



Springfield 2022-2023

Our Year in Review

#SPSCompassionate&Extraordinary

Springfield Public Schools Vision & Mission

Vision:

Cultivating compassionate and extraordinary learners!

Mission:

Springfield Public Schools will challenge every student through meaningful, engaging experiences — empowering all students to flourish and contribute in an evolving world.

#SPSCompassionate&Extraordinary



Springfield 2022-2023

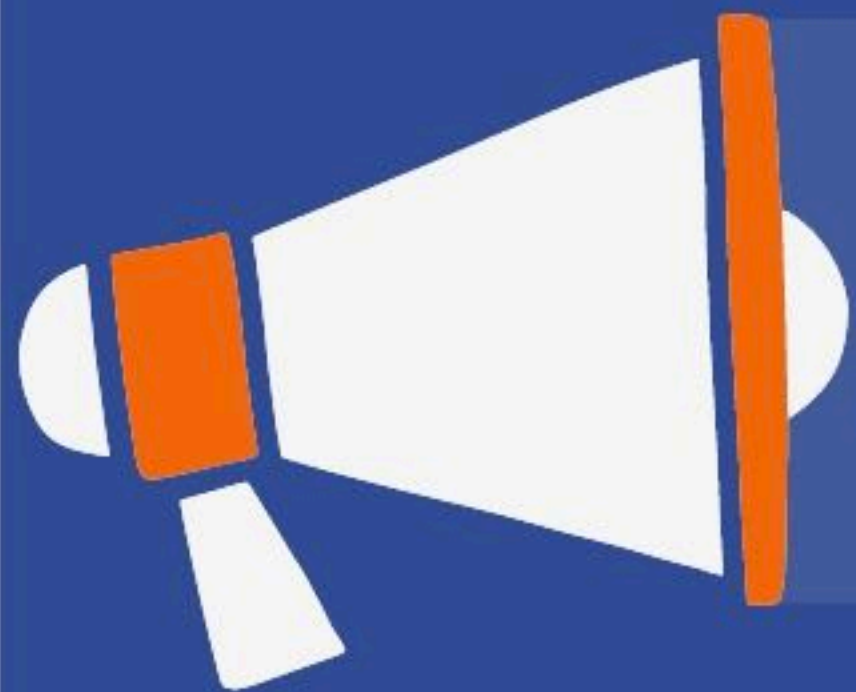
Our Year in Review

#SPSCompassionate&Extraordinary

Expanded to Full Day PreK!



THANK YOU, SPRINGFIELD!



Preliminary results show
that both questions
have **PASSED!**



[SPRINGFIELDSCHOOLS.COM/REFERENDUM](https://springfieldschools.com/referendum)

*Thank You
Springfield!*

**\$32.9 Million
Dollars in
Funding!**

Caldwell's New Playground!



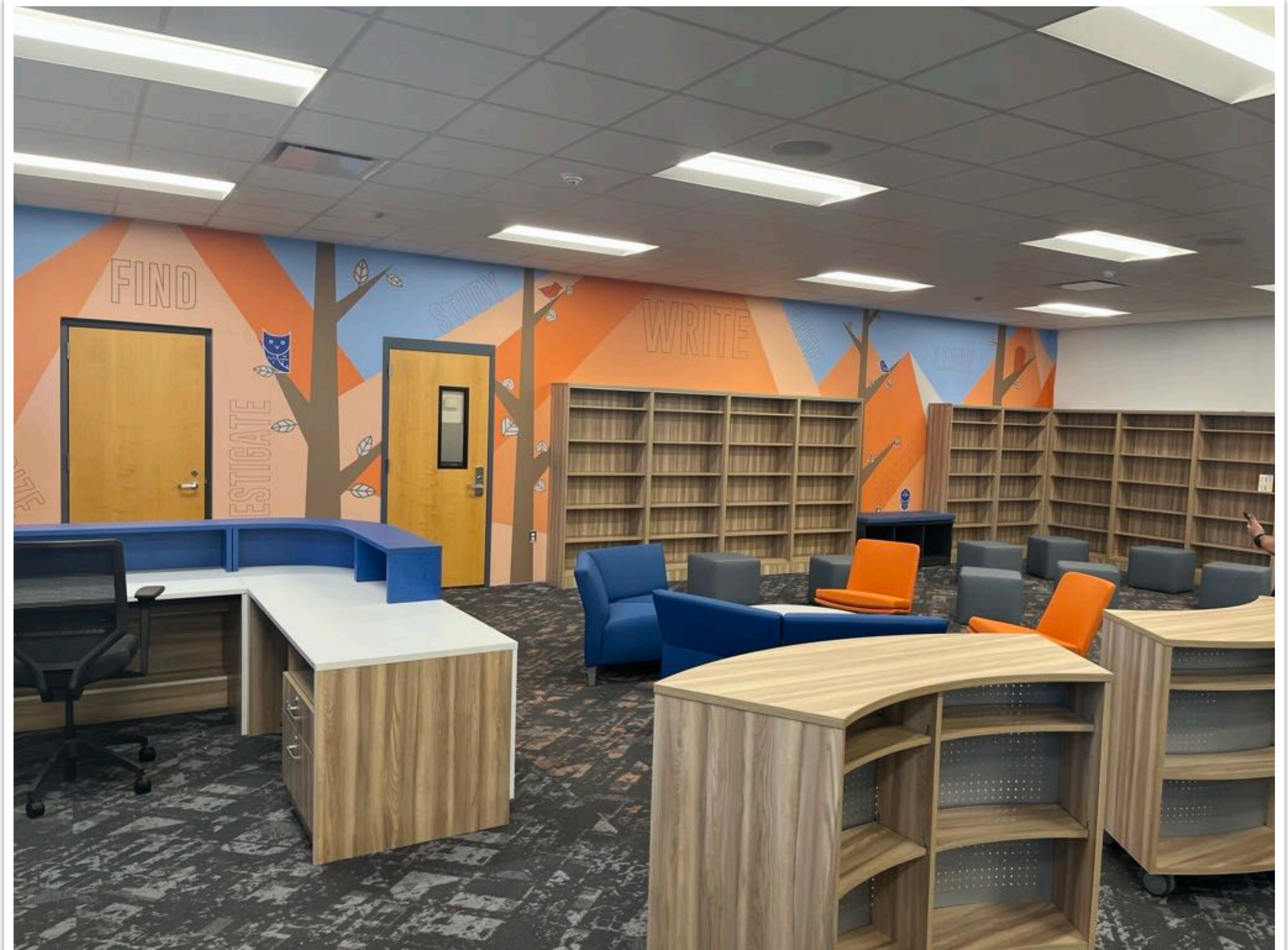
FMG Media Center & Learning Lab Almost Ready!



