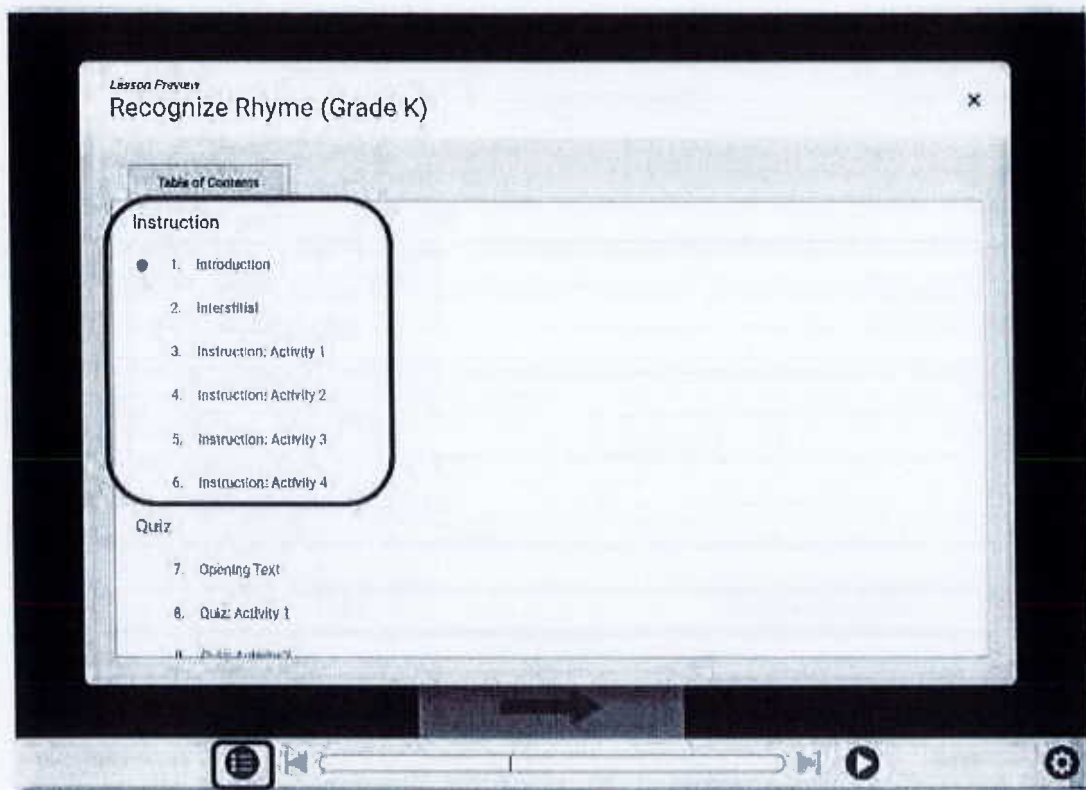
1. Click on “Assess & Teach” at the top of the screen; then “Instruction” on the left side menu; then click on the desired subject under “*Personalized Instruction*.”



- Scroll down to “Preview or Assign Lessons.” (Note: If you are logged in as an Administrator, you will need to select a demo school.) Use the “Lesson Name” field to search for a lesson.

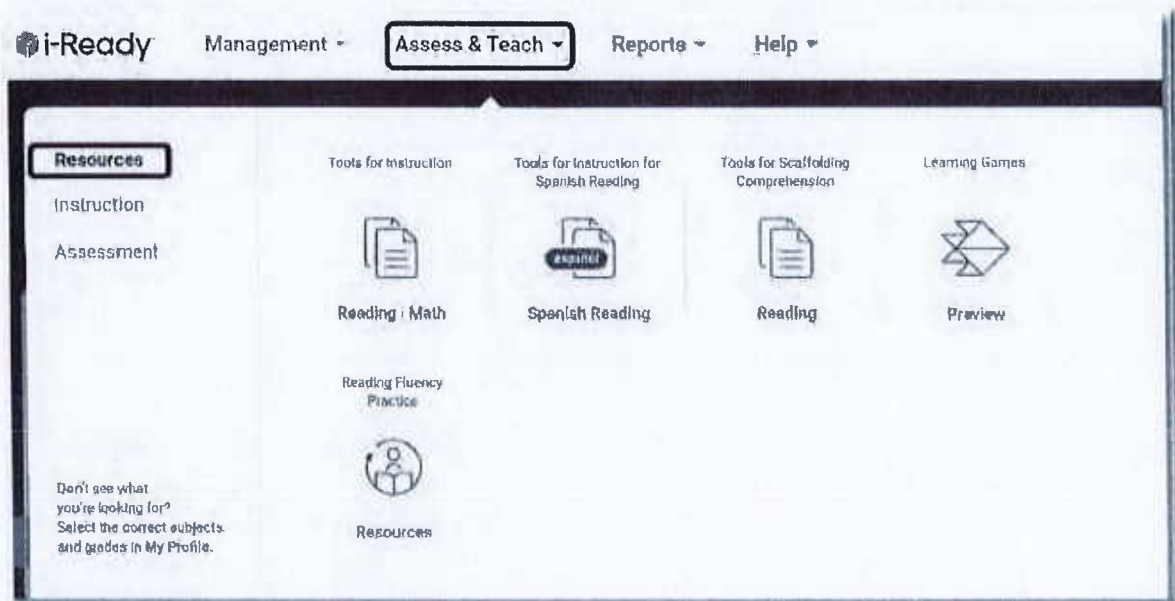


- Once you enter a lesson, you can navigate to a specific part. Click the navigation button on the bottom left, and then scroll through the “Skip to” menu to view and select any activity.



## Accessing Tools for Instruction and Other Resources in *i-Ready*

Click on “Assess & Teach” at the top of the screen; then “Resources” on the left side menu; then click on the desired resource.



## Accessing Help in *i-Ready*

Click on “Help” at the top of the screen to access *i-Ready Central* and other supports to help you implement *i-Ready*.





**HELP:** For questions about the demonstration account contact:

1. Jackie Sullivan at [jsullivan@cainc.com](mailto:jsullivan@cainc.com) / 978-313-1315 or
2. Noah Segal at [nsegal@cainc.com](mailto:nsegal@cainc.com) / 978-947-7624

For students in Grades K–5 completing lessons in *i-Ready*, reference this [Lesson List](#).

# i-Ready Pro's Essential and Elevate Lessons in Math List—English and Spanish

*i-Ready Pro's* Essential and Elevate Lessons deliver powerful online instruction for older striving learners in Grades 6+. All *i-Ready Pro* Mathematics lessons are available in Spanish, enabling Spanish-speaking English Learners to engage in content in their native language and demonstrate their understanding of mathematics. This also benefits students receiving instruction in Spanish by allowing them to build both language and math skills simultaneously.

After completing the *i-Ready Diagnostic* in either English or Spanish, students are placed on a personalized online lesson path (My Path) based on their performance. While the default is English, you have the ability to do the following:

- manually assign lessons in Spanish through [Teacher-Assigned Lessons](#)
- change My Path to present all Mathematics lessons in Spanish for the class, report group, or individual students, if your district has chosen to enable this feature. Learn more about [My Path for Mathematics](#) in Spanish and how you can use it.

Driven by insights from the *i-Ready Diagnostic*, these math lesson pathways are designed to meet students where they are and accelerate their growth in numeracy and algebra readiness.

- **Essential Lessons in Core Numeracy:** Created specifically to address the needs of older striving learners who need support with core numeracy and early algebra skills, Essential Lessons succinctly cover the skills students need most to be able to access grade-level content.
- **Elevate Lessons:** Designed to provide near-and on-grade learners with the instruction they need to succeed at grade-level work, Elevate Lessons will accelerate students' learning by providing grade-level instruction to more students, while giving struggling students the just-in-time supports they need to be successful.

Use this document to understand the progression of lessons your students placed into and will work through. Learn more about [i-Ready Pro](#) on Success Central.

## Table of Contents

|                   |    |
|-------------------|----|
| Essential Lessons | 2  |
| Elevate Lessons   | 15 |

## Essential Lessons

| Level                                      | Topic                                | Lesson Title (English)                   | Lesson Title (Spanish)                                  | Lesson Skill(s)                                                                                                                                        | Content Grade |
|--------------------------------------------|--------------------------------------|------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 1: Number Sense and Early Operations | Topic 1: Count and Make Groups to 20 | Count up to 10 Objects in Rows or Arrays | Contar hasta 10 objetos organizados en filas o matrices | Represent up to 10 objects arranged in a line or a rectangular array with a written numeral                                                            | K             |
| Level 1: Number Sense and Early Operations | Topic 1: Count and Make Groups to 20 | Make Groups of up to 10 Objects          | Formar grupos de hasta 10 objetos                       | Represent given numerals from 2 through 10 with groups of objects                                                                                      | K             |
| Level 1: Number Sense and Early Operations | Topic 1: Count and Make Groups to 20 | Count up to 20 Objects                   | Contar hasta 20 objetos                                 | Represent up to 20 objects arranged in a line, rectangular array, or a circle with a written numeral                                                   | K             |
| Level 1: Number Sense and Early Operations | Topic 1: Count and Make Groups to 20 | Make Groups of up to 20 Objects          | Formar grupos de hasta 20 objetos                       | Represent given numerals from 11 through 20 with a group of objects                                                                                    | K             |
| Level 1: Number Sense and Early Operations | Topic 2: Add and Subtract within 10  | Add Within 5                             | Sumar hasta 5                                           | Represent addition within 5 using completed equations, given a statement and picture showing an addition situation, and add numbers within 5           | K             |
| Level 1: Number Sense and Early Operations | Topic 2: Add and Subtract within 10  | Subtract Within 5                        | Restar hasta 5                                          | Represent subtraction within 5 using completed equations, given a statement and picture showing a subtraction situation, and subtract numbers within 5 | K             |
| Level 1: Number Sense and Early Operations | Topic 2: Add and Subtract within 10  | Number Partners for 10                   | Parejas de números para 10                              | Identify number pairs for sums of 10, given pictures                                                                                                   | K             |
| Level 1: Number Sense and Early Operations | Topic 2: Add and Subtract within 10  | Make 10                                  | Formar 10                                               | Determine missing addends and identify number pairs for sums of 10, given pictures                                                                     | K             |
| Level 1: Number Sense and Early Operations | Topic 2: Add and Subtract within 10  | Add Within 10                            | Sumar hasta 10                                          | Add within 10                                                                                                                                          | K             |

| Level                                                      | Topic                                 | Lesson Title (English)     | Lesson Title (Spanish)             | Lesson Skill(s)                                                                                                                                        | Content Grade |
|------------------------------------------------------------|---------------------------------------|----------------------------|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 1: Number Sense and Early Operations                 | Topic 2: Add and Subtract within 10   | Subtract Within 10         | Restar hasta 10                    | Subtract within 10                                                                                                                                     | K             |
| Level 1: Number Sense and Early Operations                 | Topic 2: Add and Subtract within 10   | Add Within 5               | Sumar hasta 5                      | Represent addition within 5 using completed equations, given a statement and picture showing an addition situation, and add numbers within 5           | K             |
| Level 1: Number Sense and Early Operations                 | Topic 2: Add and Subtract within 10   | Subtract Within 5          | Restar hasta 5                     | Represent subtraction within 5 using completed equations, given a statement and picture showing a subtraction situation, and subtract numbers within 5 | K             |
| Level 2: Place Value, Addition, and Subtraction Within 100 | Topic 1: Understand Two-Digit Numbers | Identify Teen Numbers      | Identificar números del 11 al 19   | Describe numbers from 11 through 19 as a group of 10 and a number of ones                                                                              | 1             |
| Level 2: Place Value, Addition, and Subtraction Within 100 | Topic 1: Understand Two-Digit Numbers | Build Teen Numbers         | Formar números del 11 al 19        | Represent two-digit numbers less than 20 (excluding 10) using base-ten models or pictures                                                              | 1             |
| Level 2: Place Value, Addition, and Subtraction Within 100 | Topic 1: Understand Two-Digit Numbers | Identify Two-Digit Numbers | Identificar números de dos dígitos | Describe numbers from 20 through 99 as a number of tens and ones                                                                                       | 1             |
| Level 2: Place Value, Addition, and Subtraction Within 100 | Topic 1: Understand Two-Digit Numbers | Build Two-Digit Numbers    | Formar números de dos dígitos      | Represent two-digit numbers greater than 20 using base-ten models and name the corresponding numeral                                                   | 1             |
| Level 2: Place Value, Addition, and Subtraction Within 100 | Topic 2: Add and Subtract Within 100  | Use Addition to Subtract   | Usar la suma para restar           | Subtract within 10                                                                                                                                     | 1             |

| Level                                                        | Topic                                                       | Lesson Title (English)                        | Lesson Title (Spanish)                              | Lesson Skill(s)                                                                                                                                                                                  | Content Grade |
|--------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 2: Place Value, Addition, and Subtraction Within 100   | Topic 2: Add and Subtract Within 100                        | Make a Ten to Add                             | Formar una decena para sumar                        | Recognize when a sum will be less than or greater than 10 without solving, and identify an equivalent expression in which one addend is adjusted to make a ten when adding within 20             | 1             |
| Level 2: Place Value, Addition, and Subtraction Within 100   | Topic 2: Add and Subtract Within 100                        | Make a Ten to Subtract                        | Formar una decena para restar                       | Recognize when a difference will be less than or greater than 10 without solving, and identify an equivalent expression in which one number is adjusted to make a ten when subtracting within 20 | 1             |
| Level 2: Place Value, Addition, and Subtraction Within 100   | Topic 2: Add and Subtract Within 100                        | Add Multiples of 10 to Multiples of 10        | Sumar múltiplos de 10 a múltiplos de 10             | Add two multiples of 10 with sums within 100                                                                                                                                                     | 1             |
| Level 2: Place Value, Addition, and Subtraction Within 100   | Topic 2: Add and Subtract Within 100                        | Subtract Multiples of 10 from Multiples of 10 | Restar múltiplos de 10 de múltiplos de 10           | Subtract multiples of 10 (including 10) from multiples of 10 greater than 20                                                                                                                     | 1             |
| Level 2: Place Value, Addition, and Subtraction Within 100   | Topic 2: Add and Subtract Within 100                        | Add One-Digit to Two-Digit Numbers            | Sumar números de un dígito a números de dos dígitos | Add two-digit numbers and one-digit numbers with sums from 21 through 100 with or without composing tens                                                                                         | 1             |
| Level 3: Place Value, Addition, and Subtraction Within 1,000 | Topic 1: Mental Math Strategies and Place Value Foundations | Use Mental Math to Add (Make a Ten)           | Calcular mentalmente para sumar (formar una decena) | Determine the sum of two numbers by making a ten                                                                                                                                                 | 2             |
| Level 3: Place Value, Addition, and Subtraction Within 1,000 | Topic 1: Mental Math Strategies and Place Value Foundations | Think Addition to Subtract                    | Pensar en la suma para restar                       | Use the relationship between addition and subtraction to solve subtraction problems within 20                                                                                                    | 2             |

| Level                                                        | Topic                                                       | Lesson Title (English)                  | Lesson Title (Spanish)                                 | Lesson Skill(s)                                                                                                                                                                                             | Content Grade |
|--------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 3: Place Value, Addition, and Subtraction Within 1,000 | Topic 1: Mental Math Strategies and Place Value Foundations | Think Addition to Subtract (Make a Ten) | Pensar en la suma para restar (formar una decena)      | Determine the difference of two numbers by making a ten                                                                                                                                                     | 2             |
| Level 3: Place Value, Addition, and Subtraction Within 1,000 | Topic 1: Mental Math Strategies and Place Value Foundations | Understand Hundreds, Tens, and Ones     | Comprender centenas, decenas y unidades                | Match numerals to models of three-digit numbers, and describe three-digit numbers as a number of hundreds, tens, and ones                                                                                   | 2             |
| Level 3: Place Value, Addition, and Subtraction Within 1,000 | Topic 1: Mental Math Strategies and Place Value Foundations | Use Hundreds, Tens, and Ones            | Usar centenas, decenas y unidades                      | Represent given models of three-digit numbers in expanded form and express whole numbers within 999 in expanded form                                                                                        | 2             |
| Level 3: Place Value, Addition, and Subtraction Within 1,000 | Topic 2: Add and Subtract Within 1,000                      | Add by Breaking Apart Two-Digit Numbers | Sumar descomponiendo números de dos dígitos            | Add 2 two-digit numbers, with or without composing tens and/or hundreds with models or drawings, or without models by using strategies based on place value and properties of operations                    | 2             |
| Level 3: Place Value, Addition, and Subtraction Within 1,000 | Topic 2: Add and Subtract Within 1,000                      | Add Within 100 on Number Lines          | Sumar hasta 100 en rectas numéricas                    | Add 2 two-digit numbers, without composing tens or hundreds, using models or drawings                                                                                                                       | 2             |
| Level 3: Place Value, Addition, and Subtraction Within 1,000 | Topic 2: Add and Subtract Within 1,000                      | Subtract Within 100 on Number Lines     | Restar hasta 100 en rectas numéricas                   | Subtract one- or two-digit numbers from two-digit numbers without decomposing tens, with or without models                                                                                                  | 2             |
| Level 3: Place Value, Addition, and Subtraction Within 1,000 | Topic 2: Add and Subtract Within 1,000                      | Add Two-Digit to Three-Digit Numbers    | Sumar números de dos dígitos a números de tres dígitos | Recognize when composing a ten and/or hundred is necessary (without solving), and use models or drawings to add a three-digit number and a two-digit number, with or without composing tens and/or hundreds | 2             |

