



Springfield 2023-2024

Superintendent's Report

December 11, 2023

#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

Report Overview

- Student Representative Report
- Congratulations Governor's Educators of the Year & Education Service Professionals of the Year
- Holiday Card Celebration
- 2024-2025 Preschool Registration Presentation- Ms. Chihui Seo-Alfaro
- New Jersey School Climate Improvement Survey Presentation- JDHS- Dr. Norman Francis
- 2023 NJQSAC Results

Governor's Educators of the Year!



Walton

Rebecca Perone
Kindergarten



Caldwell

Cristin Zavocki
Grade 4



Sandmeier

Danielle Feller
Grade 3



FMG

Lauren Laurencelle
Students w Disabilities



JDHS

Erica Moore
Business

Education Service Professionals of the Year!



Walton

Megan Griffin
Interventionist



Sandmeier

Tracey Ortiz
Instructional Aide



Caldwell

Sandy Gandhi
Instructional Aide



FMG

Renee Mowczan
Nurse



JDHS

Darlene Hill
School Counselor

Thank You for Your Service

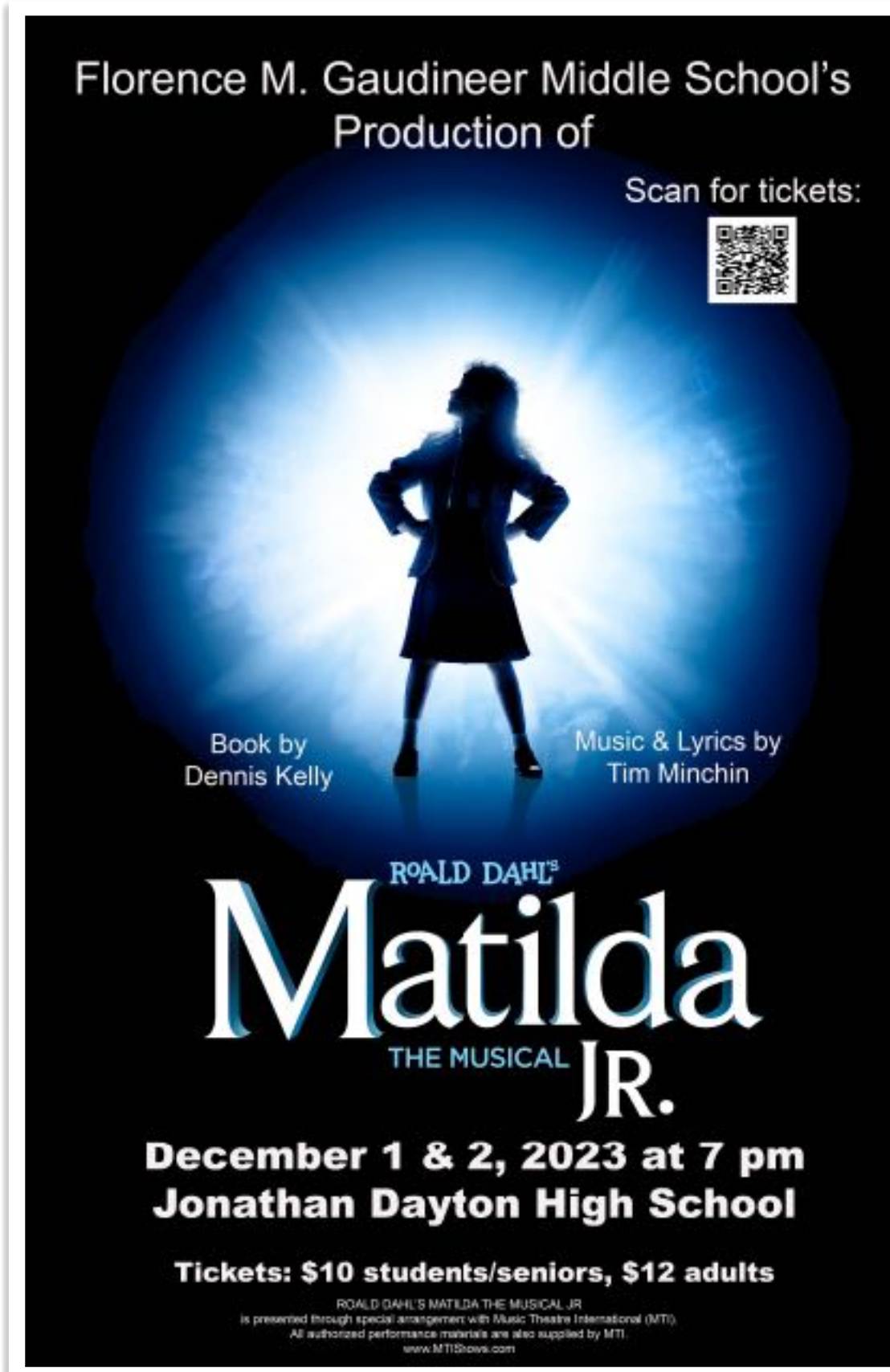
- Mrs. Dolores Handy, 5th Grade at Sandmeier
- Mrs. Linda Schmidt, Sandmeier Resource
- Mr. Adam Wuest, Maintenance
- Mr. Hector Monteverde, Courier/ Bus Driver
- Ms. Jennie Beck, Bus Driver/Bus Aide

Facilities Updates



Walton
Playground Progress!