Learning Lab
Classroom
Space



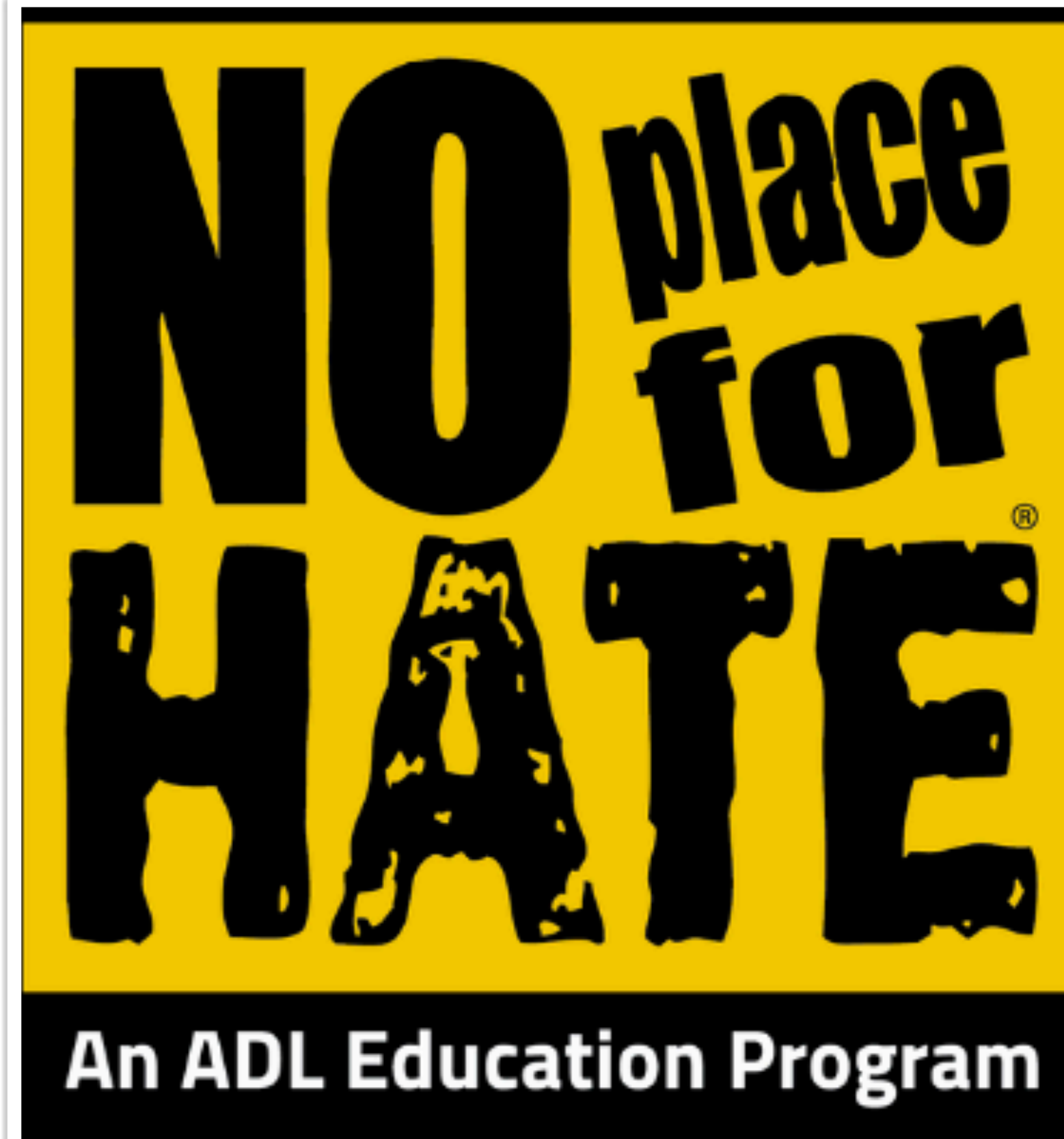
Film & Editing Spaces



Celebrating Our Diversity



**Our
Elementary
Schools are
Designated
No Place for
Hate Schools!**



**THE NO PLACE
FOR HATE® PLEDGE**

ELEMENTARY SCHOOL



I PROMISE to do my best to treat everyone fairly.

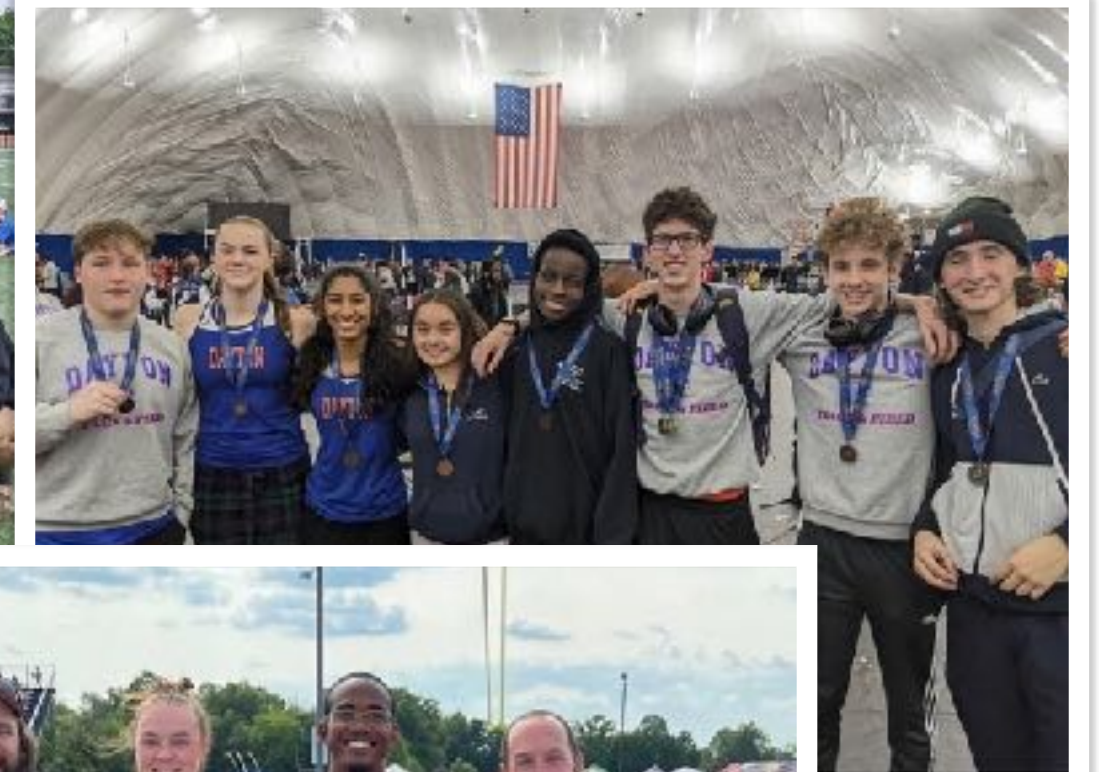
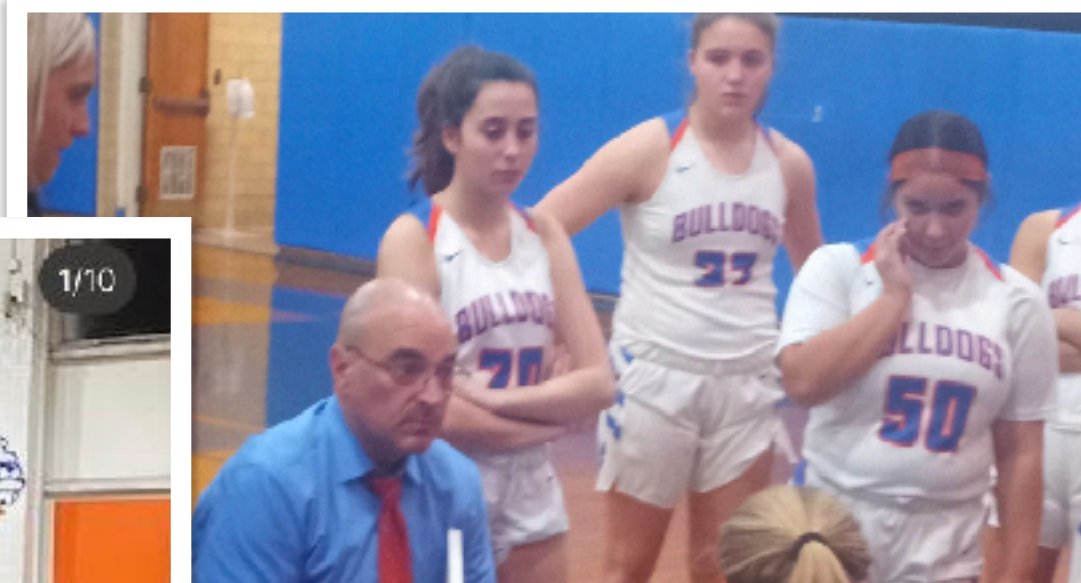
I PROMISE to do my best to be kind to everyone — even if they are not like me.