| Level                                                        | Topic                                  | Lesson Title (English)                            | Lesson Title (Spanish)                                   | Lesson Skill(s)                                                                                                                                                                                                                                          | Content Grade |
|--------------------------------------------------------------|----------------------------------------|---------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 3: Place Value, Addition, and Subtraction Within 1,000 | Topic 2: Add and Subtract Within 1,000 | Subtract Two-Digit from Three-Digit Numbers       | Restar números de dos dígitos de números de tres dígitos | Recognize when it is necessary to decompose a ten and/or hundred without solving, and use models or drawings to subtract a two-digit number from a three-digit number, with or without decomposing tens and/or hundreds                                  | 2             |
| Level 4: Whole Number Relationships and Operations           | Topic 1: Whole Number Foundations      | Find Sums for Whole Numbers Within 100            | Hallar sumas de números enteros hasta 100                | Generate equivalent addition expressions, explain how to solve addition problems within 1,000, and add 2 two- or three-digit numbers, composing tens and/or hundreds, without models, using strategies based on place value and properties of operations | 2-3           |
| Level 4: Whole Number Relationships and Operations           | Topic 1: Whole Number Foundations      | Find Missing Addends for Whole Numbers Within 100 | Hallar sumandos faltantes de números enteros hasta 100   | Determine unknown addend(s) using strategies based on place value and/or properties of operations, where the whole is within 100, without the use of a model                                                                                             | 2             |
| Level 4: Whole Number Relationships and Operations           | Topic 1: Whole Number Foundations      | Find Factors for Whole Numbers Within 100         | Hallar factores de números enteros hasta 100             | Break apart one or more factors of a given factor pair to determine another factor pair for a given whole number within 100                                                                                                                              | 4             |
| Level 4: Whole Number Relationships and Operations           | Topic 1: Whole Number Foundations      | Find Multiples of Whole Numbers Within 100        | Hallar múltiplos de números enteros hasta 100            | Identify multiples of 10, 100, or 1,000, and generate an expression using factors of 10 to show products of a whole-number multiple of 10                                                                                                                | 4             |
| Level 4: Whole Number Relationships and Operations           | Topic 1: Whole Number Foundations      | Multiply Whole Numbers by Powers of 10, Part 1    | Multiplicar números enteros por potencias de 10, Parte 1 | Multiply whole numbers by powers of 10 up to 10,000, finding the product                                                                                                                                                                                 | 4             |
| Level 4: Whole Number Relationships and Operations           | Topic 1: Whole Number Foundations      | Multiply Whole Numbers by Powers of 10, Part 2    | Multiplicar números enteros por potencias de 10, Parte 2 | Multiply whole numbers by powers of 10 up to 10,000, finding missing factors, and compare whole numbers using powers of 10                                                                                                                               | 4             |

| Level                                              | Topic                                  | Lesson Title (English)                            | Lesson Title (Spanish)                                       | Lesson Skill(s)                                                                                                                                                                                               | Content Grade |
|----------------------------------------------------|----------------------------------------|---------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 4: Whole Number Relationships and Operations | Topic 1: Whole Number Foundations      | Use Rounding to Approximate Whole Numbers, Part 1 | Utilizar el redondeo para aproximar números enteros. Parte 1 | Round numbers through 1,000,000 to their greatest place value, and infer a possible value of a number through 1,000,000 given the number rounded to ten-thousands place                                       | 4             |
| Level 4: Whole Number Relationships and Operations | Topic 1: Whole Number Foundations      | Use Rounding to Approximate Whole Numbers, Part 2 | Utilizar el redondeo para aproximar números enteros. Parte 2 | Round numbers from 10,001 through 1,000,000 to the thousands place, and infer a possible value of a number from 10,001 through 1,000,000 given the number rounded to the thousands                            | 4             |
| Level 4: Whole Number Relationships and Operations | Topic 2: Operations with Whole Numbers | Find Sums for Whole Numbers                       | Hallar sumas de números enteros                              | Add whole numbers with or without regrouping, and without the use of a model                                                                                                                                  | 3-4           |
| Level 4: Whole Number Relationships and Operations | Topic 2: Operations with Whole Numbers | Estimate Sums for Whole Numbers                   | Estimar sumas de números enteros                             | Estimate the solution to an addition problem involving multi-digit whole numbers by rounding                                                                                                                  | 3-4           |
| Level 4: Whole Number Relationships and Operations | Topic 2: Operations with Whole Numbers | Find Differences for Whole Numbers                | Hallar diferencias de números enteros                        | Subtract whole numbers, with and without regrouping, without the use of a model, and/or using a set of equations that show a place-value strategy; critique a solution to a subtraction problem within 1,000  | 2-4           |
| Level 4: Whole Number Relationships and Operations | Topic 2: Operations with Whole Numbers | Estimate Differences for Whole Numbers            | Estimar diferencias de números enteros                       | Estimate solutions to subtraction problems involving multi-digit whole numbers by rounding                                                                                                                    | 3-4           |
| Level 4: Whole Number Relationships and Operations | Topic 2: Operations with Whole Numbers | Find Products for Whole Numbers                   | Hallar productos de números enteros                          | Recognize the values of the digits in two- and/or three-digit numbers, and multiply two two-digit whole numbers or a whole number of up to four digits and a one-digit whole number, with and without a model | 2-4           |

| Level                                                      | Topic                                  | Lesson Title (English)                               | Lesson Title (Spanish)                                 | Lesson Skill(s)                                                                                                                                                                                                                                                                                           | Content Grade |
|------------------------------------------------------------|----------------------------------------|------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 4: Whole Number Relationships and Operations         | Topic 2: Operations with Whole Numbers | Estimate Products for Whole Numbers                  | Estimar productos de números enteros                   | Estimate products by rounding one or both factors, and represent estimated products using an expression or equation                                                                                                                                                                                       | 4             |
| Level 4: Whole Number Relationships and Operations         | Topic 2: Operations with Whole Numbers | Find Quotients for Whole Numbers                     | Hallar cocientes de números enteros                    | Determine a whole-number quotient, without a remainder, of a two-, three-, or four-digit dividend by a one-digit divisor given a visual model                                                                                                                                                             | 4             |
| Level 4: Whole Number Relationships and Operations         | Topic 2: Operations with Whole Numbers | Estimate Quotients for Whole Numbers                 | Estimar cocientes de números enteros                   | Estimate the solution to a division problem involving a two-, three-, or four-digit dividend and a one-digit divisor using an estimation strategy, such as compatible numbers                                                                                                                             | 4             |
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 1: Understand Fractions          | Understand Representations of $\frac{1}{2}$ , Part 1 | Comprender representaciones de $\frac{1}{2}$ , Parte 1 | Recognize that a shape is shaded to represent one-half when the amount of shaded area is equivalent to the amount of unshaded area                                                                                                                                                                        | 3             |
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 1: Understand Fractions          | Understand Representations of $\frac{1}{2}$ , Part 2 | Comprender representaciones de $\frac{1}{2}$ , Parte 2 | Represent a fraction by a point on a number line from 0 to a whole number greater than 1, either with no partitioning or partitioning of halves, thirds, fourths, sixths, or eighths, and represent one-half as a location halfway between two points on a linear representation other than a number line | 3             |
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 1: Understand Fractions          | Find a Fraction of a Whole Number, Part 1            | Hallar una fracción de un número entero, Parte 1       | Find unit fractions of whole numbers using the denominator to partition models or divide the whole number                                                                                                                                                                                                 | 5             |
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 1: Understand Fractions          | Find a Fraction of a Whole Number, Part 2            | Hallar una fracción de un número entero, Parte 2       | Find non-unit fractions of whole numbers using the denominator to partition models or divide the whole number                                                                                                                                                                                             | 5             |

| Level                                                      | Topic                               | Lesson Title (English)                           | Lesson Title (Spanish)                               | Lesson Skill(s)                                                                                                                                                                                                                          | Content Grade |
|------------------------------------------------------------|-------------------------------------|--------------------------------------------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 1: Understand Fractions       | Understand and Find Equivalent Fractions, Part 1 | Comprender y hallar fracciones equivalentes, Parte 1 | Recognize or generate an equivalent fraction, given a named fraction between 0 and 1, or a model, but not both, where one fraction is a unit fraction                                                                                    | 4             |
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 1: Understand Fractions       | Understand and Find Equivalent Fractions, Part 2 | Comprender y hallar fracciones equivalentes, Parte 2 | Recognize or generate equivalent fractions given a named fraction between 0 and 1, a model, or neither, using any method (e.g., by applying the principle $(n \times a)/(n \times b) = a/b$ , where neither fraction is a unit fraction) | 4             |
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 1: Understand Fractions       | Write Fractions as Whole Numbers                 | Escribir fracciones como números enteros             | Recognize when fractions are equivalent to whole numbers greater than 1, and express fractions greater than 1 as whole numbers                                                                                                           | 3             |
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 1: Understand Fractions       | Write Fractions as Mixed Numbers                 | Escribir fracciones como números mixtos              | Decompose mixed numbers or fractions into sums of fractions with denominator of b, and represent fractions greater than 1 as mixed numbers                                                                                               | 4-5           |
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 1: Understand Fractions       | Compare Fractions with the Same Denominator      | Comparar fracciones con el mismo denominador         | Compare two fractions (using the symbols $>$ , $<$ , or $=$ , or the words greater than, less than, or equal to) with the same denominator                                                                                               | 3             |
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 1: Understand Fractions       | Compare Fractions with Different Denominators    | Comparar fracciones con denominadores diferentes     | Compare two fractions between 0 and 1 with unlike numerators and denominators (using the symbols $>$ , $<$ , or $=$ , or the words greater than, less than, or equal to)                                                                 | 4             |
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 2: Add and Subtract Fractions | Compare Sums of Fractions to 1                   | Comparar sumas de fracciones hasta 1                 | Reason about sums when adding fractions with like denominators by making comparisons to one whole                                                                                                                                        | 4             |

| Level                                                      | Topic                               | Lesson Title (English)                                       | Lesson Title (Spanish)                                        | Lesson Skill(s)                                                                                                                                                                                                             | Content Grade |
|------------------------------------------------------------|-------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 2: Add and Subtract Fractions | Compare Differences of Fractions to 1                        | Comparar diferencias de fracciones hasta 1                    | Reason about differences when subtracting fractions and mixed numbers with like denominators by making comparisons to the whole number part of the mixed number                                                             | 4             |
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 2: Add and Subtract Fractions | Add Mixed Numbers and Fractions with Like Denominators       | Sumar números mixtos y fracciones con denominadores comunes   | Add fractions and/or mixed numbers with like denominators, with or without composing wholes, given an expression, equation, word problem, or visual model                                                                   | 4             |
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 2: Add and Subtract Fractions | Subtract Fractions from Mixed Numbers with Like Denominators | Restar fracciones de números mixtos con denominadores comunes | Subtract fractions and/or mixed numbers with like denominators, with or without decomposing wholes, given an expression, equation, word problem, or visual model                                                            | 4             |
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 2: Add and Subtract Fractions | Add Fractions with Unlike Denominators, Part 1               | Sumar fracciones con denominadores distintos, Parte 1         | Add fractions or write equivalent expressions for sums of fractions or mixed numbers with unlike denominators, where one denominator is a multiple of the other, with and without the aid of a visual model                 | 5             |
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 2: Add and Subtract Fractions | Add Fractions with Unlike Denominators, Part 2               | Sumar fracciones con denominadores distintos, Parte 2         | Add fractions or write equivalent expressions for sums of fractions or mixed numbers with unlike denominators, where one denominator is not a multiple of the other, with and without the aid of a visual model             | 5             |
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 2: Add and Subtract Fractions | Subtract Fractions with Unlike Denominators, Part 1          | Restar fracciones con denominadores distintos, Parte 1        | Subtract fractions or write equivalent expressions for differences of fractions or mixed numbers with unlike denominators, where one denominator is a multiple of the other, with and without the aid of a visual model     | 5             |
| Level 5: Fraction Relationships, Addition, and Subtraction | Topic 2: Add and Subtract Fractions | Subtract Fractions with Unlike Denominators, Part 2          | Restar fracciones con denominadores distintos, Parte 2        | Subtract fractions or write equivalent expressions for differences of fractions or mixed numbers with unlike denominators, where one denominator is not a multiple of the other, with and without the aid of a visual model | 5             |

| Level                                         | Topic                                           | Lesson Title (English)                      | Lesson Title (Spanish)                            | Lesson Skill(s)                                                                                                                                                                                                            | Content Grade |
|-----------------------------------------------|-------------------------------------------------|---------------------------------------------|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 6: Decimal Relationships and Operations | Topic 1: Understand, Add, and Subtract Decimals | Understand Decimal Representations, Part 1  | Comprender representaciones de decimales, Parte 1 | Express fractions or mixed numbers with denominators of 10 or 100 as decimals, express decimals as fractions or mixed numbers, name decimals represented by given models or word form, and locate decimals on number lines | 4-5           |
| Level 6: Decimal Relationships and Operations | Topic 1: Understand, Add, and Subtract Decimals | Understand Decimal Representations, Part 2  | Comprender representaciones de decimales, Parte 2 | Express fractions or mixed numbers as decimals, and express decimals as fractions or mixed numbers                                                                                                                         | 4             |
| Level 6: Decimal Relationships and Operations | Topic 1: Understand, Add, and Subtract Decimals | Compare Decimals through Hundredths, Part 1 | Comparar decimales hasta las centésimas, Parte 1  | Compare and order decimals to the tenths place or compare and order decimals to the hundredths place                                                                                                                       | 4             |
| Level 6: Decimal Relationships and Operations | Topic 1: Understand, Add, and Subtract Decimals | Compare Decimals through Hundredths, Part 2 | Comparar decimales hasta las centésimas, Parte 2  | Compare decimals to the tenths place with decimals to the hundredths place, and order decimals through hundredths                                                                                                          | 4             |
| Level 6: Decimal Relationships and Operations | Topic 1: Understand, Add, and Subtract Decimals | Round Decimals                              | Redondear decimales                               | Round decimals in hundredths to the nearest tenth, half, or whole number, and name the location of a decimal on a number line                                                                                              | 4-5           |
| Level 6: Decimal Relationships and Operations | Topic 1: Understand, Add, and Subtract Decimals | Use Decimals to Compose Whole Numbers       | Usar decimales para componer números enteros      | Represent addition of decimals using expressions or equations and add decimals through hundredths without models                                                                                                           | 5             |
| Level 6: Decimal Relationships and Operations | Topic 1: Understand, Add, and Subtract Decimals | Estimate Sums for Decimals to Hundredths    | Estimar sumas para decimales hasta las centésimas | Estimate the solution to an addition problem involving decimals through hundredths using an estimation strategy, such as rounding to the nearest whole number                                                              | 5             |

| Level                                         | Topic                                           | Lesson Title (English)                          | Lesson Title (Spanish)                                  | Lesson Skill(s)                                                                                                                                                 | Content Grade |
|-----------------------------------------------|-------------------------------------------------|-------------------------------------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 6: Decimal Relationships and Operations | Topic 1: Understand, Add, and Subtract Decimals | Find Sums for Decimals to Hundredths            | Hallar sumas para decimales hasta las centésimas        | Add decimals with the same or different numbers of non-zero decimal place values through hundredths, without the aid of a visual model                          | 5             |
| Level 6: Decimal Relationships and Operations | Topic 1: Understand, Add, and Subtract Decimals | Estimate Differences for Decimals to Hundredths | Estimar diferencias para decimales hasta las centésimas | Estimate the solution to a subtraction problem involving decimals through hundredths using an estimation strategy, such as rounding to the nearest whole number | 5             |
| Level 6: Decimal Relationships and Operations | Topic 1: Understand, Add, and Subtract Decimals | Find Differences for Decimals to Hundredths     | Hallar diferencias para decimales hasta las centésimas  | Subtract decimals with the same or different number of non-zero decimal place values through hundredths without the aid of a visual model                       | 5             |
| Level 6: Decimal Relationships and Operations | Topic 2: Multiply and Divide with Decimals      | Multiply Whole Numbers by 0.1                   | Multiplicar números enteros por 0.1                     | Multiply 0.1 by a whole number with and without the aid of a visual model                                                                                       | 5             |
| Level 6: Decimal Relationships and Operations | Topic 2: Multiply and Divide with Decimals      | Multiply Whole Numbers by 0.01                  | Multiplicar números enteros por 0.01                    | Multiply 0.01 by a whole number with and without the aid of a visual model                                                                                      | 5             |
| Level 6: Decimal Relationships and Operations | Topic 2: Multiply and Divide with Decimals      | Multiply Whole Numbers by Decimals              | Multiplicar números enteros por decimales               | Multiply decimals through hundredths, other than 0.1 and 0.01, by a whole number using a visual model                                                           | 5             |
| Level 6: Decimal Relationships and Operations | Topic 2: Multiply and Divide with Decimals      | Multiply Two Decimals                           | Multiplicar dos decimales                               | Multiply two decimals through tenths using a visual model                                                                                                       | 5             |
| Level 6: Decimal Relationships and Operations | Topic 2: Multiply and Divide with Decimals      | Divide Whole Numbers by 0.1                     | Dividir números enteros entre 0.1                       | Divide a whole number by 0.1, with and without the aid of a visual model                                                                                        | 5             |
| Level 6: Decimal Relationships and Operations | Topic 2: Multiply and Divide with Decimals      | Divide Whole Numbers by 0.01                    | Dividir números enteros entre 0.01                      | Divide a whole number by 0.01, with and without the aid of a visual model                                                                                       | 5             |

| Level                                         | Topic                                      | Lesson Title (English)                            | Lesson Title (Spanish)                                      | Lesson Skill(s)                                                                                                                                                                                     | Content Grade |
|-----------------------------------------------|--------------------------------------------|---------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 6: Decimal Relationships and Operations | Topic 2: Multiply and Divide with Decimals | Divide Whole Numbers by Decimals                  | Dividir números enteros entre decimales                     | Divide a whole number by a decimal through hundredths, other than 0.1 and 0.01, using a visual model                                                                                                | 5             |
| Level 6: Decimal Relationships and Operations | Topic 2: Multiply and Divide with Decimals | Divide Decimals by Whole Numbers                  | Dividir decimales entre números enteros                     | Divide a decimal through hundredths by a whole number using a visual model                                                                                                                          | 5             |
| Level 7: Fraction Multiplication and Division | Topic 1: Multiply with Fractions           | Multiply Unit Fractions and Whole Numbers, Part 1 | Multiplicar fracciones unitarias y números enteros, Parte 1 | Multiply a unit fraction by a whole number and represent multiplication of a unit fraction by a whole number, using a visual fraction model that is given to represent and solve the problem        | 4             |
| Level 7: Fraction Multiplication and Division | Topic 1: Multiply with Fractions           | Multiply Unit Fractions and Whole Numbers, Part 2 | Multiplicar fracciones unitarias y números enteros, Parte 2 | Multiply a unit fraction by a whole number by representing it as repeated addition, and without a model or representing as repeated addition                                                        | 4             |
| Level 7: Fraction Multiplication and Division | Topic 1: Multiply with Fractions           | Multiply Fractions and Whole Numbers, Part 1      | Multiplicar fracciones y números enteros, Parte 1           | Multiply a non-unit fraction by a whole number with a visual fraction model to solve the problem                                                                                                    | 4             |
| Level 7: Fraction Multiplication and Division | Topic 1: Multiply with Fractions           | Multiply Fractions and Whole Numbers, Part 2      | Multiplicar fracciones y números enteros, Parte 2           | Multiply a non-unit fraction by a whole number, without a visual model and with or without representing it as repeated addition (e.g., $2 \times \frac{3}{5} = \frac{3}{5} + \frac{3}{5}$ )         | 4             |
| Level 7: Fraction Multiplication and Division | Topic 1: Multiply with Fractions           | Multiply Two Unit Fractions                       | Multiplicar dos fracciones unitarias                        | Multiply a unit fraction by a unit fraction, presented with or without a real-world context and/or with the aid of a visual model                                                                   | 5             |
| Level 7: Fraction Multiplication and Division | Topic 1: Multiply with Fractions           | Multiply Two Fractions Less Than 1                | Multiplicar dos fracciones menores que 1                    | Multiply a fraction less than 1 by a fraction less than 1, where at least one fraction is a non-unit fraction, presented with or without a real-world context and/or with the aid of a visual model | 5             |

| Level                                         | Topic                          | Lesson Title (English)                         | Lesson Title (Spanish)                                      | Lesson Skill(s)                                                                                                                                                                                                               | Content Grade |
|-----------------------------------------------|--------------------------------|------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 7: Fraction Multiplication and Division | Topic 2: Divide with Fractions | Write Quotients as Fractions                   | Escribir cocientes como fracciones                          | Express a division expression, $a \div b$ , as a fraction, $a/b$ , where $a$ and $b$ are represented symbolically, or represented numerically with $b > a$ or $b$ less than or equal to $a$                                   | 5             |
| Level 7: Fraction Multiplication and Division | Topic 2: Divide with Fractions | Write Quotients as Mixed Numbers               | Escribir cocientes como números mixtos                      | Express a division expression, $a \div b$ , as a mixed number, where $a$ and $b$ are represented numerically or in a real-world context and $b$ is less than or equal to $a$                                                  | 5             |
| Level 7: Fraction Multiplication and Division | Topic 2: Divide with Fractions | Divide Unit Fractions by Whole Numbers, Part 1 | Dividir fracciones unitarias entre números enteros, Parte 1 | Represent and solve problems involving the division of a unit fraction by a non-zero whole number, presented with or without a real-world context, with the aid of a visual model                                             | 5             |
| Level 7: Fraction Multiplication and Division | Topic 2: Divide with Fractions | Divide Unit Fractions by Whole Numbers, Part 2 | Dividir fracciones unitarias entre números enteros, Parte 2 | Divide a unit fraction by a non-zero whole number by representing it using multiplicative reasoning (e.g., $1/5 \div 2$ is the same as $1/2$ of $1/5$ or $1/2 \times 1/5$ )                                                   | 5             |
| Level 7: Fraction Multiplication and Division | Topic 2: Divide with Fractions | Divide Whole Numbers by Unit Fractions, Part 1 | Dividir números enteros entre fracciones unitarias, Parte 1 | Divide or represent the division of a whole number by a unit fraction, presented without a real-world context, with the aid of a visual model                                                                                 | 5             |
| Level 7: Fraction Multiplication and Division | Topic 2: Divide with Fractions | Divide Whole Numbers by Unit Fractions, Part 2 | Dividir números enteros entre fracciones unitarias, Parte 2 | Divide a whole number by a unit fraction by representing it using multiplicative reasoning (e.g., $2 \div 1/5$ is the same as $2 \times 5$ because there are 5 groups of $1/5$ in 1 whole), without the aid of a visual model | 5             |

[Back to Table of Contents](#)

## Elevate Lesson

| Level                                                          | Topic                                              | Lesson Title (English)                       | Lesson Title (Spanish)                            | Lesson Skill(s)                                                                                                                                                                                                                                                                                   | Content Grade |
|----------------------------------------------------------------|----------------------------------------------------|----------------------------------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 8:<br>Prerequisite:<br>Operations and Algebraic Thinking | Topic 1:<br>Multiply and Divide with Whole Numbers | Divide by Two-Digit Numbers                  | Divide entre números de dos dígitos               | Represent a situation presented in a real-world context involving the division of three- or four-digit whole numbers by two-digit whole numbers as a division or multiplication expression and divide three- or four-digit whole numbers by two-digit whole number to find whole-number quotients | 5             |
| Level 8:<br>Prerequisite:<br>Operations and Algebraic Thinking | Topic 1:<br>Multiply and Divide with Whole Numbers | Understand Powers of 10                      | Comprende Potencias de 10                         | Represent standard form powers of 10 using exponent form, multiply and divide whole numbers by positive powers of 10, and determine unknown factors or divisors in equations, where the unknown number is a power of 10                                                                           | 5             |
| Level 8:<br>Prerequisite:<br>Operations and Algebraic Thinking | Topic 1:<br>Multiply and Divide with Whole Numbers | Multiply and Divide Decimals by Powers of 10 | Multiplica y divide decimales por potencias de 10 | Multiply or divide multi-digit decimals and positive powers of 10, using patterns and place value to change the position of the decimal point; determine unknown factors or divisors in equations, where the unknown number is a power of 10                                                      | 5             |
| Level 8:<br>Prerequisite:<br>Operations and Algebraic Thinking | Topic 2:<br>Multiply and Divide with Decimals      | Multiply a Decimal by a Whole Number         | Multiplica un decimal por un número entero        | Multiply decimals through hundredths by whole numbers, presented without a real-world context, without the aid of a visual model                                                                                                                                                                  | 5             |
| Level 8:<br>Prerequisite:<br>Operations and Algebraic Thinking | Topic 2:<br>Multiply and Divide with Decimals      | Divide a Whole Number by a Decimal           | Divide un número entero entre un decimal          | Divide whole numbers by decimals through hundredths with and without the aid of a visual model                                                                                                                                                                                                    | 5             |

| Level                                                          | Topic                                          | Lesson Title (English)                   | Lesson Title (Spanish)                              | Lesson Skill(s)                                                                                                                                                                                                                                                                                         | Content Grade |
|----------------------------------------------------------------|------------------------------------------------|------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 8:<br>Prerequisite:<br>Operations and Algebraic Thinking | Topic 2:<br>Multiply and Divide with Decimals  | Divide a Decimal by a Decimal            | Divide un decimal entre un decimal                  | Divide decimals through hundredths with and without the aid of a visual model                                                                                                                                                                                                                           | 5             |
| Level 8:<br>Prerequisite:<br>Operations and Algebraic Thinking | Topic 2:<br>Multiply and Divide with Decimals  | Divide a Decimal by a Whole Number       | Divide un decimal entre un número entero            | Divide decimals through hundredths by whole numbers with and without the aid of a visual model                                                                                                                                                                                                          | 5             |
| Level 8:<br>Prerequisite:<br>Operations and Algebraic Thinking | Topic 3:<br>Multiply and Divide with Fractions | Multiply a Whole Number by a Fraction    | Multiplica un número entero por una fracción        | Multiply or represent the multiplication of fractions less than 1 by whole numbers, presented without real-world context and/or with the aid of visual models                                                                                                                                           | 5             |
| Level 8:<br>Prerequisite:<br>Operations and Algebraic Thinking | Topic 3:<br>Multiply and Divide with Fractions | Divide a Whole Number by a Unit Fraction | Divide un número entero entre una fracción unitaria | Divide whole numbers by unit fractions and represent and solve problems involving the division of whole numbers by unit fractions, presented with and without a real-world context, with the aid of a visual model                                                                                      | 5             |
| Level 8:<br>Prerequisite:<br>Operations and Algebraic Thinking | Topic 3:<br>Multiply and Divide with Fractions | Divide a Unit Fraction by a Whole Number | Divide una fracción unitaria entre un número entero | Represent real-world problems involving dividing unit fractions by whole numbers with models; divide unit fractions by whole numbers using models; represent and solve problems involving the division of unit fractions by whole numbers, with and without real-world contexts, with the aid of models | 5             |

| Level                                                                             | Topic                                       | Lesson Title (English)                     | Lesson Title (Spanish)                   | Lesson Skill(s)                                                                                                                                                                                                                                                      | Content Grade |
|-----------------------------------------------------------------------------------|---------------------------------------------|--------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 8:<br>Prerequisite: Operations and Algebraic Thinking                       | Topic 3: Multiply and Divide with Fractions | Multiply a Fraction by a Fraction          | Multiplica una fracción por una fracción | Multiply or represent the multiplication of fractions less than 1 by fractions less than 1, including situations where at least one fraction is a non-unit fraction, presented with or without a real-world context and/or with or without the aid of a visual model | 5             |
| Level 8:<br>Prerequisite: Operations and Algebraic Thinking                       | Topic 4: Numerical Expressions              | Evaluate, Write, and Interpret Expressions | Evalúa, escribe e interpreta expresiones | Apply grouping symbols and order of operations to evaluate numerical expressions or interpret numerical expressions without evaluating them, and represent a written real-world or mathematical description as a multiple-step numerical expression and vice versa   | 5             |
| Level 9:<br>Expressions and Equations: Area, Algebraic Expressions, and Exponents | Topic 1: Area of Polygons                   | Find the Area of a Parallelogram           | Halla el área de un paralelogramo        | Identify how to decompose a polygon into non-overlapping rectangles and/or triangles in order to find area, and determine the total area of a polygon composed of non-overlapping rectangles and/or triangles, using a visual model                                  | 6             |
| Level 9:<br>Expressions and Equations: Area, Algebraic Expressions, and Exponents | Topic 1: Area of Polygons                   | Find the Area of a Triangle                | Halla el área de un triángulo            | Determine the dimensions and the total area of a polygon composed of non-overlapping rectangles and/or triangles, using a visual model                                                                                                                               | 6             |
| Level 9:<br>Expressions and Equations: Area, Algebraic Expressions, and Exponents | Topic 1: Area of Polygons                   | Find the Area of a Polygon                 | Halla el área de un polígono             | Determine the area of a part of a polygon and the total area of a polygon composed of non-overlapping rectangles and/or triangles, using a visual model                                                                                                              | 6             |

| Level                                                                             | Topic                          | Lesson Title (English)                      | Lesson Title (Spanish)                       | Lesson Skill(s)                                                                                                                                                                                                                                     | Content Grade |
|-----------------------------------------------------------------------------------|--------------------------------|---------------------------------------------|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 9:<br>Expressions and Equations: Area, Algebraic Expressions, and Exponents | Topic 2: Nets and Surface Area | Use Nets to Find Surface Area               | Usa modelos planos para hallar el área total | Match two-dimensional nets to corresponding pyramids or prisms; determine surface areas of three-dimensional figures represented by nets composed of rectangles and/or triangles, where figures and nets are presented without a real-world context | 6             |
| Level 9:<br>Expressions and Equations: Area, Algebraic Expressions, and Exponents | Topic 3: Algebraic Expressions | Understand Parts of an Algebraic Expression | Comprende partes de una expresión algebraica | Identify parts of an expression or translate expressions to verbal descriptions using mathematical terms (sum, term, product, factor, quotient, coefficient), and represent real-world or mathematical problems as algebraic expressions            | 6             |
| Level 9:<br>Expressions and Equations: Area, Algebraic Expressions, and Exponents | Topic 3: Algebraic Expressions | Write Algebraic Expressions                 | Escribe expresiones algebraicas              | Represent real-world or mathematical problems as algebraic expressions with one or two operations and no grouping symbols                                                                                                                           | 6             |
| Level 9:<br>Expressions and Equations: Area, Algebraic Expressions, and Exponents | Topic 3: Algebraic Expressions | Write and Evaluate Algebraic Expressions    | Escribe y evalúa expresiones algebraicas     | Represent real-world or mathematical problems as algebraic expressions, and evaluate algebraic expressions with whole number, fraction, or decimal coefficients and constants, given whole numbers for the variables                                | 6             |
| Level 9:<br>Expressions and Equations: Area, Algebraic Expressions, and Exponents | Topic 3: Algebraic Expressions | Numerical Expressions with Exponents        | Expresiones numéricas con exponentes         | Express a product of like whole numbers as a whole-number base with a whole-number exponent, and apply the order of operations to evaluate numerical expressions with whole-number exponents                                                        | 6             |

| Level                                                                                | Topic                                                     | Lesson Title (English)                         | Lesson Title (Spanish)                                 | Lesson Skill(s)                                                                                                                                                                                                                  | Content Grade |
|--------------------------------------------------------------------------------------|-----------------------------------------------------------|------------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 9:<br>Expressions and Equations: Area, Algebraic Expressions, and Exponents    | Topic 3: Algebraic Expressions                            | Algebraic Expressions with Exponents           | Expresiones algebraicas con exponentes                 | Express a product of like variable terms as a variable-term base with a whole-number exponent, and evaluate algebraic expressions involving a variable with a whole-number exponent to solve a problem                           | 6             |
| Level 9:<br>Expressions and Equations: Area, Algebraic Expressions, and Exponents    | Topic 4: Greatest Common Factor and Least Common Multiple | Find Greatest Common Factor (GCF)              | Halla el máximo común divisor (M.C.D.)                 | Determine the greatest common factor of two whole numbers through 100 to solve a problem with or without a real-world context, and without the aide of a visual model                                                            | 6             |
| Level 9:<br>Expressions and Equations: Area, Algebraic Expressions, and Exponents    | Topic 4: Greatest Common Factor and Least Common Multiple | Use GCF to Write Equivalent Expressions        | Usa el (M.C.D.) para escribir expresiones equivalentes | Express a sum of two numbers through 100 as the product of their greatest common factor and a sum of two different numbers with no common factor                                                                                 | 6             |
| Level 9:<br>Expressions and Equations: Area, Algebraic Expressions, and Exponents    | Topic 4: Greatest Common Factor and Least Common Multiple | Find Least Common Multiple (LCM)               | Halla el mínimo común múltiplo (m.c.m.)                | Determine the least common multiple, given two whole numbers through 12 with or without a real-world context                                                                                                                     | 6             |
| Level 10:<br>Decimals and Fractions: Base-Ten Operations and Division with Fractions | Topic 1: Divide Whole Numbers and Decimals                | Understand the Standard Algorithm for Division | Comprende el algoritmo convencional para la división   | Divide multi-digit whole numbers that have whole-number quotients; critique a step-by-step solution to a division problem using a place-value strategy and/or properties of operations, given a solution that contains a mistake | 6             |

| Level                                                                                | Topic                                      | Lesson Title (English)                            | Lesson Title (Spanish)                                  | Lesson Skill(s)                                                                                                                                                                          | Content Grade |
|--------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 10:<br>Decimals and Fractions: Base-Ten Operations and Division with Fractions | Topic 1: Divide Whole Numbers and Decimals | Divide Whole Numbers Using the Standard Algorithm | Divide números enteros usando el algoritmo convencional | Divide two multi-digit whole numbers that have a whole-number quotient; demonstrate step-by-step solutions to division problems using a place-value strategy or properties of operations | 6             |
| Level 10:<br>Decimals and Fractions: Base-Ten Operations and Division with Fractions | Topic 1: Divide Whole Numbers and Decimals | Divide Decimals Using the Standard Algorithm      | Divide decimales usando el algoritmo convencional       | Divide a multi-digit decimal by a decimal number or a whole number, presented without a real-world context                                                                               | 6             |
| Level 10:<br>Decimals and Fractions: Base-Ten Operations and Division with Fractions | Topic 2: Divide Fractions                  | Divide Fractions: Whole-Number Quotients          | Divide fracciones: Cocientes de números enteros         | Divide two fractions, presented with a context, where the divisor is a unit fraction or the quotient is a whole number                                                                   | 6             |
| Level 10:<br>Decimals and Fractions: Base-Ten Operations and Division with Fractions | Topic 2: Divide Fractions                  | Divide Fractions: Fractional Quotients            | Divide fracciones: Cocientes fraccionarios              | Divide fractions or a non-zero whole numbers by non-unit fractions to solve real-world problems                                                                                          | 6             |
| Level 10:<br>Decimals and Fractions: Base-Ten Operations and Division with Fractions | Topic 2: Divide Fractions                  | Divide Fractions: Use an Algorithm                | Divide fracciones: Usa un algoritmo                     | Divide two fractions, presented without context, where the divisor is not a unit fraction and the quotient is a fraction                                                                 | 6             |