IF I SEE someone being hurt or bullied, I will tell a teacher.

EVERYONE should be able to feel safe and happy in school.

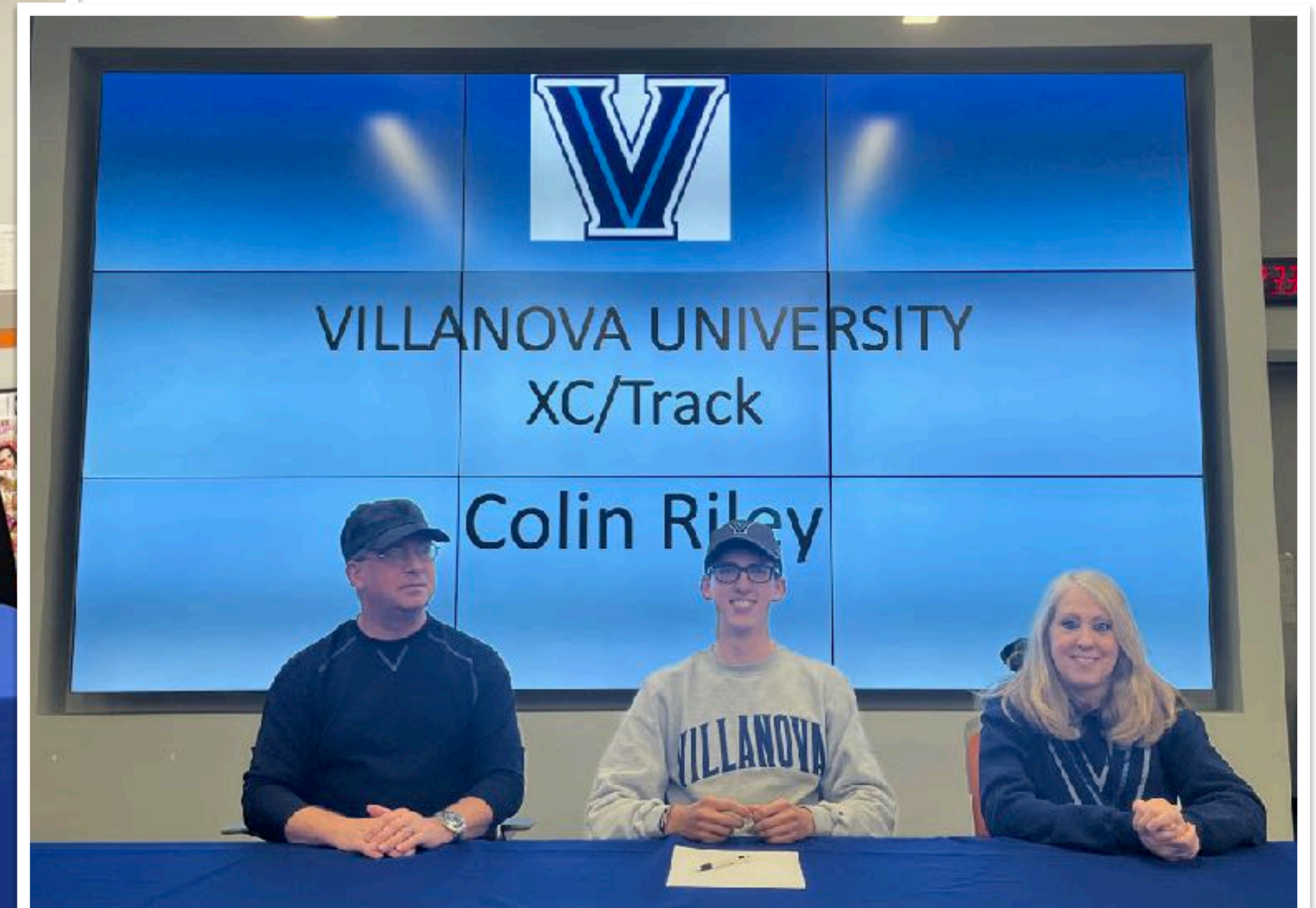
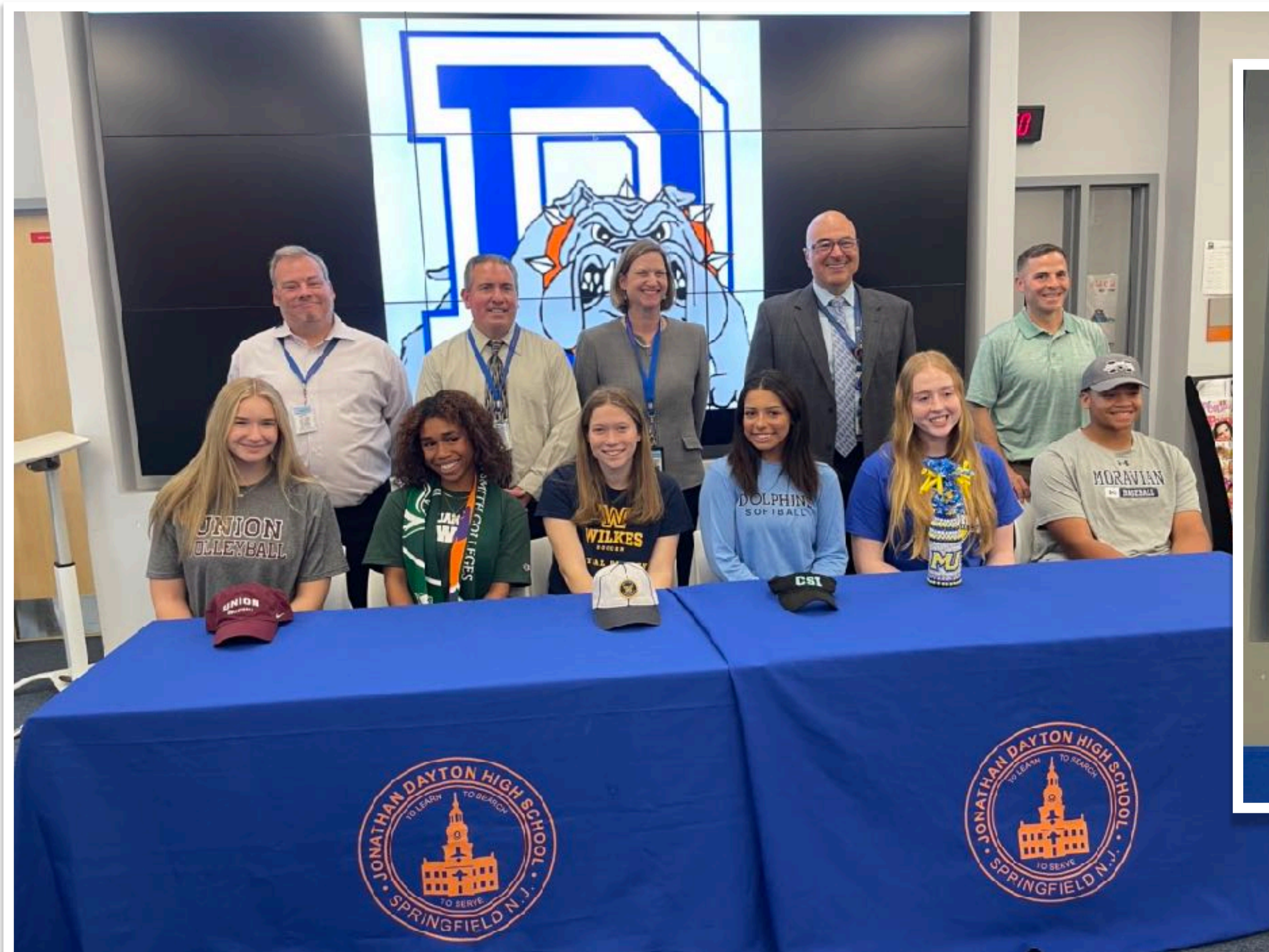
I WANT OUR SCHOOL to be No Place For Hate®.