| Level                                                           | Topic                                 | Lesson Title (English)                        | Lesson Title (Spanish)                                     | Lesson Skill(s)                                                                                                                                                                                                                                                                       | Content Grade |
|-----------------------------------------------------------------|---------------------------------------|-----------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 11: Ratio Reasoning: Ratio Concepts and Equivalent Ratios | Topic 1: Ratios and Equivalent Ratios | Understand Ratio Concepts                     | Comprende conceptos de razones                             | Express a ratio, presented in the form $a:b$ , $a/b$ , described verbally, or represented on a visual model, in a different form                                                                                                                                                      | 6             |
| Level 11: Ratio Reasoning: Ratio Concepts and Equivalent Ratios | Topic 1: Ratios and Equivalent Ratios | Find Equivalent Ratios                        | Halla razones equivalentes                                 | Determine an equivalent ratio by completing a table of equivalent ratios that has a missing value, or when a ratio, $a:b$ or $a/b$ , is presented without a real-world context; express a ratio in a different form; apply an equivalent ratio to solve a one-step real-world problem | 6             |
| Level 11: Ratio Reasoning: Ratio Concepts and Equivalent Ratios | Topic 1: Ratios and Equivalent Ratios | Use Equivalent Ratio Tables to Solve Problems | Usa tablas de razones equivalentes para resolver problemas | Determine an equivalent ratio by completing a table of equivalent ratios that has a missing value                                                                                                                                                                                     | 6             |
| Level 11: Ratio Reasoning: Ratio Concepts and Equivalent Ratios | Topic 1: Ratios and Equivalent Ratios | Graph Equivalent Ratios                       | Representa gráficamente razones equivalentes               | Interpret points on a coordinate grid that represent equivalent ratios to solve real-world and mathematical problems, and apply equivalent ratios to solve multi-step real-world problems                                                                                             | 6             |
| Level 12: Ratio Reasoning: Rates, Unit Rates, and Percent       | Topic 1: Rate and Unit Rate           | Understand Rate Concepts                      | Comprende conceptos de razones                             | Determine unit rates associated with ratios presented in real-world or mathematical problems                                                                                                                                                                                          | 6             |

| Level                                                     | Topic                       | Lesson Title (English)                   | Lesson Title (Spanish)                               | Lesson Skill(s)                                                                                                                                                                       | Content Grade |
|-----------------------------------------------------------|-----------------------------|------------------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 12: Ratio Reasoning: Rates, Unit Rates, and Percent | Topic 1: Rate and Unit Rate | Use Unit Rates to Find Equivalent Ratios | Usa tasas unitarias para hallar razones equivalentes | Determine the unit rate associated with a ratio presented in a real-world context and apply it, or use an equivalent ratio to solve a problem                                         | 6             |
| Level 12: Ratio Reasoning: Rates, Unit Rates, and Percent | Topic 1: Rate and Unit Rate | Use Unit Rates to Compare Ratios         | Usa tasas unitarias para comparar razones            | Compare the unit rates associated with two or more different ratios                                                                                                                   | 6             |
| Level 12: Ratio Reasoning: Rates, Unit Rates, and Percent | Topic 1: Rate and Unit Rate | Use Unit Rates to Convert Measurements   | Usa tasas unitarias para convertir medidas           | Determine the solution to a one-step, real-world or mathematical problem involving a unit rate in the form $a:b$ or $a/b$ , where $a$ and $b$ are whole numbers                       | 6             |
| Level 12: Ratio Reasoning: Rates, Unit Rates, and Percent | Topic 2: Percent            | Understand Percent Concepts              | Comprende conceptos de porcentaje                    | Determine whole-number percents of whole numbers                                                                                                                                      | 6             |
| Level 12: Ratio Reasoning: Rates, Unit Rates, and Percent | Topic 2: Percent            | Find a Part in a Percent Problem         | Halla una parte en un problema de porcentaje         | Determine whole-number percents of whole-numbers, express whole-number percents greater than or equal to 10% as decimals, and express whole-number percents less than 10% as decimals | 6             |
| Level 12: Ratio Reasoning: Rates, Unit Rates, and Percent | Topic 2: Percent            | Find the Whole in a Percent Problem      | Halla el entero en un problema de porcentaje         | Determine the number for which a given whole-number part is a given whole-number percent                                                                                              | 6             |

| Level                                                                             | Topic                           | Lesson Title (English)                   | Lesson Title (Spanish)                                             | Lesson Skill(s)                                                                                                                                                                                                                                                   | Content Grade |
|-----------------------------------------------------------------------------------|---------------------------------|------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 12: Ratio Reasoning: Rates, Unit Rates, and Percent                         | Topic 2: Percent                | Find the Percent in a Percent Problem    | Halla el porcentaje en un problema de porcentaje                   | Determine the percent that represents a given whole number part of a given whole number                                                                                                                                                                           | 6             |
| Level 13: Algebraic Thinking: Equivalent Expressions and Equations with Variables | Topic 1: Equivalent Expressions | Find Equivalent Expressions by Expanding | Halla expresiones equivalentes aplicando la propiedad distributiva | Generate the product of a number and a two-term expression as an equivalent expression by applying only the Distributive Property                                                                                                                                 | 6             |
| Level 13: Algebraic Thinking: Equivalent Expressions and Equations with Variables | Topic 1: Equivalent Expressions | Find Equivalent Expressions by Factoring | Halla expresiones equivalentes descomponiendo en factores          | Generate the product of a number and a two-term expression as an equivalent expression by applying only the Distributive Property, and represent a real-world or mathematical problem as an algebraic expression with two or more operations and grouping symbols | 6             |
| Level 13: Algebraic Thinking: Equivalent Expressions and Equations with Variables | Topic 1: Equivalent Expressions | Identify and Combine Like Terms          | Identifica y combina términos semejantes                           | Generate expressions with multiple operations and/or multiple variables as equivalent expressions by applying only the Commutative Property and/or the Associative Property                                                                                       | 6             |

| Level                                                                                | Topic                               | Lesson Title (English)                   | Lesson Title (Spanish)                          | Lesson Skill(s)                                                                                                                                                                                                                                                                                                         | Content Grade |
|--------------------------------------------------------------------------------------|-------------------------------------|------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 13:<br>Algebraic Thinking: Equivalent Expressions and Equations with Variables | Topic 2: One-Variable Expressions   | Identify Solutions of Equations          | Identifica soluciones de ecuaciones             | Evaluate an equation with one operation and a single variable that has no coefficient, or with multiple operations and a single variable, using substitution and applying properties of operations to recognize the solution                                                                                            | 6             |
| Level 13:<br>Algebraic Thinking: Equivalent Expressions and Equations with Variables | Topic 2: One-Variable Expressions   | Write and Solve Addition Equations       | Escribe y resuelve ecuaciones de suma           | Represent problems as algebraic expressions with one or two operations and no grouping symbols, determine the value of $x$ , and solve real-world or mathematical problems with a one-variable, one-step equation of the form $x + p = q$ or $px = q$ , where $p$ , $q$ , and $x$ are all non-negative rational numbers | 6             |
| Level 13:<br>Algebraic Thinking: Equivalent Expressions and Equations with Variables | Topic 2: One-Variable Expressions   | Write and Solve Multiplication Equations | Escribe y resuelve ecuaciones de multiplicación | Determine the value of $x$ and solve real-world or mathematical problems with a one-variable, one-step equation of the form $x + p = q$ or $px = q$ , where $p$ , $q$ , and $x$ are all non-negative rational numbers                                                                                                   | 6             |
| Level 13:<br>Algebraic Thinking: Equivalent Expressions and Equations with Variables | Topic 3: Two-Variable Relationships | Analyze Two-Variable Relationships       | Analiza relaciones de dos variables             | Determine independent or dependent variables represented in problems with a table or graph given and represent real-world problems, in which $x$ and $y$ change in relation to each other, as equations; analyze relationships between dependent and independent variables shown in tables or graphs                    | 6             |

| Level                                                                                              | Topic                                                     | Lesson Title (English)                            | Lesson Title (Spanish)                             | Lesson Skill(s)                                                                                                                                                                                                                                                                                      | Content Grade |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 14:<br>Positive and Negative Numbers: Absolute Value, Inequalities, and the Coordinate Plane | Topic 1: Positive and Negative Numbers and Absolute Value | Understand Positive and Negative Integers         | Comprende enteros positivos y negativos            | Locate the opposite of a given point or number on a number line, recognize the opposite of zero as zero, graph a rational number on a number line, and represent the comparison of two or more rational numbers shown on a number line using an inequality ( $<$ , $=$ , $>$ ) or a verbal statement | 6             |
| Level 14:<br>Positive and Negative Numbers: Absolute Value, Inequalities, and the Coordinate Plane | Topic 1: Positive and Negative Numbers and Absolute Value | Understand Positive and Negative Rational Numbers | Comprende números racionales positivos y negativos | Locate the opposite of a given point or number on a number line, represent the comparison of two or more rational numbers shown on a number line using an inequality ( $<$ , $=$ , $>$ ) or a verbal statement, and order non-integer rational numbers in a real-world context                       | 6             |
| Level 14:<br>Positive and Negative Numbers: Absolute Value, Inequalities, and the Coordinate Plane | Topic 1: Positive and Negative Numbers and Absolute Value | Understand Absolute Value                         | Comprende el valor absoluto                        | Interpret inequalities that include absolute values, explain the distinction between the order of rational numbers and the comparison of their absolute values, and compare the absolute values of rational numbers as their distance/direction from zero in the context of real-world problems      | 6             |
| Level 14:<br>Positive and Negative Numbers: Absolute Value, Inequalities, and the Coordinate Plane | Topic 2: One-Variable Inequalities                        | Understand One-Variable Inequalities              | Comprende desigualdades de una variable            | Represent solutions, conditions, or constraints of real-world or mathematical problems as inequalities of the form $x > c$ or $x < c$ , where $c$ is a rational number, and represent inequalities on a number line                                                                                  | 6             |

| Level                                                                                           | Topic                              | Lesson Title (English)                        | Lesson Title (Spanish)                                 | Lesson Skill(s)                                                                                                                                                                                                                                                                                                            | Content Grade |
|-------------------------------------------------------------------------------------------------|------------------------------------|-----------------------------------------------|--------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 14: Positive and Negative Numbers: Absolute Value, Inequalities, and the Coordinate Plane | Topic 2: One-Variable Inequalities | Represent One-Variable Inequalities           | Representa desigualdades de una variable               | Represent solutions, conditions, or constraints of real-world or mathematical problems as inequalities of the form $x > c$ or $x < c$ , where $c$ is a rational number, interpret the meaning of inequalities of the form $x > c$ or $x < c$ , where $c$ is a rational number, and represent inequalities on a number line | 6             |
| Level 14: Positive and Negative Numbers: Absolute Value, Inequalities, and the Coordinate Plane | Topic 2: One-Variable Inequalities | Graph One-Variable Inequalities               | Representa gráficamente desigualdades de una variable  | Evaluate an inequality with one operation and a single variable with or without a coefficient, using substitution to recognize which value or values make the inequality true, and represent an inequality of the form $x > c$ or $x < c$ , where $c$ is a rational number, on a number line                               | 6             |
| Level 14: Positive and Negative Numbers: Absolute Value, Inequalities, and the Coordinate Plane | Topic 3: The Coordinate Plane      | Understand the Four-Quadrant Coordinate Plane | Comprende el plano de coordenadas de cuatro cuadrantes | Represent an ordered pair of integer coordinates as a point on a coordinate plane, name the quadrant of the coordinate plane in which a point will be located, based on the signs of its coordinates, and relate a given quadrant to the signs of the coordinates of any point located in that quadrant                    | 6             |
| Level 14: Positive and Negative Numbers: Absolute Value, Inequalities, and the Coordinate Plane | Topic 3: The Coordinate Plane      | Find Distances in the Coordinate Plane        | Halla distancias en el plano de coordenadas            | Recognize that two ordered pairs that differ only by the signs of the coordinates are reflections across one or both axes of the coordinate plane, and determine horizontal or vertical distances between two points graphed on a coordinate plane with integer coordinates and the same $y$ - or $x$ -coordinate          | 6             |

| Level                                                                                        | Topic                  | Lesson Title (English)                        | Lesson Title (Spanish)                                     | Lesson Skill(s)                                                                                                                                                                                                                                                                                           | Content Grade |
|----------------------------------------------------------------------------------------------|------------------------|-----------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 15:<br>Statistical Thinking: Data Distributions and Measures of Center and Variability | Topic 1: Data Displays | Understand Statistical Questions              | Comprende preguntas estadísticas                           | Recognize statistical questions and determine the minimum, maximum, range, or mode of a data set                                                                                                                                                                                                          | 6             |
| Level 15:<br>Statistical Thinking: Data Distributions and Measures of Center and Variability | Topic 1: Data Displays | Use Dot Plots to Represent and Describe Data  | Usa diagramas de puntos para representar y describir datos | Represent a data set in a dot plot, determine the solution to a straightforward problem related to data values and/or frequencies displayed in a dot plot, and describe the distribution of a data set displayed in a dot plot by its overall shape and/or spread                                         | 6             |
| Level 15:<br>Statistical Thinking: Data Distributions and Measures of Center and Variability | Topic 1: Data Displays | Use Histograms to Represent and Describe Data | Usa histogramas para representar y describir datos         | Determine the solution to a straightforward problem related to data values and/or frequencies displayed in a histogram and describe the distribution of a data set displayed in a histogram by its overall shape and/or spread                                                                            | 6             |
| Level 15:<br>Statistical Thinking: Data Distributions and Measures of Center and Variability | Topic 1: Data Displays | Use Box Plots to Represent and Describe Data  | Usa diagramas de caja para representar y describir datos   | Represent data sets in box plots, determine solutions to problems related to data values and/or frequencies represented in box plots, describe the distribution of data sets displayed in box plots by overall shape and/or spread, and determine measures of center for data sets displayed in box plots | 6             |

| Level                                                                                        | Topic                                       | Lesson Title (English)                          | Lesson Title (Spanish)                                      | Lesson Skill(s)                                                                                                                                                                                                                                                                                             | Content Grade |
|----------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 15:<br>Statistical Thinking: Data Distributions and Measures of Center and Variability | Topic 1: Data Displays                      | Use Interquartile Range to Describe Variability | Usa el rango entre cuartiles para describir la variabilidad | Determine the interquartile range from a set of data or a box plot and describe the variability exhibited in a data set using the interquartile range                                                                                                                                                       | 6             |
| Level 15:<br>Statistical Thinking: Data Distributions and Measures of Center and Variability | Topic 2: Measures of Center and Variability | Find and Interpret Mean and MAD                 | Halla e interpreta la media y la desviación media absoluta  | Determine the mean or median of a data set, with or without determining the minimum, maximum, range, and mode, determine the mean absolute deviation for a data set, and explain deviations from overall patterns in a data set in the real-world context of the problem, using the mean absolute deviation | 6             |
| Level 16:<br>Prerequisite: The Number System and Ratio Concepts                              | Topic 1: Divide Fractions                   | Divide Fractions: Whole-Number Quotients        | Divide fracciones: Cocientes de números enteros             | Divide two fractions, presented with a context, where the divisor is a unit fraction or the quotient is a whole number                                                                                                                                                                                      | 6             |
| Level 16:<br>Prerequisite: The Number System and Ratio Concepts                              |                                             | Divide Fractions: Fractional Quotients          | Divide fracciones: Cocientes fraccionarios                  | Divide fractions or a non-zero whole numbers by non-unit fractions to solve real-world problems                                                                                                                                                                                                             | 6             |
| Level 16:<br>Prerequisite: The Number System and Ratio Concepts                              | Topic 1: Divide Fractions                   | Divide Fractions: Use an Algorithm              | Divide fracciones: Usa un algoritmo                         | Divide two fractions, presented without context, where the divisor is not a unit fraction and the quotient is a fraction                                                                                                                                                                                    | 6             |

| Level                                                                     | Topic                                 | Lesson Title (English)                        | Lesson Title (Spanish)                                     | Lesson Skill(s)                                                                                                                                                                                                                                                                       | Content Grade |
|---------------------------------------------------------------------------|---------------------------------------|-----------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Level 16:</b><br>Prerequisite:<br>The Number System and Ratio Concepts | <b>Topic 2: Ratios and Unit Rates</b> | Understand Ratio Concepts                     | Comprende conceptos de razones                             | Express a ratio, presented in the form $a:b$ , $a/b$ , described verbally, or represented on a visual model, in a different form                                                                                                                                                      | 6             |
| <b>Level 16:</b><br>Prerequisite:<br>The Number System and Ratio Concepts | <b>Topic 2: Ratios and Unit Rates</b> | Find Equivalent Ratios                        | Halla razones equivalentes                                 | Determine an equivalent ratio by completing a table of equivalent ratios that has a missing value, or when a ratio, $a:b$ or $a/b$ , is presented without a real-world context; express a ratio in a different form; apply an equivalent ratio to solve a one-step real-world problem | 6             |
| <b>Level 16:</b><br>Prerequisite:<br>The Number System and Ratio Concepts | <b>Topic 2: Ratios and Unit Rates</b> | Use Equivalent Ratio Tables to Solve Problems | Usa tablas de razones equivalentes para resolver problemas | Determine an equivalent ratio by completing a table of equivalent ratios that has a missing value                                                                                                                                                                                     | 6             |
| <b>Level 16:</b><br>Prerequisite:<br>The Number System and Ratio Concepts | <b>Topic 2: Ratios and Unit Rates</b> | Understand Rate Concepts                      | Comprende conceptos de razones                             | Determine unit rates associated with ratios presented in real-world or mathematical problems                                                                                                                                                                                          | 6             |
| <b>Level 16:</b><br>Prerequisite:<br>The Number System and Ratio Concepts | <b>Topic 2: Ratios and Unit Rates</b> | Use Unit Rates to Find Equivalent Ratios      | Usa tasas unitarias para hallar razones equivalentes       | Determine the unit rate associated with a ratio presented in a real-world context and apply it, or use an equivalent ratio to solve a problem                                                                                                                                         | 6             |

| Level                                                               | Topic                                                       | Lesson Title (English)                        | Lesson Title (Spanish)                                 | Lesson Skill(s)                                                                                                                                                                                                                                                                                         | Content Grade |
|---------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 16:<br>Prerequisite:<br>The Number System and Ratio Concepts  | Topic 2: Ratios and Unit Rates                              | Use Unit Rates to Compare Ratios              | Usa tasas unitarias para comparar razones              | Compare the unit rates associated with two or more different ratios                                                                                                                                                                                                                                     | 6             |
| Level 16:<br>Prerequisite:<br>The Number System and Ratio Concepts  | Topic 3: Integers, Absolute Value, and The Coordinate Plane | Understand Positive and Negative Integers     | Comprende enteros positivos y negativos                | Locate the opposite of a given point or number on a number line, recognize the opposite of zero as zero, graph a rational number on a number line, and represent the comparison of two or more rational numbers shown on a number line using an inequality ( $<$ , $=$ , $>$ ) or a verbal statement    | 6             |
| Level 16:<br>Prerequisite:<br>The Number System and Ratio Concepts  | Topic 3: Integers, Absolute Value, and The Coordinate Plane | Understand Absolute Value                     | Comprende el valor absoluto                            | Interpret inequalities that include absolute values, explain the distinction between the order of rational numbers and the comparison of their absolute values, and compare the absolute values of rational numbers as their distance/direction from zero in the context of real-world problems         | 6             |
| Level 16:<br>Prerequisite:<br>The Number System and Ratio Concepts  | Topic 3: Integers, Absolute Value, and The Coordinate Plane | Understand the Four-Quadrant Coordinate Plane | Comprende el plano de coordenadas de cuatro cuadrantes | Represent an ordered pair of integer coordinates as a point on a coordinate plane, name the quadrant of the coordinate plane in which a point will be located, based on the signs of its coordinates, and relate a given quadrant to the signs of the coordinates of any point located in that quadrant | 6             |
| Topic 17:<br>Proportional Relationships: Ratios, Rates, and Circles | Topic 1: Scale                                              | Understand Scaled Copies                      | Comprende copias a escala                              | Determine unknown length(s) using a scaled copy to solve a mathematical problem                                                                                                                                                                                                                         | 7             |

| Level                                                            | Topic                               | Lesson Title (English)                         | Lesson Title (Spanish)                            | Lesson Skill(s)                                                                                                                                                                                                                                                         | Content Grade |
|------------------------------------------------------------------|-------------------------------------|------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Topic 17: Proportional Relationships: Ratios, Rates, and Circles | Topic 1: Scale                      | Understand Scale Drawings                      | Comprende dibujos a escala                        | Determine actual length(s) using a scale drawing to solve a real-world or mathematical problem and an unknown area using a scaled copy to solve a mathematical problem                                                                                                  | 7             |
| Topic 17: Proportional Relationships: Ratios, Rates, and Circles | Topic 2: Ratios of Fractions        | Find Unit Rates Involving One Fraction         | Halla tasas unitarias que incluyen una fracción   | Determine unit rates associated with ratios of fractions with like denominators, ratios with decimals given to the same place, or ratios with whole numbers                                                                                                             | 7             |
| Topic 17: Proportional Relationships: Ratios, Rates, and Circles | Topic 2: Ratios of Fractions        | Find Unit Rates Involving Two Fractions        | Halla tasas unitarias que incluyen dos fracciones | Determine unit rates associated with ratios of fractions with unlike denominators or ratios with decimals given to different place values                                                                                                                               | 7             |
| Topic 17: Proportional Relationships: Ratios, Rates, and Circles | Topic 3: Proportional Relationships | Identify Proportional Relationships            | Identifica relaciones proporcionales              | Determine whether two quantities are in a proportional relationship given ratios or verbal descriptions, and determine the constant of proportionality for a proportional relationship when shown in a table, a graph, or presented in an equation in the form $y = kx$ | 7             |
| Topic 17: Proportional Relationships: Ratios, Rates, and Circles | Topic 3: Proportional Relationships | Write Equations for Proportional Relationships | Escribe ecuaciones para relaciones proporcionales | Determine the constant of proportionality for a proportional relationship when shown in a table, a graph, or presented in an equation in the form $y = kx$ , and represent a proportional relationship described by a table or graph, using an equation                 | 7             |

| Level                                                               | Topic                               | Lesson Title (English)                          | Lesson Title (Spanish)                            | Lesson Skill(s)                                                                                                                                                                                                                                                        | Content Grade |
|---------------------------------------------------------------------|-------------------------------------|-------------------------------------------------|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Topic 17: Proportional Relationships: Ratios, Rates, and Circles    | Topic 3: Proportional Relationships | Graph Proportional Relationships                | Representa gráficamente relaciones proporcionales | Given a table, a graph, or an equation in the form $y = kx$ , determine if two quantities are in a proportional relationship and determine the constant of proportionality, and represent a proportional relationship described by a table or graph, using an equation | 7             |
| Topic 17: Proportional Relationships: Ratios, Rates, and Circles    | Topic 3: Proportional Relationships | Solve Problems Involving Circles                | Resuelve problemas que incluyen círculos          | Determine the area of a circle given the radius or diameter of the circle in a real-world or mathematical problem, determine the circumference of a circle in a real-world problem                                                                                     | 7             |
| Level 18: Numbers and Operations: Add and Subtract Rational Numbers | Topic 1: Add and Subtract Integers  | Add Integers Using a Number Line                | Suma enteros usando una recta numérica            | Represent addition of integers, such as modeling addition expressions on number lines, add integers without the aid of technology, such as calculators, and solve real-world problems involving addition of integers                                                   | 7             |
| Level 18: Numbers and Operations: Add and Subtract Rational Numbers | Topic 1: Add and Subtract Integers  | Subtract Integers by Adding Their Opposites     | Resta enteros sumando sus opuestos                | Subtract integers without the aid of technology, such as a calculator                                                                                                                                                                                                  | 7             |
| Level 18: Numbers and Operations: Add and Subtract Rational Numbers | Topic 1: Add and Subtract Integers  | Add and Subtract Integers Without a Number Line | Suma y resta enteros sin una recta numérica       | Add and/or subtract integers without the aid of technology, such as a calculator                                                                                                                                                                                       | 7             |

| Level                                                                  | Topic                                      | Lesson Title (English)            | Lesson Title (Spanish)                 | Lesson Skill(s)                                                                                                                                                                                                         | Content Grade |
|------------------------------------------------------------------------|--------------------------------------------|-----------------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 18: Numbers and Operations: Add and Subtract Rational Numbers    | Topic 1: Add and Subtract Integers         | Find Distances on a Number Line   | Halla distancias en una recta numérica | Solve real-world problems involving subtraction of integers, and subtract integers without the aid of technology, such as a calculator                                                                                  | 7             |
| Level 18: Numbers and Operations: Add and Subtract Rational Numbers    | Topic 2: Add and Subtract Rational Numbers | Add Rational Numbers              | Suma números racionales                | Add rational numbers when at least one of the numbers is not an integer, without the aid of technology, such as a calculator, and represent addition, such as modeling addition expressions on a number line            | 7             |
| Level 18: Numbers and Operations: Add and Subtract Rational Numbers    | Topic 2: Add and Subtract Rational Numbers | Subtract Rational Numbers         | Resta números racionales               | Subtract rational numbers when at least one of the numbers is not an integer, without the aid of technology, such as a calculator, and represent subtraction, such as modeling subtraction expressions on a number line | 7             |
| Level 18: Numbers and Operations: Add and Subtract Rational Numbers    | Topic 2: Add and Subtract Rational Numbers | Add and Subtract Rational Numbers | Suma y resta números racionales        | Subtract rational numbers when at least one of the numbers is not an integer, without the aid of technology, such as a calculator                                                                                       | 7             |
| Level 19: Numbers and Operations: Multiply and Divide Rational Numbers | Topic 1: Multiply and Divide Integers      | Multiply Integers                 | Multiplica enteros                     | Multiply integers without the aid of technology, such as a calculator                                                                                                                                                   | 7             |

| Level                                                                     | Topic                                     | Lesson Title (English)                         | Lesson Title (Spanish)                               | Lesson Skill(s)                                                                                                                                                                                                                                                                    | Content Grade |
|---------------------------------------------------------------------------|-------------------------------------------|------------------------------------------------|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 19:<br>Numbers and Operations: Multiply and Divide Rational Numbers | Topic 1: Multiply and Divide Integers     | Divide Integers                                | Divide enteros                                       | Divide integers without the aid of technology, such as a calculator, and interpret the quotient of integers in context                                                                                                                                                             | 7             |
| Level 19:<br>Numbers and Operations: Multiply and Divide Rational Numbers | Level 2: Operations with Rational Numbers | Multiply and Divide Rational Numbers           | Multiplica y divide números racionales               | Multiply and divide rational numbers when at least one of the numbers is not an integer, without the aid of technology, such as a calculator                                                                                                                                       | 7             |
| Level 19:<br>Numbers and Operations: Multiply and Divide Rational Numbers | Level 2: Operations with Rational Numbers | Express Rational Numbers as Decimals           | Expresa números racionales como decimales            | Convert rational numbers to decimals using division                                                                                                                                                                                                                                | 7             |
| Level 19:<br>Numbers and Operations: Multiply and Divide Rational Numbers | Level 2: Operations with Rational Numbers | Solve Problems Involving Rational Numbers      | Resuelve problemas que incluyen números racionales   | Interpret sums and/or differences in context, solve real-world problems involving addition and/or subtraction of rational numbers, and multiply and divide rational numbers without the aid of technology such as a calculator, when at least one of the numbers is not an integer | 7             |
| Level 20:<br>Algebraic Thinking: Expressions, Equations, and Inequalities | Topic 1: Equivalent Linear Expressions    | Equivalent Linear Expressions: Combining Terms | Expresiones lineales equivalentes: Combinar términos | Add, subtract, multiply, and/or expand linear expressions involving integers and/or rational numbers using properties of operations (commutative, associative, distributive, identity, additive inverse)                                                                           | 7             |

| Level                                                                  | Topic                                  | Lesson Title (English)                       | Lesson Title (Spanish)                                     | Lesson Skill(s)                                                                                                                                                                                                                                                                                                                | Content Grade |
|------------------------------------------------------------------------|----------------------------------------|----------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 20: Algebraic Thinking: Expressions, Equations, and Inequalities | Topic 1: Equivalent Linear Expressions | Equivalent Linear Expressions: Expanding     | Expresiones lineales equivalentes: Desarrollar expresiones | Add, subtract, multiply, and/or expand linear expressions involving integers and/or rational numbers using properties of operations (commutative, associative, distributive, identity, additive inverse)                                                                                                                       | 7             |
| Level 20: Algebraic Thinking: Expressions, Equations, and Inequalities | Topic 1: Equivalent Linear Expressions | Equivalent Linear Expressions: Factoring     | Expresiones lineales equivalentes: Descomponer en factores | Recognize equivalent forms of linear expressions that include rational number coefficients and factor linear expressions with integer or rational number coefficients                                                                                                                                                          | 7             |
| Level 20: Algebraic Thinking: Expressions, Equations, and Inequalities | Topic 1: Equivalent Linear Expressions | Understand Reasons for Rewriting Expressions | Comprende razones para volver a escribir expresiones       | Recognize equivalent forms of linear expressions that include rational number coefficients                                                                                                                                                                                                                                     | 7             |
| Level 20: Algebraic Thinking: Expressions, Equations, and Inequalities | Topic 2: Multi-Step Equations          | Understand Multi-Step Equations              | Comprende ecuaciones de varios pasos                       | Represent real-world or mathematical problems using an equation of the form $px + q = r$ or $p(x + q) = r$ , where $p$ , $q$ , and $r$ are rational numbers and solve problems that require the explicit or implied solving of an equation of the form $px + q = r$ or $p(x + q) = r$ , where $p$ , $q$ , and $r$ are integers | 7             |
| Level 20: Algebraic Thinking: Expressions, Equations, and Inequalities | Topic 2: Multi-Step Equations          | Solve Multi-Step Equations                   | Resuelve ecuaciones de varios pasos                        | Solve a real-world or mathematical problem that requires the explicit or implied solving of an equation of the form $px + q = r$ or $p(x + q) = r$ , where $p$ , $q$ , and $r$ may or may not be integers                                                                                                                      | 7             |

| Level                                                                            | Topic                                | Lesson Title (English)                           | Lesson Title (Spanish)                                         | Lesson Skill(s)                                                                                                                                                                                                                                                                                                                | Content Grade |
|----------------------------------------------------------------------------------|--------------------------------------|--------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Level 20:</b><br>Algebraic Thinking: Expressions, Equations, and Inequalities | <b>Topic 2:</b> Multi-Step Equations | Solve Multi-Step Equations with Grouping Symbols | Resuelve ecuaciones de varios pasos con símbolos de agrupación | Solve a real-world or mathematical problem that requires the explicit or implied solving of an equation of the form $px + q = r$ or $p(x + q) = r$ , where $p$ , $q$ , and $r$ may or may not be integers                                                                                                                      | 7             |
| <b>Level 20:</b><br>Algebraic Thinking: Expressions, Equations, and Inequalities | <b>Topic 2:</b> Multi-Step Equations | Write and Solve Multi-Step Equations             | Escribe y resuelve ecuaciones de varios pasos                  | Represent real-world or mathematical problems using an equation of the form $px + q = r$ or $p(x + q) = r$ , where $p$ , $q$ , and $r$ are rational numbers and solve problems that require the explicit or implied solving of an equation of the form $px + q = r$ or $p(x + q) = r$ , where $p$ , $q$ , and $r$ are integers | 7             |
| <b>Level 20:</b><br>Algebraic Thinking: Expressions, Equations, and Inequalities | <b>Topic 3:</b> Inequalities         | Add and Subtract to Solve Inequalities           | Suma y resta para resolver desigualdades                       | Solve and graph the solution of an inequality of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ and $r$ are integers and $p \neq 0$ , for real-world and mathematical problems (inequalities may also be written using $\geq$ or $\leq$ )                                                                             | 7             |
| <b>Level 20:</b><br>Algebraic Thinking: Expressions, Equations, and Inequalities | <b>Topic 3:</b> Inequalities         | Multiply and Divide to Solve Inequalities        | Multiplica y divide para resolver desigualdades                | Solve and graph solutions of inequalities of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ and $r$ are integers or rational numbers and $q \neq 0$ , for real-world and mathematical problems; inequalities may also be written using $\geq$ or $\leq$                                                               | 7             |
| <b>Level 20:</b><br>Algebraic Thinking: Expressions, Equations, and Inequalities | <b>Topic 3:</b> Inequalities         | Solve Multi-Step Inequalities                    | Resuelve desigualdades de varios pasos                         | Solve and graph the solution of an inequality of the form $px + q > r$ or $px + q < r$ , where $p$ , $q$ and $r$ are integers or rational numbers; inequalities may also be written using $\geq$ or $\leq$                                                                                                                     | 7             |

| Level                                                                     | Topic                     | Lesson Title (English)                       | Lesson Title (Spanish)                                    | Lesson Skill(s)                                                                                                                                                                                                                                                                                                    | Content Grade |
|---------------------------------------------------------------------------|---------------------------|----------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 20:<br>Algebraic Thinking: Expressions, Equations, and Inequalities | Topic 3: Inequalities     | Use Inequalities to Solve Problems           | Resuelve problemas usando desigualdades                   | Solve a real-world or mathematical problem by writing, solving, and graphing the solution of an inequality of the form $px + q > r$ , or $px + q < r$ , $p(x + q) > r$ , or $p(x + q) < r$ , where $p$ is a positive integer and $q$ and $r$ are integers; inequalities may also be written using $\geq$ or $\leq$ | 7             |
| Level 21:<br>Proportional Reasoning: Percents and Statistical Samples     | Topic 1: Percent Problems | Solve Percent Problems Involving Subtraction | Resuelve problemas de porcentaje que incluyen la resta    | Solve multi-step percent problems involving subtracting from an original amount                                                                                                                                                                                                                                    | 7             |
| Level 21:<br>Proportional Reasoning: Percents and Statistical Samples     | Topic 1: Percent Problems | Solve Percent Problems Involving Addition    | Resuelve problemas de porcentaje que incluyen la suma     | Solve multi-step percent problems involving adding to an original amount                                                                                                                                                                                                                                           | 7             |
| Level 21:<br>Proportional Reasoning: Percents and Statistical Samples     | Topic 1: Percent Problems | Solve Problems Involving Percent Increase    | Resolver problemas que incluyen incremento porcentual     | Solve multi-step percent problems involving percent increase                                                                                                                                                                                                                                                       | 7             |
| Level 21:<br>Proportional Reasoning: Percents and Statistical Samples     | Topic 1: Percent Problems | Solve Problems Involving Percent Decrease    | Resuelve problemas que incluyen porcentaje de disminución | Solve multi-step percent problems involving percent decrease                                                                                                                                                                                                                                                       | 7             |

| Level                                                                 | Topic                            | Lesson Title (English)                         | Lesson Title (Spanish)                                 | Lesson Skill(s)                                                                                                                                                                                                                    | Content Grade |
|-----------------------------------------------------------------------|----------------------------------|------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 21:<br>Proportional Reasoning: Percents and Statistical Samples | Topic 1: Percent Problems        | Solve Problems Involving Percent Error         | Resuelve problemas que incluyen error porcentual       | Solve multi-step percent problems involving percent error                                                                                                                                                                          | 7             |
| Level 21:<br>Proportional Reasoning: Percents and Statistical Samples | Topic 2: Samples and Populations | Understand Random Sampling                     | Comprende las muestras aleatorias                      | Determine a method for gathering a valid representative sample of a population and determine a sample group that is representative of a population                                                                                 | 7             |
| Level 21:<br>Proportional Reasoning: Percents and Statistical Samples | Topic 2: Samples and Populations | Make Inferences from Samples About Populations | Haz inferencias a partir de muestras sobre poblaciones | Infer a predicted outcome about a population using data from a random sample of that population                                                                                                                                    | 7             |
| Level 21:<br>Proportional Reasoning: Percents and Statistical Samples | Topic 2: Samples and Populations | Reason about Random Samples                    | Razona sobre muestras aleatorias                       | Infer a predicted outcome and generalize about a population using data from a random sample of that population                                                                                                                     | 7             |
| Level 21:<br>Proportional Reasoning: Percents and Statistical Samples | Topic 2: Samples and Populations | Compare Populations                            | Compara poblaciones                                    | Contrast two numerical data distributions using measures of center and/or variability when given a visual representation, such as box plots or dot plots, and explain that random sampling tends to produce representative samples | 7             |