Cheering Our Athletics Programs!



Coach Rennie & Coach
Fabiano Milestone Wins!

Athletic Commitment Ceremonies!



Thriving Arts Programs!

Florence M. Gaudineer Middle School
Production of

Roald Dahl's
Willy Wonka JR.

December 9 & 10, 2022
7 pm
Students/Seniors \$10, Adults \$12

Words and Music by
Leslie Brieusse and Anthony Newley

Adapted for the Stage by Leslie Brieusse and Timothy A. McDonald

Based on the book Charlie and the Chocolate Factory by Roald Dahl

Roald Dahl's Willy Wonka JR. is presented through special arrangement with and all authorized materials are supplied by
MGM Music International, New York, NY
(212) 941-1434 mimusic.com

JONATHAN DAYTON HIGH SCHOOL PROUDLY PRESENTS

THE
**TWILIGHT
ZONE**

NOVEMBER 17-19, 2022
PERFORMANCES BEGIN AT 7PM

\$12 FOR ADULTS
\$8 FOR STUDENTS AND SENIORS
TICKETS CAN BE PURCHASED AT THE DOOR OR AT
[HTTPS://WWW.SHOWTIX4U.COM/EVENT-DETAILS/67922](https://www.showtix4u.com/event-details/67922)

TICKET SALES OPEN TO THE PUBLIC ON SUNDAY NOVEMBER 6, 2022

SCREENPLAY BY ROD SERLING

"THE TWILIGHT ZONE" IS PRESENTED THROUGH A SPECIAL ARRANGEMENT
WITH CBS BROADCASTING, INC.

Jonathan Dayton High School
proudly presents

RATED PG-13
(strong
language,
mature content)

TEEN
EDITION

HEATHERS
The Musical

March 24 & 25 at 7 pm
March 26 at 2 pm

Ticket Sales open March 13 at 9 am
\$12/students, \$15/adults

Scan for
tickets!

Book, Lyrics and Music by Laurence O'Keefe and Kevin Murphy
Based on the film written by Daniel Waters
Heathers the Musical was originally directed Off Broadway by Andy Fickman and choreographed by
Marguerite Dericks



Recognizing Our Achievements!



Supporting Our Future!

Over \$100k in
scholarships
awarded at Senior
Awards Night!

Thank you to our
community for your
ongoing support in
future Bulldogs!



Celebrating Our Educators!



23-24 School Year Starts with Learning!



What's Coming in 23-24

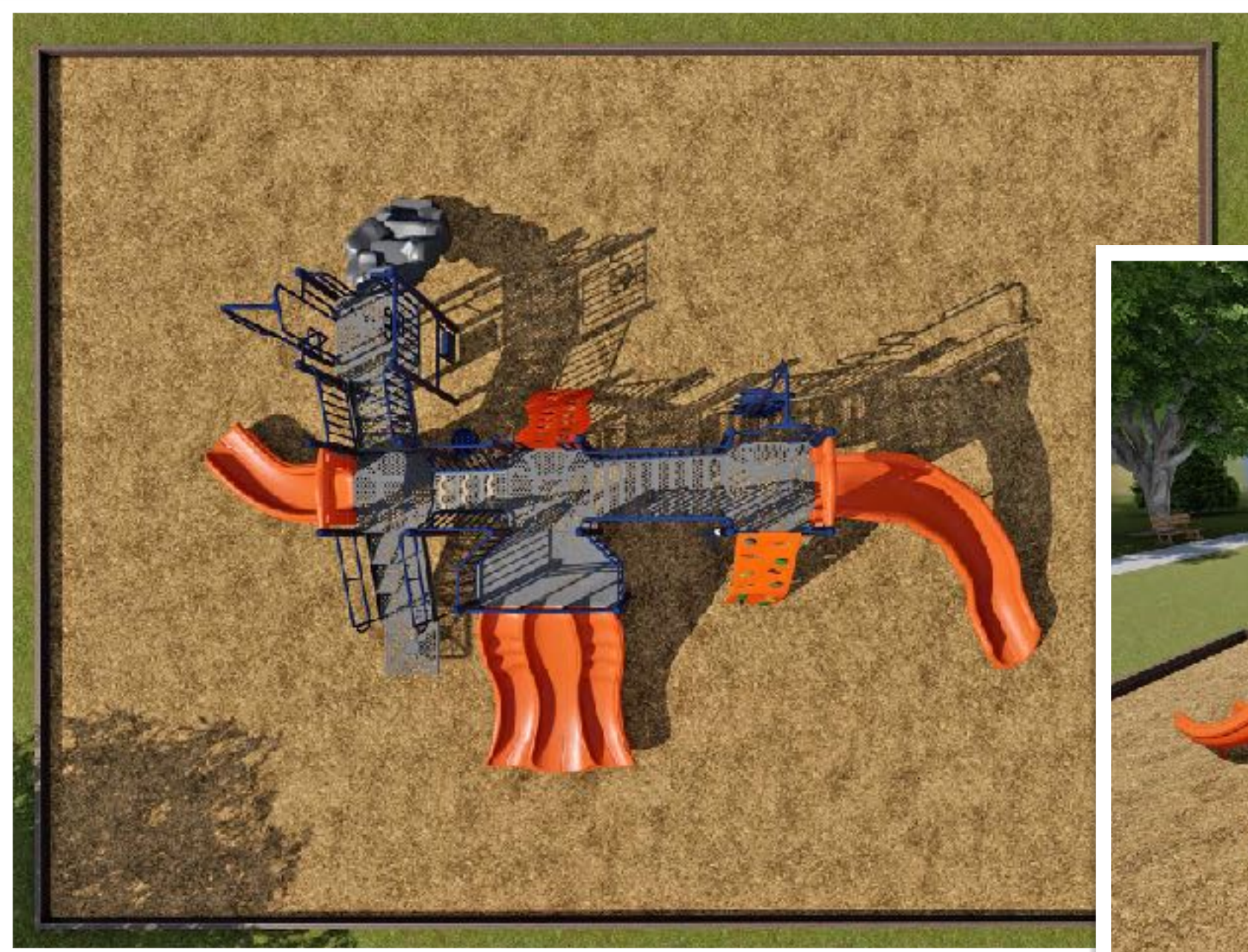
Coming Soon! New Playgrounds!