| Level                                                                                         | Topic                                        | Lesson Title (English)                          | Lesson Title (Spanish)                                       | Lesson Skill(s)                                                                                                                                                                                                                                                                           | Content Grade |
|-----------------------------------------------------------------------------------------------|----------------------------------------------|-------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 22: Geometry: Solids and Angles                                                         | Topic 1: Area and Surface Area               | Solve Problems Involving Area and Surface Area  | Resuelve problemas de área y área total                      | Determine the area of two-dimensional shapes, the surface area of three-dimensional figures, and the surface area of composite three-dimensional figures; in a real-world or mathematical problem; determine unknown dimensions of two-dimensional composite shapes, given the total area | 7             |
| Level 22: Geometry: Solids and Angles                                                         | Topic 2: Solid Figures and Volume            | Solve Problems Involving Volume of Right Prisms | Resuelve problemas que incluyen el volumen de prismas rectos | Determine the volume of a cube or right prism presented in a real-world or mathematical problem                                                                                                                                                                                           | 7             |
| Level 22: Geometry: Solids and Angles                                                         | Topic 3: Angles Formed by Intersecting Lines | Find Unknown Angle Measures                     | Halla medidas de ángulos desconocidos                        | Determine measures of unknown angles in figures presented in one-step or multi-step real-world or mathematical problems using understanding of supplementary, complementary, vertical, and/or adjacent angles                                                                             | 7             |
| Level 23: Probability: Theoretical Probability, Experimental Probability, and Compound Events | Topic 1: Probability                         | Understand Probability                          | Comprende la probabilidad                                    | Describe the likelihood of an event as impossible, not likely, as likely as not, likely, or certain, when given a verbal description of the probability model and the event or a probability of the event as a number between 0 and 1; determine the probability of a simple event        | 7             |

| Level                                                                                            | Topic                                       | Lesson Title (English)                      | Lesson Title (Spanish)                                  | Lesson Skill(s)                                                                                                                                                                                                                                    | Content Grade |
|--------------------------------------------------------------------------------------------------|---------------------------------------------|---------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 23:<br>Probability: Theoretical Probability, Experimental Probability, and Compound Events | Topic 1: Probability                        | Find Experimental Probability               | Halla la probabilidad experimental                      | Approximate the probability of a chance event using frequency data of that event that is presented verbally, in a table, in a bar graph, or in a dot plot; predict the outcome of an experiment using an approximated probability                  | 7             |
| Level 23:<br>Probability: Theoretical Probability, Experimental Probability, and Compound Events | Topic 1: Probability                        | Solve Problems Involving Probability Models | Resuelve problemas que incluyen modelos de probabilidad | Compare a theoretical probability of an event to experimental results; explain the effect of increasing the number of trials on the experimental probability of an event; determine the probability of a simple event by using a probability model | 7             |
| Level 24:<br>Prerequisite: Operations, Expressions, and Relationships                            | Topic 1: Multiply and Divide with Fractions | Multiply a Whole Number by a Fraction       | Multiplica un número entero por una fracción            | Multiply or represent the multiplication of fractions less than 1 by whole numbers, presented without real-world context and/or with the aid of visual models                                                                                      | 5             |
| Level 24:<br>Prerequisite: Operations, Expressions, and Relationships                            | Topic 1: Multiply and Divide with Fractions | Divide a Whole Number by a Unit Fraction    | Divide un número entero entre una fracción unitaria     | Divide whole numbers by unit fractions and represent and solve problems involving the division of whole numbers by unit fractions, presented with and without a real-world context, with the aid of a visual model                                 | 5             |

| Level                                                                 | Topic                           | Lesson Title (English)                        | Lesson Title (Spanish)                                 | Lesson Skill(s)                                                                                                                                                                                                                                                                                                         | Content Grade |
|-----------------------------------------------------------------------|---------------------------------|-----------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 24:<br>Prerequisite: Operations, Expressions, and Relationships | Topic 2: Numerical Expressions  | Evaluate, Write, and Interpret Expressions    | Evalúa, escribe e interpreta expresiones               | Apply grouping symbols and order of operations to evaluate numerical expressions or interpret numerical expressions without evaluating them, and represent a written real-world or mathematical description as a multiple-step numerical expression and vice versa                                                      | 5             |
| Level 24:<br>Prerequisite: Operations, Expressions, and Relationships | Topic 3: One-Variable Equations | Write and Solve Addition Equations            | Escribe y resuelve ecuaciones de suma                  | Represent problems as algebraic expressions with one or two operations and no grouping symbols, determine the value of $x$ , and solve real-world or mathematical problems with a one-variable, one-step equation of the form $x + p = q$ or $px = q$ , where $p$ , $q$ , and $x$ are all non-negative rational numbers | 6             |
| Level 24:<br>Prerequisite: Operations, Expressions, and Relationships | Topic 3: One-Variable Equations | Write and Solve Multiplication Equations      | Escribe y resuelve ecuaciones de multiplicación        | Determine the value of $x$ and solve real-world or mathematical problems with a one-variable, one-step equation of the form $x + p = q$ or $px = q$ , where $p$ , $q$ , and $x$ are all non-negative rational numbers                                                                                                   | 6             |
| Level 24:<br>Prerequisite: Operations, Expressions, and Relationships | Topic 4: The Coordinate Plane   | Understand the Four-Quadrant Coordinate Plane | Comprende el plano de coordenadas de cuatro cuadrantes | Represent an ordered pair of integer coordinates as a point on a coordinate plane, name the quadrant of the coordinate plane in which a point will be located, based on the signs of its coordinates, and relate a given quadrant to the signs of the coordinates of any point located in that quadrant                 | 6             |
| Level 24:<br>Prerequisite: Operations, Expressions, and Relationships | Topic 5: Scale                  | Understand Scale Copies                       | Comprende copias a escala                              | Determine unknown length(s) using a scaled copy to solve a mathematical problem                                                                                                                                                                                                                                         | 7             |

| Level                                                                          | Topic                                                         | Lesson Title (English)                                     | Lesson Title (Spanish)                                                 | Lesson Skill(s)                                                                                                                                                                                                                                                                    | Content Grade |
|--------------------------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 24:<br>Prerequisite:<br>Operations,<br>Expressions, and<br>Relationships | Topic 5: Scale                                                | Understand<br>Scale Drawings                               | Comprende<br>dibujos a escala                                          | Determine actual length(s) using a scale drawing to solve a real-world or mathematical problem and an unknown area using a scaled copy to solve a mathematical problem                                                                                                             | 7             |
| Level 24:<br>Prerequisite:<br>Operations,<br>Expressions, and<br>Relationships | Topic 6:<br>Proportional<br>Relationships                     | Write Equations<br>for Proportional<br>Relationships       | Escribe<br>ecuaciones para<br>relaciones<br>proporcionales             | Determine the constant of proportionality for a proportional relationship when shown in a table, a graph, or presented in an equation in the form $y = kx$ , and represent a proportional relationship described by a table or graph, using an equation                            | 7             |
| Level 24:<br>Prerequisite:<br>Operations,<br>Expressions, and<br>Relationships | Topic 7:<br>Operations with<br>Rational<br>Numbers            | Solve Problems<br>Involving<br>Rational<br>Numbers         | Resuelve<br>problemas que<br>incluyen<br>números<br>racionales         | Interpret sums and/or differences in context, solve real-world problems involving addition and/or subtraction of rational numbers, and multiply and divide rational numbers without the aid of technology such as a calculator, when at least one of the numbers is not an integer | 7             |
| Level 24:<br>Prerequisite:<br>Operations,<br>Expressions, and<br>Relationships | Topic 8: Linear<br>Expressions and<br>Multi-Step<br>Equations | Equivalent<br>Linear<br>Expressions:<br>Combining<br>Terms | Expresiones<br>lineales<br>equivalentes:<br>Combinar<br>términos       | Add, subtract, multiply, and/or expand linear expressions involving integers and/or rational numbers using properties of operations (Commutative, Associative, Distributive, Identity, Additive Inverse)                                                                           | 7             |
| Level 24:<br>Prerequisite:<br>Operations,<br>Expressions, and<br>Relationships | Topic 8: Linear<br>Expressions and<br>Multi-Step<br>Equations | Equivalent<br>Linear<br>Expressions:<br>Expanding          | Expresiones<br>lineales<br>equivalentes:<br>Desarrollar<br>expresiones | Add, subtract, multiply, and/or expand linear expressions involving integers and/or rational numbers using properties of operations (Commutative, Associative, Distributive, Identity, Additive Inverse)                                                                           | 7             |

| Level                                                                          | Topic                                                | Lesson Title (English)                           | Lesson Title (Spanish)                                         | Lesson Skill(s)                                                                                                                                                                                                                                                                                                                | Content Grade |
|--------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 24:<br>Prerequisite:<br>Operations,<br>Expressions, and<br>Relationships | Topic 8: Linear Expressions and Multi-Step Equations | Equivalent Linear Expressions: Factoring         | Expresiones lineales equivalentes: Descomponer en factores     | Recognize equivalent forms of linear expressions that include rational number coefficients and factor linear expressions with integer or rational number coefficients                                                                                                                                                          | 7             |
| Level 24:<br>Prerequisite:<br>Operations,<br>Expressions, and<br>Relationships | Topic 8: Linear Expressions and Multi-Step Equations | Solve Multi-Step Equations                       | Resuelve ecuaciones de varios pasos                            | Solve a real-world or mathematical problem that requires the explicit or implied solving of an equation of the form $px + q = r$ or $p(x + q) = r$ , where $p$ , $q$ , and $r$ may or may not be integers                                                                                                                      | 7             |
| Level 24:<br>Prerequisite:<br>Operations,<br>Expressions, and<br>Relationships | Topic 8: Linear Expressions and Multi-Step Equations | Solve Multi-Step Equations with Grouping Symbols | Resuelve ecuaciones de varios pasos con símbolos de agrupación | Solve a real-world or mathematical problem that requires the explicit or implied solving of an equation of the form $px + q = r$ or $p(x + q) = r$ , where $p$ , $q$ , and $r$ may or may not be integers                                                                                                                      | 7             |
| Level 24:<br>Prerequisite:<br>Operations,<br>Expressions, and<br>Relationships | Topic 8: Linear Expressions and Multi-Step Equations | Write and Solve Multi-Step Equations             | Escribe y resuelve ecuaciones de varios pasos                  | Represent real-world or mathematical problems using an equation of the form $px + q = r$ or $p(x + q) = r$ , where $p$ , $q$ , and $r$ are rational numbers and solve problems that require the explicit or implied solving of an equation of the form $px + q = r$ or $p(x + q) = r$ , where $p$ , $q$ , and $r$ are integers | 7             |
| Level 24:<br>Prerequisite:<br>Operations,<br>Expressions, and<br>Relationships | Topic 9: Angles Formed by Intersecting Lines         | Find Unknown Angle Measures                      | Halla medidas de ángulos desconocidos                          | Determine measures of unknown angles in figures presented in one-step or multi-step real-world or mathematical problems using understanding of supplementary, complementary, vertical, and/or adjacent angles                                                                                                                  | 7             |

| Level                                                                          | Topic                                         | Lesson Title (English)                       | Lesson Title (Spanish)                          | Lesson Skill(s)                                                                                                                                                                                                                                                                                       | Content Grade |
|--------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 25:<br>Geometric Figures: Rigid Transformations and Congruence           | Topic 1: Rigid Transformations and Congruence | Understand Rigid Transformations             | Comprende transformaciones rígidas              | Recognize congruent angles or segments when figures are rotated, reflected, and/or translated; describe a rotation, reflection, or translation; identify the image that is a translation, reflection, or rotation of a given figure                                                                   | 8             |
| Level 25:<br>Geometric Figures: Rigid Transformations and Congruence           | Topic 1: Rigid Transformations and Congruence | Perform Translations in the Coordinate Plane | Realiza traslaciones en el plano de coordenadas | Determine a translation used to create a pair of congruent figures; determine the location of a point on the image of a figure shown on a coordinate plane following a translation; identify the image that is a translation, reflection, or rotation of a given figure                               | 8             |
| Level 25:<br>Geometric Figures: Rigid Transformations and Congruence           | Topic 1: Rigid Transformations and Congruence | Perform Reflections in the Coordinate Plane  | Realiza reflexiones en el plano de coordenadas  | Determine a reflection used to create a pair of congruent figures and determine the location of a point on the image of a figure shown on a coordinate plane following a reflection                                                                                                                   | 8             |
| Level 25:<br>Geometric Figures: Rigid Transformations and Congruence           | Topic 1: Rigid Transformations and Congruence | Perform Rotations in the Coordinate Plane    | Realiza rotaciones en el plano de coordenadas   | Determine a rotation used to create a pair of congruent figures; determine the location of a point on the image of a figure shown on a coordinate plane following a rotation; identify the image that is a rotation of a given figure                                                                 | 8             |
| Level 26:<br>Geometric Figures: Dilations, Similarity, and Angle Relationships | Topic 1: Dilations and Similarity             | Understand Dilations and Similarity          | Comprende dilataciones y semejanza              | Recognize that a dilation preserves the proportions of line segments and measures of angles and that two figures are similar if and only if there is a dilation that maps one to the other; determine scale factor and location of a point from the image of a dilated figure on the coordinate plane | 8             |

| Level                                                                                    | Topic                                      | Lesson Title (English)                    | Lesson Title (Spanish)                          | Lesson Skill(s)                                                                                                                                                                                                | Content Grade |
|------------------------------------------------------------------------------------------|--------------------------------------------|-------------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 26: Geometric Figures: Dilations, Similarity, and Angle Relationships              | Topic 1: Dilations and Similarity          | Perform Dilations in the Coordinate Plane | Realiza dilataciones en el plano de coordenadas | Determine the location of a point on the image of a figure shown on a coordinate plane following a dilation, and determine the scale factor, given a figure and its dilation image shown on a coordinate plane | 8             |
| Level 26: Geometric Figures: Dilations, Similarity, and Angle Relationships              | Topic 2: Angles Measures and Relationships | Describe Angle Relationships              | Describe relaciones entre ángulos               | Determine congruent angles formed by parallel lines cut by a transversal and determine an unknown angle measure using properties of supplementary, vertical, and adjacent angles                               | 8             |
| Level 26: Geometric Figures: Dilations, Similarity, and Angle Relationships              | Topic 2: Angles Measures and Relationships | Describe Angle Relationships in Triangles | Describe relaciones entre ángulos en triángulos | Determine an unknown angle measure by applying properties of exterior angles of triangles and by applying the fact that the sum of the measures of the interior angles of a triangle is $180^\circ$            | 8             |
| Level 27: Linear Relationships: Slope, Linear Equations, and Systems of Linear Equations | Topic 1: Slope and Linear Equations        | Find Slope in Proportional Relationships  | Halla la pendiente en relaciones proporcionales | Interpret the slope of the graph of a proportional relationship in terms of a real-world context and determine the rate of change (slope) of a linear relationship shown on a graph                            | 8             |

| Level                                                                                    | Topic                                     | Lesson Title (English)                             | Lesson Title (Spanish)                                              | Lesson Skill(s)                                                                                                                                                                                                                                           | Content Grade |
|------------------------------------------------------------------------------------------|-------------------------------------------|----------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 27: Linear Relationships: Slope, Linear Equations, and Systems of Linear Equations | Topic 1: Slope and Linear Equations       | Derive Linear Equations                            | Deduce ecuaciones lineales                                          | Represent a non-vertical line shown on a graph as an equation of the form $y = mx + b$ given two points on the line, including those with variable coordinates, or using similar triangles                                                                | 8             |
| Level 27: Linear Relationships: Slope, Linear Equations, and Systems of Linear Equations | Topic 2: Graph and Solve Linear Equations | Graph Linear Equations in Slope-Intercept Form     | Representa gráficamente ecuaciones en la forma pendiente intercepto | Represent a non-vertical line shown on a graph as an equation of the form $y = mx + b$ given two points on the line with numerical coordinates                                                                                                            | 8             |
| Level 27: Linear Relationships: Slope, Linear Equations, and Systems of Linear Equations | Topic 2: Graph and Solve Linear Equations | Solve Linear Equations                             | Resuelve ecuaciones lineales                                        | Determine the solution to a one-variable linear equation with integer coefficients and when at least one of the coefficients is not an integer, by collecting like terms, and/or using the Distributive Property                                          | 8             |
| Level 27: Linear Relationships: Slope, Linear Equations, and Systems of Linear Equations | Topic 2: Graph and Solve Linear Equations | Determine Number of Solutions for Linear Equations | Determina el número de soluciones para ecuaciones lineales          | Determine the solution to a one-variable linear equation with integer coefficients by collecting like terms, and/or using the Distributive Property, and determine if a one-variable equation has one solution, no solution, or infinitely many solutions | 8             |

| Level                                                                                    | Topic                                | Lesson Title (English)                          | Lesson Title (Spanish)                                    | Lesson Skill(s)                                                                                                                                                                                                                                           | Content Grade |
|------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 27: Linear Relationships: Slope, Linear Equations, and Systems of Linear Equations | Topic 3: Systems of Linear Equations | Understand Systems of Linear Equations          | Comprende sistemas de ecuaciones lineales                 | Determine the solution to a system of two linear equations given the equations and a graph showing the solution, and represent and determine the solution to a real-world or mathematical problem that can be represented by a system of linear equations | 8             |
| Level 27: Linear Relationships: Slope, Linear Equations, and Systems of Linear Equations | Topic 3: Systems of Linear Equations | Solve Systems of Linear Equations: Graphing     | Representa en una gráfica sistemas de ecuaciones lineales | Determine the solution to a system of linear equations by graphing the equations on the coordinate plane and determine the solution to a real-world or mathematical problem that can be represented by a system of equations                              | 8             |
| Level 27: Linear Relationships: Slope, Linear Equations, and Systems of Linear Equations | Topic 3: Systems of Linear Equations | Solve Systems of Linear Equations: Substitution | Resuelve sistemas de ecuaciones lineales: Sustitución     | Determine the solution to a system of linear equations algebraically, using substitution, given the system of equations                                                                                                                                   | 8             |
| Level 27: Linear Relationships: Slope, Linear Equations, and Systems of Linear Equations | Topic 3: Systems of Linear Equations | Solve Systems of Linear Equations: Elimination  | Resuelve sistemas de ecuaciones lineales: Eliminación     | Determine the solution to a system of linear equations algebraically, using elimination, given the system of equations                                                                                                                                    | 8             |