Utilizing State Preschool Aid for New Early Childhood (ages 3-5) Playgrounds at Walton & Sandmeier!



Walton Playground Restoration

Pending Bid Opening for Ground Restoration
Playground Replacement Ordered to Serve Ages 5-10



Ongoing Referendum Work

- Currently working with Architects and Project Managers to develop project timelines and bid documents
- Meeting vendors to review security cameras and scalable system upgrades
- Planning usage of facilities for the 23-24 school year

Summer Facilities & Capital Project Work*

- Capital project work in process includes the design and project specifications for Field House remediation and renovation
- FMG HVAC for Media Center/Learning Lab to be installed in the coming weeks
- Recent facilities work includes replacement of condensate pumps, boiler lines, and boiler feedtanks
- FMG Life Skills classroom prepared for construction

9th Grade Electives in 23-24

- Writing and Research course no longer required for 9th graders
- Graduation Requirements have not changed, still requiring 25 credits in English Language Art, but students now have the option to take courses such as Creative Writing and Poetry, Journalism, Yearbook, Film in Literature, or another option at anytime throughout their time in high school
- Meetings with 8th graders gathered their preferences and the high school has been busy finalizing student schedules

FMG Program of Studies

- Provides a full overview of courses available to students in Grades 6-8
- Explains elective courses
- Explains course levels and access to different levels

New K-5 Math Programs

Mr. Gregory Salmon
STEM Supervisor

#SPSCompassionate&Extraordinary

First, a big thank you...

The Piloting Teachers:

Dana Zika, Susan Felter, Jenna DiCarlo, Caitlin Lowe, Colleen Funk, Dori D'Aloisio, Katherine Frankhouser, Alyssa Grobarz, Danielle Elia, Dolores Handy, Kristine Murray, Jeneva Fiamingo, Gregg Erickson, Deana Pytlowany, Gillian Dillard

And most importantly, the students in the piloting classes!

Reflection, Research, Piloting

- Everyday Math primary curricula beginning in 2012
- NJCCCS to NJCCSS to NJSLS
- Research and District Data showed slowing math growth and disadvantages to the “spiraling” methodology
- CAR training to align standards and learning resource
- Identified a clear need for a new program aligned to our students and teachers needs
- 22-23 Pilot
 - Edreports.org
 - Input from our staff
 - Input from other districts
 - Many hours of sales pitches
 - iReady Classroom (Nov-Jan)
 - Into Math (Feb-March)
 - Reveal Math (April-May)

The Piloting Process: Decision Driving Factors

- More in-depth questions to address the NJSLS-Math more dynamically
- Students are asked not only to solve problems, but are asked to think, pair, share, and discover at the start of each lesson
- Students are also asked to write about math in different ways
- Students will develop better mathematical reasoning and language skills
- Better resources for differentiation, scaffolding, reteaching
- K-2 has more hands-on resources for each lesson (e.g. math games)
- Online learning tools provide many opportunities for students to see and interact with the content

Highlights from Reveal Math

(Grades K -2)



Reveal
MATH[®]

Reveal the Full Potential
in Every Student

Major Focus Areas:

- **Equitable classrooms:** Learner-focused practices to develop a classroom designed for all students.
[See pages 4–5, 8–9, and 18–19.](#)
- **Social and Emotional Learning:** Competencies to support academically and socially engaged classroom members.
[See page 11.](#)
- **Metacognition:** Promotion of student reflection on their learning.
[See pages 14, 16, and 17.](#)
- **Sense-Making:** Support for the development of problem-solving skills.
[See page 10.](#)
- **Classroom Discourse:** Use of the appropriate math vocabulary and constructive critique of classmates' math thinking.
[See page 12.](#)
- **Productive Struggle:** Productive engagement with mathematical ideas and relationships.
[See pages 12 and 13.](#)
- **Fluency:** Use of flexible strategies to practice math content and achieve automaticity.
[See page 15.](#)
- **Instructional Routines:** Structures and expectations that create productive classroom interactions with students.
[See page 9.](#)



Launch

Be Curious starts every lesson with the opportunity to be curious about math.

- Students focus on exploration and sense-making.
- Teachers foster students' ideas through meaningful discussion.

Explore & Develop

Explore and Develop unpacks the lesson content through activity-based or guided exploration.

- Students explore the lesson concepts and engage in meaningful discourse.
- Teachers utilize effective teaching practices to make meaningful connections.

Practice & Reflect

On My Own offers students opportunities to engage with the math and reflect on their learning.

- Students practice lesson concepts, completing the On My Own exercise.
- Teachers monitor progress and have students reflect on the lesson's learning targets.

Two ways to Teach Every Lesson!

Build Fluency

Number Routines

Support the development of fluency with targeted concepts, prerequisite skills, and mental math strategies at the start of every lesson.

MLR

Math Language Routines

Adjust the way students organize and communicate their own ideas and clarify the ideas of others throughout the lesson.



Sense-Making Routines

Build conceptual understanding by making sense of mathematical concepts at the base for every lesson.



Assess

The **Exit Ticket** includes a daily formative assessment to check for understanding.

- Students complete a short exit ticket and reflect on their learning.
- Teachers use data to inform their daily differentiation.

Differentiate

Daily differentiation helps support every student in their path to understanding.

- Students work on differentiated tasks to reinforce their understanding, build their proficiency, and/or extend their thinking.
- Teachers pull small groups as needed.



Workstation Kit

The Workstation Kit provides resources to support differentiated workstations or centers.

Game Station

A fun way to engage with the lesson content and collaborate with classmates

Application Station

Opportunity to apply unit content to real-world problems and projects. Application Station Cards include:

- STEM-Focused Projects
- Cross-Curricular Connections
- Real-World Problem-Solving

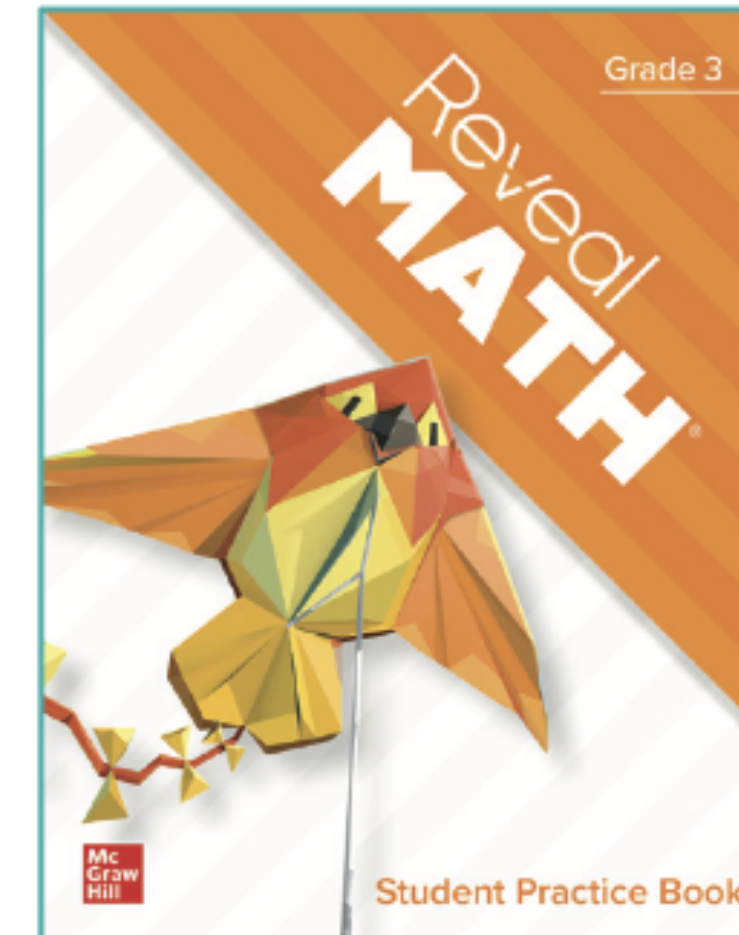
Digital Station

Digital opportunities to interact and practice include:

- Digital Games
- STEM Adventures
- Interactive Practice
- Spiral Review
- Take Another Look Mini-Lessons



Student Edition,
2-volume

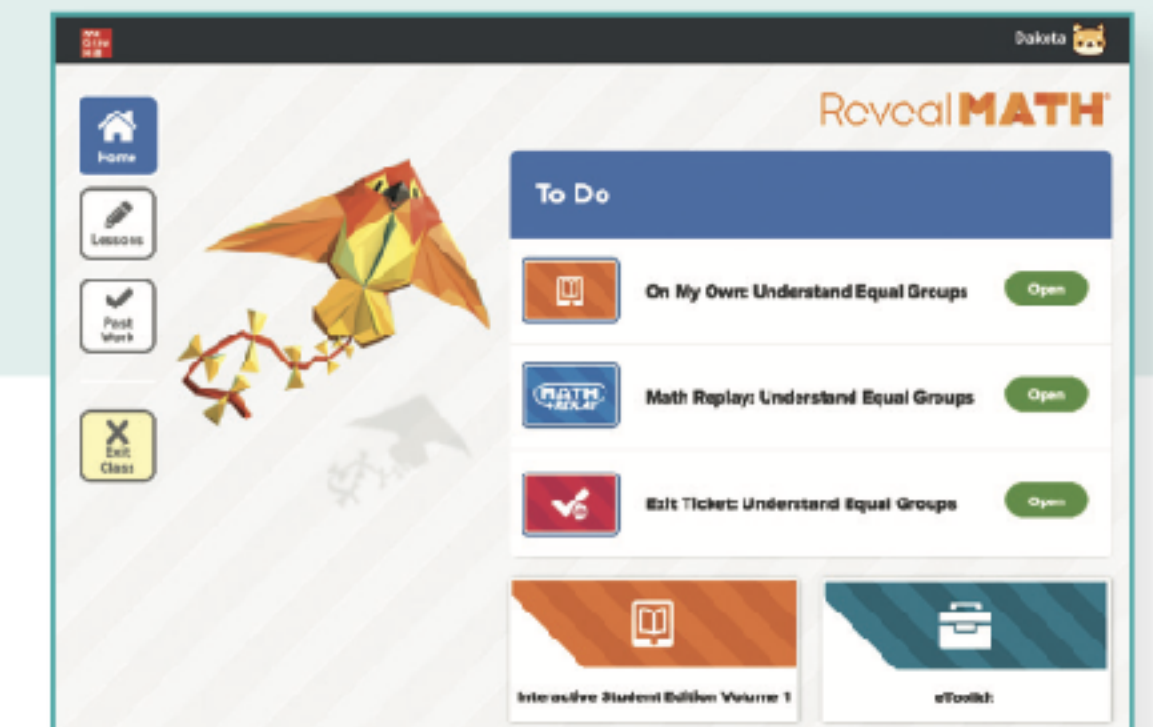


Student Practice Book

Student Digital Experience

Students have access to a robust set of engaging digital tools and interactive learning aids, including:

- Interface designed for elementary students
- Interactive Student Edition
- Daily interactive practice with embedded learning aids
- Online assessments with interactive item types
- Digital games designed for purposeful practice
- Instructional mini-lessons to reinforce understanding
- Rich exploratory STEM Adventures
- Visual and dynamic WebSketch activities
- Animations, videos, and eTools



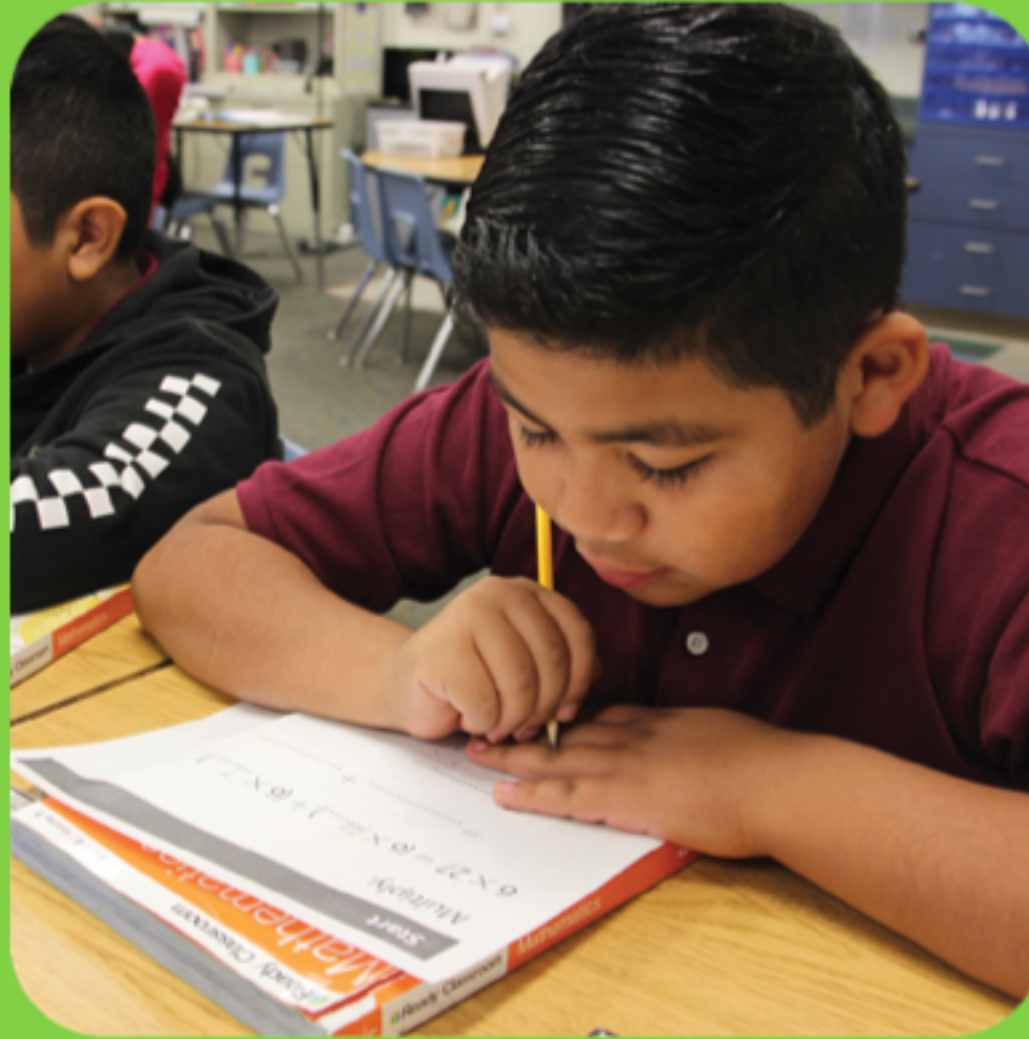
Highlights from i-Ready Classroom Mathematics (*Grades 3-5*)



What we believe . . .