| Level                                                                                    | Topic                                       | Lesson Title (English)                    | Lesson Title (Spanish)                              | Lesson Skill(s)                                                                                                                                                                                                                                                                                         | Content Grade |
|------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 27: Linear Relationships: Slope, Linear Equations, and Systems of Linear Equations | Topic 3: Systems of Linear Equations        | Understand Systems of Linear Equations    | Comprende sistemas de ecuaciones lineales           | Determine the solution to a system of two linear equations given the equations and a graph showing the solution, and represent and determine the solution to a real-world or mathematical problem that can be represented by a system of linear equations                                               | 8             |
| Level 28: Functions: Linear and Nonlinear Relationships                                  | Topic 1: Understand and Interpret Functions | Identify and Classify Functions           | Identifica y clasifica funciones                    | Determine whether a relationship presented in a table of values, graph, mapping diagram, set of ordered pairs, or verbal description is a function and determine whether a function shown on a graph is linear or nonlinear                                                                             | 8             |
| Level 28: Functions: Linear and Nonlinear Relationships                                  | Topic 1: Understand and Interpret Functions | Describe Linear Functions from Graphs     | Describe funciones lineales a partir de gráficas    | Determine the equation for a linear function in the form $y = mx + b$ ; determine the initial value and/or rate of change of a linear relationship shown on a graph                                                                                                                                     | 8             |
| Level 28: Functions: Linear and Nonlinear Relationships                                  | Topic 1: Understand and Interpret Functions | Describe Linear Functions from Tables     | Describe funciones lineales a partir de tablas      | Determine the equation for a linear function in the form $y = mx + b$ ; determine the initial value and/or rate of change of a linear relationship given a table of values; interpret the initial value and/or rate of change in a real-world problem                                                   | 8             |
| Level 28: Functions: Linear and Nonlinear Relationships                                  | Topic 2: Model Functions                    | Model Linear Functions: Use Initial Value | Representa funciones lineales: Usa el valor inicial | Determine the equation for a linear function in the form $y = mx + b$ ; determine the initial value and/or rate of change of a linear relationship given the coordinates for a pair of points, a table of values, or a graph; interpret the initial value and/or rate of change in a real-world problem | 8             |

| Level                                                   | Topic                                  | Lesson Title (English)                           | Lesson Title (Spanish)                                      | Lesson Skill(s)                                                                                                                                                                                                                                                                               | Content Grade |
|---------------------------------------------------------|----------------------------------------|--------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 28: Functions: Linear and Nonlinear Relationships | Topic 2: Model Functions               | Model Linear Functions: Use Two Points           | Representa funciones lineales: Usa dos puntos               | Determine the equation for a linear function in the form $y = mx + b$ ; determine the initial value and/or rate of change of a linear relationship given the coordinates for a pair of points or a table of values; interpret the initial value and/or rate of change in a real-world problem | 8             |
| Level 28: Functions: Linear and Nonlinear Relationships | Topic 2: Model Functions               | Model Linear Functions: Use a Verbal Description | Representa funciones lineales: Usa una descripción verbal   | Determine the equation for a linear function in the form $y = mx + b$ and determine the initial value (y-intercept) and/or rate of change (slope) of a linear relationship given a verbal description                                                                                         | 8             |
| Level 28: Functions: Linear and Nonlinear Relationships | Topic 3: Analyze and Compare Functions | Compare Different Representations of Functions   | Compara diferentes representaciones de funciones            | Determine the initial value and/or rate of change of a linear relationship given a graph, the coordinates for a pair of points or table of values, an equation, or a verbal description; compare the initial values and/or rates of change in the contexts of real-world linear relationships | 8             |
| Level 28: Functions: Linear and Nonlinear Relationships | Topic 3: Analyze and Compare Functions | Compare Functions to Solve Problems              | Compara funciones para resolver problemas                   | Determine the initial value (y-intercept) and/or rate of change (slope) of a linear relationship given an equation or the coordinates for a pair of points or a table of values; compare the initial values and/or rates of change in the contexts of real-world linear relationships         | 8             |
| Level 29: Integer Exponents: Properties                 | Topic 1: Properties of Exponents       | Apply Properties of Positive Exponents, Part 1   | Aplica las propiedades de los exponentes positivos, Parte 1 | Generate an equivalent expression by applying the power of a power, the product of powers, and the quotient of powers properties of integer exponents                                                                                                                                         | 8             |

| Level                                                              | Topic                                | Lesson Title (English)                          | Lesson Title (Spanish)                                               | Lesson Skill(s)                                                                                                                                                                                                    | Content Grade |
|--------------------------------------------------------------------|--------------------------------------|-------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 29: Integer Exponents: Properties                            | Topic 1: Properties of Exponents     | Apply Properties of Positive Exponents, Part 2  | Aplica las propiedades de los exponentes positivos, Parte 2          | Generate an equivalent expression by applying the power of a product and the power of a quotient properties of integer exponents                                                                                   | 8             |
| Level 29: Integer Exponents: Properties                            | Topic 1: Properties of Exponents     | Apply Properties of Zero and Negative Exponents | Aplica las propiedades del exponente cero y los exponentes negativos | Generate an equivalent expression and evaluate a numerical expression by applying properties of integer exponents                                                                                                  | 8             |
| Level 30: Real Numbers: Rational and Irrational Numbers            | Topic 1: Square Roots and Cube Roots | Find Square Roots and Cube Roots                | Halla raíces cuadradas y raíces cúbicas                              | Determine the square root or cube root of a given number that is a perfect square or a perfect cube and solve equations of the form $x^2 = p$ , where $p$ is a positive rational number                            | 8             |
| Level 31: Statistics: Two-Variable Data and Fitting a Linear Model | Topic 1: Fitting a Linear Model      | Understand Scatter Plots                        | Comprende diagramas de dispersión                                    | Describe clustering, outliers, or a pattern of association exhibited in bivariate measurement data shown on a scatter plot and classify the expected relationship between two quantities in a real-world situation | 8             |
| Level 31: Statistics: Two-Variable Data and Fitting a Linear Model | Topic 1: Fitting a Linear Model      | Fit a Linear Model to Data                      | Aproxima un modelo lineal a los datos                                | Explain why a line is a line of best fit and graph an appropriate line of best fit for a set of data shown on a scatter plot                                                                                       | 8             |
| Level 31: Statistics: Two-Variable Data and Fitting a Linear Model | Topic 1: Fitting a Linear Model      | Write Equations for Linear Models               | Escribe ecuaciones para modelos lineales                             | Interpret the slope and/or y-intercept for a line of fit in the context of bivariate measurement data and extend a given line of best fit on a scatter plot to estimate a data value that is not included          | 8             |

| Level                                                              | Topic                      | Lesson Title (English)                 | Lesson Title (Spanish)                       | Lesson Skill(s)                                                                                                                                                                                                | Content Grade |
|--------------------------------------------------------------------|----------------------------|----------------------------------------|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Level 31: Statistics: Two-Variable Data and Fitting a Linear Model | Topic 2: Two-Variable Data | Understand Two-Way Tables              | Comprende tablas de doble entrada            | Interpret two-way tables for two categorical variables about the same subject, determine missing values in two-way tables, and justify the use of two-way tables to represent relationships in given data sets | 8             |
| Level 31: Statistics: Two-Variable Data and Fitting a Linear Model | Topic 2: Two-Variable Data | Construct and Interpret Two-Way Tables | Elabora e interpreta tablas de doble entrada | Determine percentages/relative frequencies between two categorical variables presented in a two-way table, and interpret a two-way table of data for two categorical variables about the same subject          | 8             |

[Back to Table of Contents](#)

**Danielle Collins, Partner Success Manager**

Education

- BAsc., Early Childhood Education and Teaching, East Stroudsburg University of Pennsylvania

Professional Experience

**Curriculum Associates, LLC**, Billerica, MA 2018-Present

Partner Success Manager (2021-Present)

Educational Sales Specialist (2018-2021)

**Sylvan Learning**, Holly Springs, NC 2016-2017

Instructor

**Tramway Elementary School**, Raleigh-Durham-Chapel Hill Area, NC 2013-2017

Teacher

**Bushkill Elementary School**, Dingmans Ferry, PA 2013-2013

Student Teacher

**Fair Elections Legal Network**, Washington DC-Baltimore Area 2012-2012

State Coordinator

**The Andrew Goodman Foundation**, New York, NY 2012-2012

Ambassador

## **Jason Arnold, Regional Manager, Partner Success**

### Education

- B.A./MST, History/Adolescent Education with a minor in Political Science, SUNY Plattsburgh, Plattsburgh, NY

### Professional Experience

**Curriculum Associates, LLC, Billerica, MA**

2010-Present

#### Regional Manager, Partner Success

#### Senior Account Manager

- Build strong relationships with school districts using i-Ready Diagnostic & Instruction, an online universal screener, assessment and instruction solution through the cultivation of partnerships to strengthen program implementation
- Ensure i-Ready users are proficient in using the program by identifying user needs and bringing in the Educational Solutions Consultant to provide training and consultative services
- Plan and conduct regular status and check-in meetings with i-Ready users and internal team members to continuously monitor implementations
- Directly address, and coach staff on how to address, educator concerns and ensure the resolution of issues in a timely manner, with follow-up when appropriate

### Sales Consultant (2010-2015)

- Led the business development efforts for a leading line of reading and math assessment instruments and intervention solutions for grades K-8 to school districts throughout Virginia and West Virginia.
- Responded to customers' requests and questions in a timely manner, involving the appropriate support staff.
- Created and delivered professional development training sessions for teachers and administrators, ensuring the implementation of solutions with fidelity.

**Compass Learning, Austin, TX**

2009-2010

#### Account Executive

- Responsible for business development and customer service for an online assessment and instruction solution for K-12 schools.
- Remained current on educator challenges and trends in K-12 education by attending conferences and prospective and current customer meetings.
- Consulted with educators to develop implementation plans to meet goals in reading and math.

**Houghton Mifflin Harcourt**, Boston, MA

2004-2009

**Sales Consultant**

- Responsible for business development and product training for reading and math supplemental educational materials to school districts within the state of Virginia.
- Consulted with districts and schools regarding intervention needs and proposed solutions to fill student skill gaps.
- Worked closely with district administrators to plan and deliver teacher training to increase student proficiency and growth in math, reading, and writing at grades K-8.

## **Eric Brody, Professional Learning Specialist**

### Education

- Administrator Certification (092), Sacred Heart University
- M.Ed., Teaching and Learning, George Mason University
- Elementary Education Graduate Certification Program, University of Pittsburgh
- B.S., History/Elementary Education, University of Pittsburgh

### Professional Experience

**Curriculum Associates, LLC, Billerica, MA**

2019-Present

#### Professional Learning Specialist

- Support districts to select and implement a product with lasting impact on learning
- Work with multiple stakeholders across large audiences
- Support district-wide adoptions of the Ready program and the i-Ready online diagnostic and instruction program
- Help to ensure equity in the classroom by delivering professional development to teachers, coaches and leaders on how to effectively implement Ready and i-Ready to impact classroom learning
- Meet teachers where they are and provide tailored on-site support to teachers, coaches and leaders. This may range from providing lesson planning and pacing support, to helping educators analyze data and apply it to instruction, to working with leaders to identify evidence of implementation successes and challenges
- Collaborate with district leader and site leaders to develop and revise annual professional development plans and schedules
- Serve as a thought leader for Curriculum Associates, exemplifying the company's mission-driven approach and commitment to creating better classrooms for students and teachers

**Coventry Public Schools, Coventry, CT**

2018-2019

#### Mathematics Interventionist

- Provide individualized, daily mathematics intervention instruction to identified students in grades 6-8.
- Plan and co-teach mathematics in grade 8
- Evaluate and revise pacing guides, curriculum, and assessments
- Serve as middle school mathematics liaison for the district's SRBI committee

**Hebron Public Schools, Hebron, CT**

2012-2018

#### Principal, Hebron Elementary School (2012-2018)

#### Assistant Principal, Hebron Elementary School (2012-2012)

- Provided daily leadership and supervision for a body of approximately 300 students and 65 certified / non-certified staff members.
- Responsible for the collaborative planning and management of a needs-based school budget.
- Designed master schedules using input from a cross-section of school stakeholders.

- Developed, facilitates and organizes school committees, staff meetings and professional development to ensure the alignment and implementation of district curriculum and goals.
- Managed school-wide PBIS program to maintain a safe, healthy, and peaceful climate within the school, including the use of the Second Step curriculum.
- Member of the district's Administrative Cabinet which promotes collaborative discussion and cohesive implementation of district-wide programs and objectives.
- Administrative advisor on the district's Data Team, Professional Development (PDEC), Curriculum Design, Technology and Health and Safety committees.
- Conducted teacher evaluations, goal setting and data-related conferences, and individualized professional development that promote personal growth and reflection for all staff.
- Worked collaboratively with the Director of Pupil Services to expand, promote and assess the progress of full-day preschool and School Readiness programs.
- Administrative facilitator of IEP and 504 meetings.
- Participated in monthly school walkthroughs with Superintendent to determine effectiveness of instructional strategies and curriculum implementation.
- Experience and proficiency using Powerschool, NWEA, iReady, Phoenix, Edreflect (Bloomboard), IEP Direct, Veratime and Aseop management systems.

**Marlborough Public Schools**, Marlborough, CT 2008-2012  
K-6 Mathematics/Science Specialist

**Willington Public Schools**, Willington, CT 2006-2008  
K-8 Mathematics Content Coach

**Fairfax County Public Schools**, Fairfax County, VA 1996-2005  
Classroom Teacher, Grades 5 & 6

## **Nick Timmins, Associate Manager, Professional Learning**

### **Education**

- Master of Education in Education Leadership, Organizations, and Entrepreneurship, Harvard Graduate School of Education, 2022
- Bachelor of Science in Advertising/Public Relations with a music emphasis, Texas Christian University, 2008

### **Professional Experience**

**Curriculum Associates, LLC, North Billerica, MA** 2021-Present

#### **Associate Manager, Professional Learning**

##### **Educational Consultant**

- Lead planning and implementation for 3 MA school districts, and facilitate high-quality onsite and virtual professional development, training, support, data analysis, and regularly communicate consultatively with school teachers and leaders

**McGlone Academy, Denver Public Schools, Denver, CO** 2018-2021

#### **3-5 Assistant Principal and Manager of Senior Team Leads**

- Managed Senior Team Leads by providing weekly observations and feedback for teachers through one-on-one coaching conversations; coached my coaches by observing alongside them and providing them feedback on their feedback
- Led an academy of 25 teachers, 10 paras, and 4 leaders, serving 360 students in grades 3-5; responsible for driving the academic programming and student culture of the academy while working closely with fellow APs and principal; led on-going professional development; often focusing on strong, grade-level literacy instruction and small-group differentiation
- Led and coached teachers in literacy instruction; revamped literacy structure across all grades to better serve the needs of our students -- implemented an academy-wide targeted guided reading block

**Roots Elementary, Denver, CO** 2017-2018

#### **Assistant Principal**

- Coached 8 kindergarten – 4th grade teachers, providing weekly lesson plan feedback, weekly classroom observations and feedback through one-on-one coaching conversations, as well as weekly data meetings; Oversaw the Roots Fellowship for 5 first-year teachers with Relay Graduate School of Education (SY18)
- Owned school-wide academic metrics; created and led implementation of a daily school-wide Guided Reading Flood Block, created and supported the implementation of curriculum and assessments for all grades

**Strive Prep, Denver, CO**

2016-2017

Principal Fellow, Director of Elementary Curriculum

- Coached 6 teachers on the second grade team, providing weekly lesson plan feedback and biweekly classroom observations and feedback through one-on-one coaching conversations, including the close monitoring and coaching of a teacher placed on a performance improvement plan
- Led school-wide professional development sessions to a staff of 40 teachers on curriculum, instructional practices, and diversity, equity & inclusion

**Chicago Collegiate Charter School, Chicago, IL**

2015-2016

4th Grade Math Teacher, Instructional Technology Coordinator

- Created and implemented long-term, unit and daily math lesson plans and instructional vision for 53 4th graders; led my students to make an average of 1.1 years of growth on the NWEA MAP math test

**KIPP Ascend Primary School, Chicago, IL**

2010-2015

Miles Family Fellow, Dean of Primary (2014-2015)

- Managed and coached 9 teachers across the second grade team, ancillary team and special education team
- Observed and provided weekly feedback and created actionable next steps through one-on-one conversations
- Created and led math instructional vision; managed math instructional chair around implementation of internal assessments, cognitively guided instruction, and math instructional technology into math across all K-4 classrooms

Math Instructional Chair, First Grade Teacher, Manager (2013-2014)

- Led a team of 4 teachers across all grade-levels (K-3) in planning strong, led on-going professional development sessions for 22 teachers, Created year-long curriculum maps for K-3

Founding First Grade Level Chair, First Grade Teacher, Manager (2011-2013)

- Led 1st grade team to highest growth levels in school's performance history for both math and literacy
- Managed a first grade teacher to support her in achieving development and growth goals for herself and her students

Founding Literacy and Music Teacher (2010-2011)

- Created, developed and executed the vision for daily kindergarten music instruction for 97 students; developed the overall vision of literacy instruction for the school

**Teach for America, Chicago, IL**

2014-2014

School Director, Teach For America Chicago Institute

- Established a school vision, priorities and goals for a school site for 32 corps members from NYC and Detroit; Managed and coached a team of 5 TFA summer instructional staff members

**KIPP Shine Prep/ Teach for America, Houston, TX**

2008-2010

First Grade Teacher, 2008 Corps Member

- Led students to achieve an average of 1.3 years of reading growth, ending the year reading on an average grade-level of 2.6, as well as 92% mastery of first-grade math objectives

## Justin Syroka, Director, Professional Learning

### Education

- M.Ed., Educational Administration and Leadership, Ashland University, Ashland, OH
- Educational Administration and Leadership, Bowling Green State University, Bowling Green, OH
- B.S., Education, The University of Toledo, Toledo, OH