Students take ownership of their learning



Practice matches the rigor of the standards



Teachers use data to differentiate instruction

A Shift in Instruction . . .



Students attempt the problems on their own.



Students discuss their approaches with one another.



Students make connections about multiple representations.

NCTM's Effective Mathematics Teaching Practices

Mathematically proficient educators . . .



Establish mathematics goals to focus learning.



Implement tasks that promote reasoning and problem solving.



Use and connect mathematical representations.



Facilitate meaningful mathematical discourse.



Pose purposeful questions.



Build procedural fluency from conceptual understanding.



Support productive struggle in learning mathematics.



Elicit and use evidence of student thinking.

Standards for Mathematical Practice

Mathematically proficient students . . .



Make sense of problems and persevere in solving them



Reason abstractly and quantitatively



Construct viable arguments and critique the reasoning of others



Model with mathematics



Choose appropriate tools strategically



Attend to precision



Look for and make use of structure

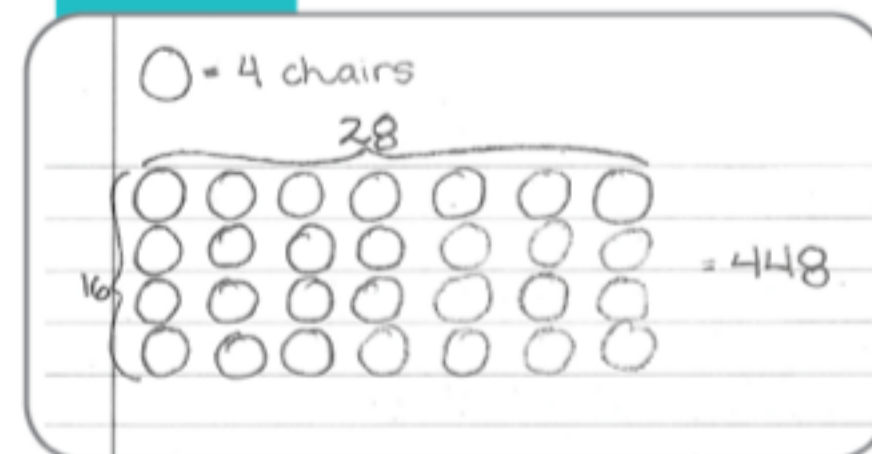


Look for and express regularity in repeated reasoning



Multiple Approaches to a Single Task

Robin



Francis

$2 \cdot a = 28 \text{ chairs}$

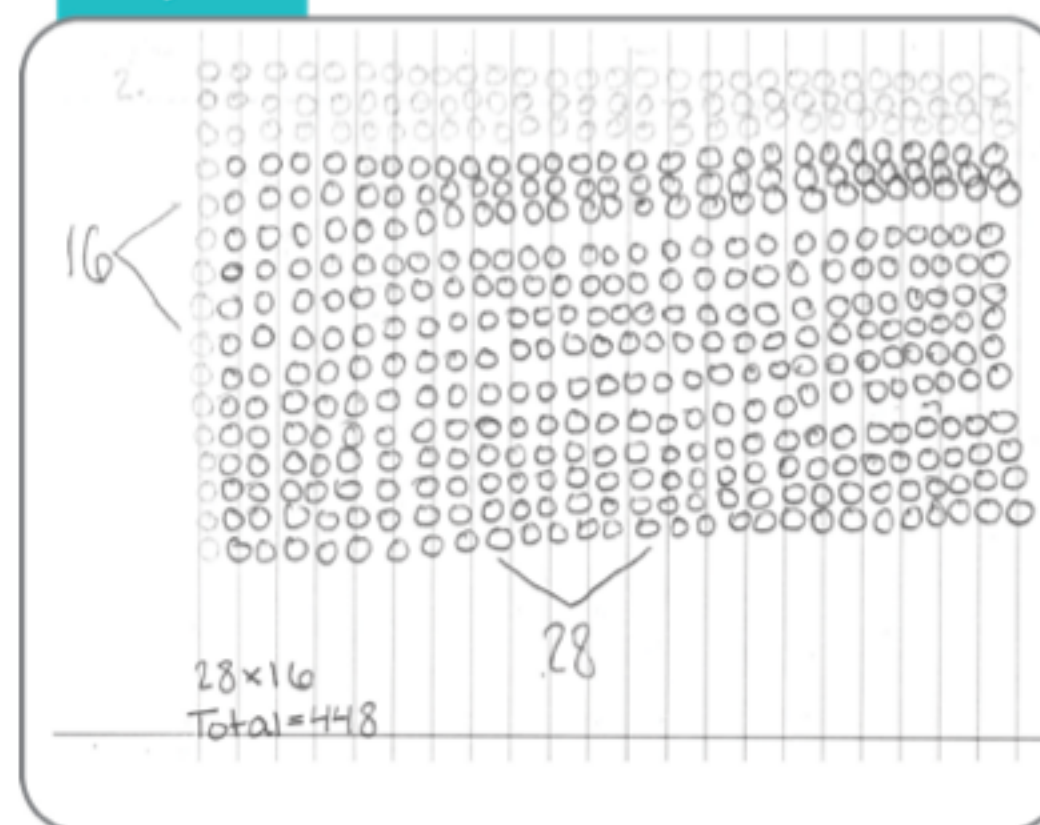
$$\begin{array}{r} a + a + a + a + a + a + a + a \\ a + a + a + a + a + a + a + a \\ a + a + a + a + a + a + a + a \\ a + a + a + a + a + a + a + a \end{array} = 448$$

Jordan

$$\begin{array}{r} 16 \quad 16 \quad 16 \quad 16 \\ \times 7 \quad \times 7 \quad \times 7 \quad \times 7 \\ \hline 112 + 112 + 112 + 112 = 448 \end{array}$$

$$\begin{array}{r} 7 \\ \times 4 \\ \hline 28 \end{array}$$

Taylor



Raul

| | |
|--------|-----------|
| Row 1 | 28 chairs |
| Row 2 | 28 chairs |
| Row 3 | 28 chairs |
| Row 4 | 28 chairs |
| Row 5 | 28 chairs |
| Row 6 | 28 chairs |
| Row 7 | 28 chairs |
| Row 8 | 28 chairs |
| Row 9 | 28 chairs |
| Row 10 | 28 chairs |
| Row 11 | 28 chairs |
| Row 12 | 28 chairs |
| Row 13 | 28 chairs |
| Row 14 | 28 chairs |
| Row 15 | 28 chairs |
| Row 16 | 28 chairs |