### Professional Experience

#### **Curriculum Associates, LLC**

2017-Present

Director, Professional Learning (2014-Present)

Associate Director, Professional Development (2023-2024)

Senior Manager, Professional Development (2020-2022)

Professional Development Specialist (2017-2018)

Educational Consultant (2017-2017)

- Delivers training and onsite support related to i-Ready and Ready Common Core solutions
- Schedules day-to-day team members working with sales, district and school leaders to coordinate training, initial planning, and ongoing support for i-Ready and Ready Common Core solutions

**Olentangy Local School District, Lewis Center, OH**

July 2010-December 2017

Principal, Cheshire Elementary School

**Solution Tree, Bloomington, IN**

March 2016

Book Reviewer

**Battelle for Kids, Columbus, OH**

June 2015-July 2015

Educational Consultant

**Olentangy Local School District, Lewis Center, OH**

July 2006-June 2010

Assistant Principal, Wyandot Run Elementary School (July 2008-June 2010)

Fourth Grade Teacher/Team Leader/Building Leadership Team (July 2006-July 2008)

**Perrysburg Exempted Village Schools, Perrysburg, OH**

July 2005-July 2006

Fifth Grade Teacher, Fort Meigs Elementary School

**Anthony Wayne Local School District, Whitehouse, OH**

July 2000-July 2005

Sixth Grade & Third Grade Teacher, Fallen Timbers Middle School & Whitehouse Primary School

**Pettisville Local School District, Pettisville, OH**

August 1999-July 2000

Second Grade Teacher, Pettisville Elementary School

## **Lisa Cattaruzza, Educational Sales Consultant**

### Education

- B.S., Management, Fairfield University

### Professional Experience

**Curriculum Associates, LLC**, North Billerica, MA 2013-Present  
Educational Sales Consultant

- Works directly with customers to understand their needs and provide effective solutions
- Facilitates product implementation and provides high-level support to ensure long term success for all customers
- Represents Curriculum Associates by excelling in building relationships with clients on state, district, and school levels
- Serves school systems through a myriad educational tools with a core emphasis research-based, classroom-proven materials flexible, focused, and targeted instruction to help educators effectively address the diverse levels and needs in every classroom
- Employs a deep and ongoing understanding of product information, critical to revenue growth and company success

**Teacher Created Materials Publishing**, Huntington Beach, CA 2010- 2013  
Supplemental Sales Representative for CT, RI and MA

**McGraw-Hill Publishers**, New York, NY 2009-2010  
PreK-6 Textbook and E-Product Sales for CT and RI

**Harcourt School Publishers/ Houghton Mifflin Harcourt**, Boston, MA 2006-2009  
Pre K-6 Textbook and E-Product Sales for CT, VT, and RI

**Shore Publishing, LLC**, Madison, CT 2003-2006  
Advertising Account Executive

**The Hessel Group/INEO** 1994-2003  
Training/Sales/Marketing Manager

**Prudential Real Estate & Relocation**, Fort Wayne, IN 1985-1994  
Director of Client Services

**Pearson, London, United Kingdom**  
Account Executive

2007-2012

- Strategically grew NovaNET market share in NY from zero business in 2007, into a top revenue producing territory nationwide in less than 18 months
- Delivered 104% of goal, 2008. Accomplished 312% of goal and #2 AE overall, 2009
- Finished 130% of goal and #4 AE overall, 2010
- Achieved 98% of goal, 2011. Maintained a 93% renewal rate in NY over 5 years
- Achieved President's Club, 2008, 2009 & 2010

**Spectrum K-12 School Solutions, Towson, MD**  
Account Executive

2002-2007

- Accountable for selling customized/automated IEP solutions to large urban school districts with total student enrollments of 20,000 students or greater (Territory included MD and TX)
- Conducted multiple customer needs analysis interviews, & presented detailed follow-up reports as part of the consultative/individualized sales process
- Consistently negotiated multi-year paid up front contracts, resulting in annual sales totaling more than \$2M

**NCS Pearson, Bloomington, MN**  
Implementation Specialist/Account Executive

1999-2002

- Supported three Strategic Account Executives to ensure successful SASIxp implementations for large district implementations, (20K+ total enrollments), within the East Coast and Midwest
- Rapidly promoted to Account Executive on the strength of outstanding performance, and multiple stellar customer reviews
- Responsible for expanding the Student Information Software (SIS) business for NCS Pearson in NY over 150% in two years
- Managed the BOCES/RIC partnership for NCS Pearson to ensure the support of SASIxp on a statewide scale

**Greece Central School District, North Greece, NY**  
High School English Teacher

1996-1999

- Taught Sr. English (British Literature) and Journalism (11<sup>th</sup> and 12<sup>th</sup> grade)

## **Jeff Ohmer, Sales Director**

### Education

- M.S., Education and School Administration, Johns Hopkins University
- B.S., Elementary Education, Indiana University of Pennsylvania

### Professional Experience

#### **Curriculum Associates, LLC**

2018-Present

##### Sales Director

- Regional Manager for the Northeast states
- Works directly with educators to understand their needs and provide effective solutions
- Facilitates product implementations and provides high-level support to ensure long term success for all educators

#### **McGraw-Hill Education**

2003-2018

##### National Manager, Achievement Solution Group

- Managed a team of eight sales representatives covering 27 states to support sales across the eastern half of the United States. Worked with the team and developed strategies and plans to work with other sales representatives and management to secure high level appointments, position appropriate solutions, to secure both new and incremental business along with promoting sales of professional development. Partnered with services team to develop and deliver effective professional development solutions to assure a successful implementation and renewal business.

##### Senior National Curriculum Specialist

- Responsible for supporting Marketing and Product Development Teams with launching new core resources in the market. Trained both internal and external stakeholders' content and positioning in the field. Developed training materials for both the field and for customers. Featured on the Online Professional Learning Environment.

##### Senior Curriculum Specialist

- Responsible for developing and executing a plan for supporting the ongoing implementation of research validated resources in K-12 classrooms. Worked with district level administration to develop plans for supporting teachers with implementing the resources with a high degree of fidelity.

##### District Manager

- Responsible for managing a regional sales team to support sales in the Northeast Region. Developed marketing and sales related activities to support the region while maintaining related budget lines. Directly related to these responsibilities was the collaborative development of cost effective and accountable professional development.

National Consultant

- Responsible for developing and implementing professional development curricula for teachers focusing on effective classroom instruction and for administrators focusing on implementing and evaluating effective classroom instruction. In addition, created sales presentations and overview presentations for a wide range of products and was responsible for incorporating technology in presentations to utilize the resources available for teachers in their classrooms.

Consultant Manager

- Responsible for managing a team of eight regional consultants as well as the national per diem consultants. Duties included managing \$1.0 million expense budget, training teams to support program implementations, and developing Train the Trainer sessions to support program implementations across the region.

Regional Consultant

- Planned and delivered professional development to teachers, parents, and school leaders. Led program implementations in large, urban school districts in the Mid-West.

**Baltimore City Public Schools**

1998-2002

Classroom Teacher

- Taught Kindergarten and First Grade using research validated literacy and mathematics solutions. Served as a demonstration teacher for the district to support other teachers in need of additional professional development.

## **Sandy Batista, VP, Warehouse & Customer Service**

### Education

- B.S., Business Administration, Southern New Hampshire University
- A.S., Information Technology, Southern New Hampshire University
- Logistics Degree Program, Community College of the Air Force

### Professional Experience

**Curriculum Associates, LLC, Billerica, MA** 2008-Present

VP, Warehouse & Customer Service (2018-Present)

Director of Customer Service & Warehouse Operations (2015-2018)

Customer Service Manager (2008-2015)

- Responsible for developing, organizing and coordinating customer service departmental operations and procedures in order to ensure organizational effectiveness and efficiency
- Develops a strong team environment encouraging a positive and motivated sales force
- Ensures workflow efficiencies, customer service excellence, and quality assurance
- Participates in work of subordinates to facilitate productivity and overcome difficult aspects of work

**Triumph Learning, Northborough, MA** 2008- 2008

Director of Quality Control

- Reviewed current policies and procedures
- Performed checks and balances on systems to ascertain strengths and weaknesses
- Worked with department heads to enhance or develop, implement, and document new processes
- Ensured that the products, services, or processes met specific requirements and were fiscally sound
- Early detection and prevention of problems using statistical process control, existing web reports, and creation of custom reports through SQLServer
- Observed employees to ensure adequate skills, or training existed, and directions are comprehended
  - Recommended corrective actions to avoid diminished quality in service and product

**Options Publishing, Merrimack, NH** 1999-2008

Director of Operations and IT (2006-2008)

- Installed, managed and upgraded computer systems
- Bought hardware and software
- Ensured back-up systems operated effectively
- Maintained organizational policy in regard to the information system by implementing IT policies, procedures, and best practices
- Aligned company objectives

**The City of Waterbury, Department of Education**  
**RFP# 8649: Online Math Intervention Software**

- Inspected, evaluated, identified, and established yearly budget of software and equipment needed to maintain and improve daily operations
  - Kept costs 35% below budget for 2007
- Key leader in the launch of the Customer Relationship Management system
- 24 hours, 7 days a week full desktop support for in-house staff, regional VPs and field sales reps
- Installed Windows 2003 server in satellite office without disruption to daily operations

**Director of Production (1999-2006)**

- Oversight of production department, including costs and staff management
- Scheduled and prioritized work in progress
- Maintained key interface between product development department and printing vendors
- Held responsibility for both short and long term production strategy plans
  - Used current and efficient production strategies
- Performed administrative/managerial services to maintain 6 months inventory on-hand
- Met strict production deadlines to ensure 100% order completion, zero backorders

**United States Air Force, Travis Air Force Base, CA**  
**Inventory Management Specialist**

1988-1998

- Supervised customer service, equipment management, and stock control departments
- Provided item and monetary accounting services for financial planning and funds control
- Established requisitions and tracked parts through manufacturing at Lockheed-Martin using an asset sourcing system
- Coordinated with communications specialist to establish requirements for a new \$1.2 million dollar LAN system to support and ensure connectivity to organizations base wide
- Ensured 100 percent accountability of communications security assets, valued at \$8.7 million
- Conducted weekly classes for external and internal customers on ordering procedures

# Curriculum Associates®

Prepared For:  
Darren Schwartz  
Waterbury Public Schools  
236 Grand St,  
Waterbury, CT 06702

3/18/2026

Dear Darren Schwartz,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2026-2027    Quote ID: 451106.4    Quote Valid through: 12/31/2026

| Product                   | List Price   | Net Price    |
|---------------------------|--------------|--------------|
| i-Ready                   | \$114,934.80 | \$114,934.80 |
| Toolbox                   | \$27,172.80  | \$27,172.80  |
| Professional Learning     | \$24,000.00  | \$24,000.00  |
| i-Ready Partners Services | \$12,000.00  | \$0.00       |
| List Total:               |              | \$178,107.60 |
| Savings:                  |              | \$12,000.00  |
| Shipping/Tax/Other:       |              | \$0.00       |
| Total:                    |              | \$166,107.60 |

Thank you again for your interest in Curriculum Associates.

Sincerely

Lisa Cattaruzza  
(203) 848-8435  
lcattaruzza@cainc.com

*i-Ready Partners Services Includes:*

- **Initial Implementation Services:** Provisioning, Initial Rostering, Hosting, Technology Assessment
- **Implementation Management:** Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management
- **Staff Development Consultation and Resources:** Consultative services to help you plan and make the most of Professional Learning sessions, and i-Ready Central Self-Service Resources
- **Technical Support:** Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support

Please submit this quote with your purchase order

# Curriculum Associates<sup>®</sup>

Quote ID: 451106.4    Date: 3/18/2026    Quote Valid through: 12/31/2026

Prepared For:  
**Darren Schwartz**  
**Waterbury Public Schools**  
**236 Grand St,**  
**Waterbury, CT 06702**  
**dschwartz@waterbury.k12.ct.us**  
**2035748000**

Your Representative:  
**Lisa Cattaruzza**  
**(203) 848-8435**  
**lcattaruzza@cainc.com**

## i-Ready

| Product Name                                                                    | Item #  | Qty | List Price  | Net Price   | Total        |
|---------------------------------------------------------------------------------|---------|-----|-------------|-------------|--------------|
| i-Ready Assessment and Personalized Instruction Math 3.5 Years for 600 Students | ZZ002.0 | 2   | \$57,467.40 | \$57,467.40 | \$114,934.80 |
| i-Ready Subtotal:                                                               |         |     |             |             | \$114,934.80 |

## Toolbox

| Product Name                                                       | Item #  | Qty | List Price  | Net Price   | Total       |
|--------------------------------------------------------------------|---------|-----|-------------|-------------|-------------|
| Teacher Toolbox Access Math Per Student 3.5 Years for 600 Students | ZZ004.0 | 2   | \$13,586.40 | \$13,586.40 | \$27,172.80 |
| Toolbox Subtotal:                                                  |         |     |             |             | \$27,172.80 |

## Professional Learning

| Product Name                                    | Item #  | Qty | List Price  | Net Price   | Total       |
|-------------------------------------------------|---------|-----|-------------|-------------|-------------|
| Professional Learning (10 Paid/6 Free Sessions) | ZZ003.0 | 1   | \$24,000.00 | \$24,000.00 | \$24,000.00 |
| Professional Learning Subtotal:                 |         |     |             |             | \$24,000.00 |

## i-Ready Partners Services

| Product Name                                                                                                                                                       | Item #  | Qty | List Price | Net Price | Total  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----|------------|-----------|--------|
| i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check Ins 3 Years | 27941.0 | 2   | \$6,000.00 | \$0.00    | \$0.00 |
| i-Ready Partners Services Subtotal:                                                                                                                                |         |     |            |           | \$0.00 |

| Total |                     |                     |
|-------|---------------------|---------------------|
|       | List Total:         | \$178,107.60        |
|       | Savings:            | \$12,000.00         |
|       | Merchandise Total:  | \$166,107.60        |
|       | Voucher/Credit:     | \$0.00              |
|       | Estimated Tax:      | \$0.00              |
|       | Estimated Shipping: | \$0.00              |
|       | <b>Total:</b>       | <b>\$166,107.60</b> |

### Special Notes

15% Partnership Discount applied to Toolbox contingent upon purchase of i-Ready.

5% discount applied to i-Ready based on scope of quote. Payment terms as follows: a total of \$55,369.20 is due annually by July each year, with each school responsible for an annual payment of \$27,684.60.

F.O.B.: N. Billerica, MA 01862

Shipping: Shipping based on MDSE total

Terms: Net 30 days, pending credit approval

Fed. ID: #26-3954988

Please submit this quote with your purchase order

V3

# Curriculum Associates®

## Information on Professional Learning Sessions

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. In the event of a (i) government-declared public health emergency or (ii) weather event, that materially impacts in-person instruction, sessions may transition to a virtual format. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot safely reach a session site, or if adequate health safety measures cannot be put in place.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice.

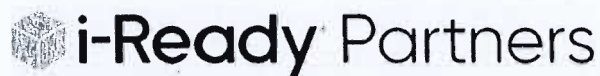
Any questions regarding scheduling in-person or virtual training sessions should be directed to [pdoperations@cainc.com](mailto:pdoperations@cainc.com).

# Curriculum Associates<sup>®</sup>

## Notice for Usage of Teacher Toolbox Materials

Thank you for your interest in Teacher Toolbox! Teacher Toolbox is a digital collection of instructional materials, designed to support teachers in delivering research-based instruction, remediation, and enrichment to students in Grades K–8.

Your Teacher Toolbox subscription provides access to Teacher Toolbox content for Grades K–8. During this time, educators may use Teacher Toolbox materials during whole class and small group instruction, for individual assignments, and may post student-facing Teacher Toolbox PDFs on a password-protected learning management system (LMS). Please be aware that files expire on June 30 of each year for purposes of Teacher Toolbox maintenance and updates. If you add files to an LMS, this expiration date may require that you re-load these files after this date.



## Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

### Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.



**Account  
Management**



**Professional  
Development**



**Educational  
Consultants**



**Achievement  
Analytics**



**Technical  
Support**

### Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals



### Curriculum Associates

© 2021 Curriculum Associates, LLC. All rights reserved. | 08/21 OK

# Curriculum Associates®

## Placing an Order

Email: [Orders@cainc.com](mailto:Orders@cainc.com)

**Submit PO by Mail:**

ATTN: CUSTOMER SERVICE DEPT.  
Curriculum Associates LLC  
153 Rangeway Rd  
North Billerica, MA 01862-2013

**Submit Order by Check:**

Curriculum Associates, LLC  
PO Box 936600  
Atlanta, GA 31193-6600

Please visit [CurriculumAssociates.com](http://CurriculumAssociates.com) for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.  
If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to [exempt@cainc.com](mailto:exempt@cainc.com).

## Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

| Order Amount          | Freight Amount        |
|-----------------------|-----------------------|
| \$74.99 or less       | Max charge of \$12.75 |
| \$75.00 to \$999.99   | 12% of order          |
| \$1,000 to \$4,999.99 | 10% of order          |

| Order Amount              | Freight Amount |
|---------------------------|----------------|
| \$5,000.00 to \$99,999.99 | 9% of order    |
| \$100,000 and more        | 8% of order    |

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service \$1000/delivery/site

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$500/shipment location
- Freight Storage \$1000/shipment location
- Freight Carrier Redelivery \$350/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

## Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing [AR@cainc.com](mailto:AR@cainc.com).

Please send any payment notifications to [payments@cainc.com](mailto:payments@cainc.com). Credit card payments are only accepted for purchases under \$50,000.

## Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic Invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at [invoices@cainc.com](mailto:invoices@cainc.com) or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

## Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at [i-ready.com/support](http://i-ready.com/support). Customer's professional learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at [curriculumassociates.com/support/privacy-and-policies](http://curriculumassociates.com/support/privacy-and-policies). To the extent that any of the terms herein come into conflict with CA's existing contractual obligations and legal liabilities, the parties agree to enter into good faith negotiations to renegotiate the terms herein.

## Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, i-Ready Classroom® student and teacher sets, and Magnetic Foundation and Literacy classroom kits.