Aisha

$$\begin{array}{r} 28 \\ + 28 \\ + 28 \\ + 28 \\ \hline 112 \\ \times 4 \\ \hline 448 \end{array}$$

Lei

$28 \times 16 = 448$

You can use multiples

| | |
|----|-----|
| 1 | 28 |
| 2 | 56 |
| 3 | 84 |
| 4 | 112 |
| 5 | 140 |
| 6 | 168 |
| 7 | 196 |
| 8 | 224 |
| 9 | 252 |
| 10 | 280 |
| 11 | 308 |
| 12 | 336 |
| 13 | 364 |
| 14 | 392 |
| 15 | 420 |
| 16 | 448 |

Juan

$$\begin{array}{r} 20 \times 8 \\ 16 \overline{) 20080} \\ + 6 \overline{) 12048} \\ \hline 448 \end{array}$$

$$\begin{array}{r} 200 \\ 120 \\ 80 \\ 48 \\ \hline 448 \end{array}$$

Angel

$16 \times 28 =$

$$\begin{array}{r} 28 \times 10 = 280 \\ 28 \times 6 = 168 \\ \hline 280 + 168 = 448 \end{array}$$

Raashid

$$\begin{array}{r} 16 \\ \times 28 \\ \hline 48 \\ 128 \\ \hline 448 \end{array}$$

Joaquin





Critical-Thinking Questions for Deeper Understanding and Connections

CONNECT IT

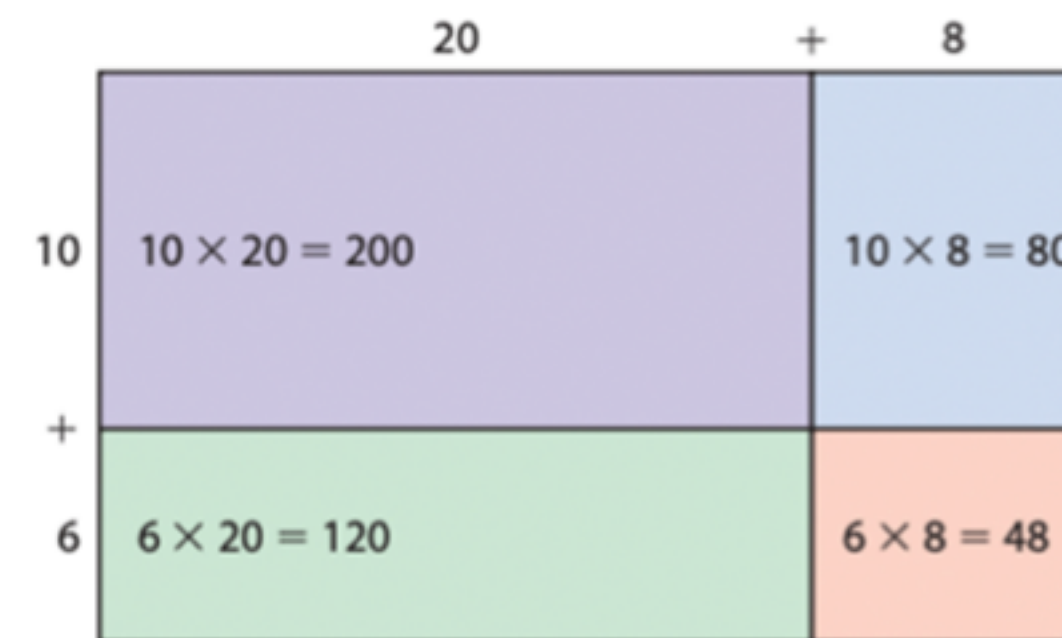
Now you will use the problem from the previous page to help you understand how to multiply a two-digit number by a two-digit number.

- 1 Why is the area model divided into four sections?
- 2 How do the four steps in the multiplication using partial products in **Model It** relate to the four sections in the area model in **Picture It**?
- 3 What is the sum of the partial products and also the product of 28 and 16?
- 4 Would the product change if 20 + 8 on the top of the area model were changed to 10 + 10 + 8? Explain.
- 5 How could you estimate to check the reasonableness of your answer to 28×16 by multiplying with easier numbers?
- 6 **REFLECT**
Look back at your **Try It**, strategies by classmates, and **Picture It** and **Model It**. Which models or strategies do you like best for multiplying a two-digit number by a two-digit number? Explain.

PICTURE IT

You can use an area model to multiply two-digit numbers.

To solve this problem, multiply 28 by 16.



$$200 + 80 + 120 + 48 = ?$$

MODEL IT

You can also multiply two-digit numbers using partial products.

$$\begin{array}{r}
 28 \\
 \times 16 \\
 \hline
 48 \rightarrow 6 \text{ ones} \times 8 \text{ ones} \\
 120 \rightarrow 6 \text{ ones} \times 2 \text{ tens} \\
 80 \rightarrow 1 \text{ ten} \times 8 \text{ ones} \\
 + 200 \rightarrow 1 \text{ ten} \times 2 \text{ tens} \\
 \hline
 ?
 \end{array}$$

Mismatch between Practice and Expectations of the Standards

Standard

4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Name : _____ Score : _____
Teacher : _____ Date : _____

$$\begin{array}{r} 35 \\ \times 40 \\ \hline \end{array}$$
$$\begin{array}{r} 21 \\ \times 54 \\ \hline \end{array}$$
$$\begin{array}{r} 81 \\ \times 99 \\ \hline \end{array}$$
$$\begin{array}{r} 89 \\ \times 25 \\ \hline \end{array}$$
$$\begin{array}{r} 85 \\ \times 59 \\ \hline \end{array}$$
$$\begin{array}{r} 81 \\ \times 60 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ \times 73 \\ \hline \end{array}$$
$$\begin{array}{r} 97 \\ \times 78 \\ \hline \end{array}$$
$$\begin{array}{r} 39 \\ \times 21 \\ \hline \end{array}$$
$$\begin{array}{r} 57 \\ \times 48 \\ \hline \end{array}$$
$$\begin{array}{r} 25 \\ \times 67 \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ \times 47 \\ \hline \end{array}$$

$$\begin{array}{r} 58 \\ \times 26 \\ \hline \end{array}$$
$$\begin{array}{r} 41 \\ \times 97 \\ \hline \end{array}$$
$$\begin{array}{r} 41 \\ \times 85 \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ \times 23 \\ \hline \end{array}$$
$$\begin{array}{r} 41 \\ \times 98 \\ \hline \end{array}$$
$$\begin{array}{r} 16 \\ \times 74 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ \times 81 \\ \hline \end{array}$$
$$\begin{array}{r} 84 \\ \times 36 \\ \hline \end{array}$$
$$\begin{array}{r} 39 \\ \times 93 \\ \hline \end{array}$$
$$\begin{array}{r} 46 \\ \times 68 \\ \hline \end{array}$$
$$\begin{array}{r} 44 \\ \times 18 \\ \hline \end{array}$$
$$\begin{array}{r} 10 \\ \times 62 \\ \hline \end{array}$$

Calendar Reminders

Monday, July 3 & Tuesday July 4, 2023

No Summer School or Enrichment

Thursday, September 7, 2023

Back to School!

Congrats Class of 2023!





Have a
Fun & Safe
Summer
Springfield!

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