Congratulations!



In Our Schools

Congratulations
Caldwell
Peer Mediators!





The background image shows a colorful preschool classroom. On the left, a wooden shelf holds a stuffed elephant and a sign that reads 'Toys & Games' with the Spanish translation 'Juguetes y Juegos'. Below the shelf is a bookshelf filled with children's books, including 'Tacky the Penguin' and 'Mr. Bumble'. To the right, a large yellow birthday calendar is decorated with balloons and lists children's names and birth dates by month. Above the calendar, a poster displays numbers 1 through 21 with corresponding illustrations. Next to it, a shape poster identifies a rectangle, circle, triangle, rhombus, and star. Below the calendar, a sign shows the words 'verde' (green) and 'azul' (blue) with corresponding fruit and fish illustrations. A green beanbag chair is visible in the bottom right corner.

Springfield Public Schools

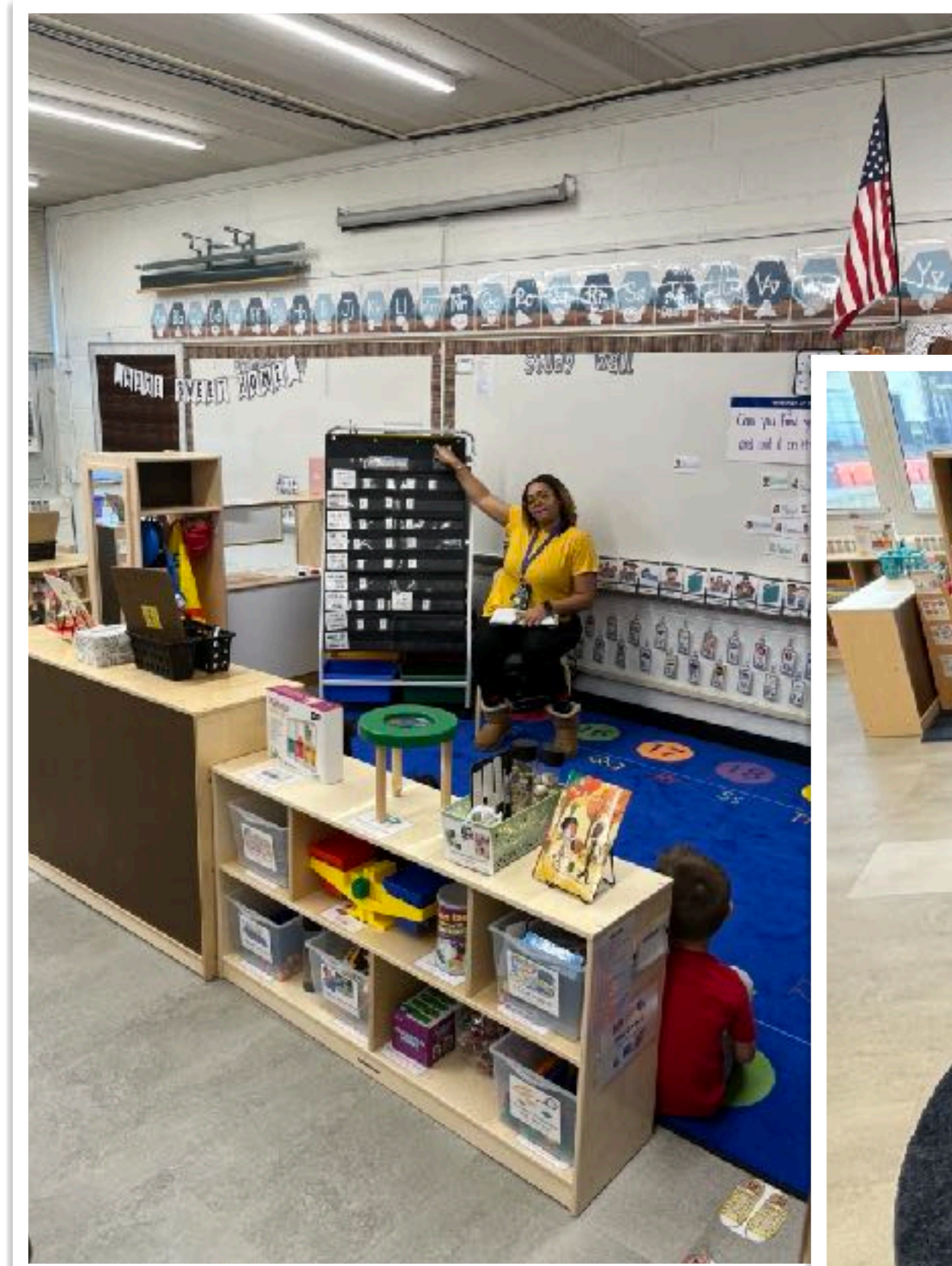
2024-2025

Preschool Registration

Dates & Information

Preschool in Springfield!

- ★ Full-day program!
- ★ 7 general education/inclusion classrooms
- ★ Creative Curriculum
- ★ Must be a resident of Springfield
- ★ Child must be 3 or 4 years old by 10/1/24

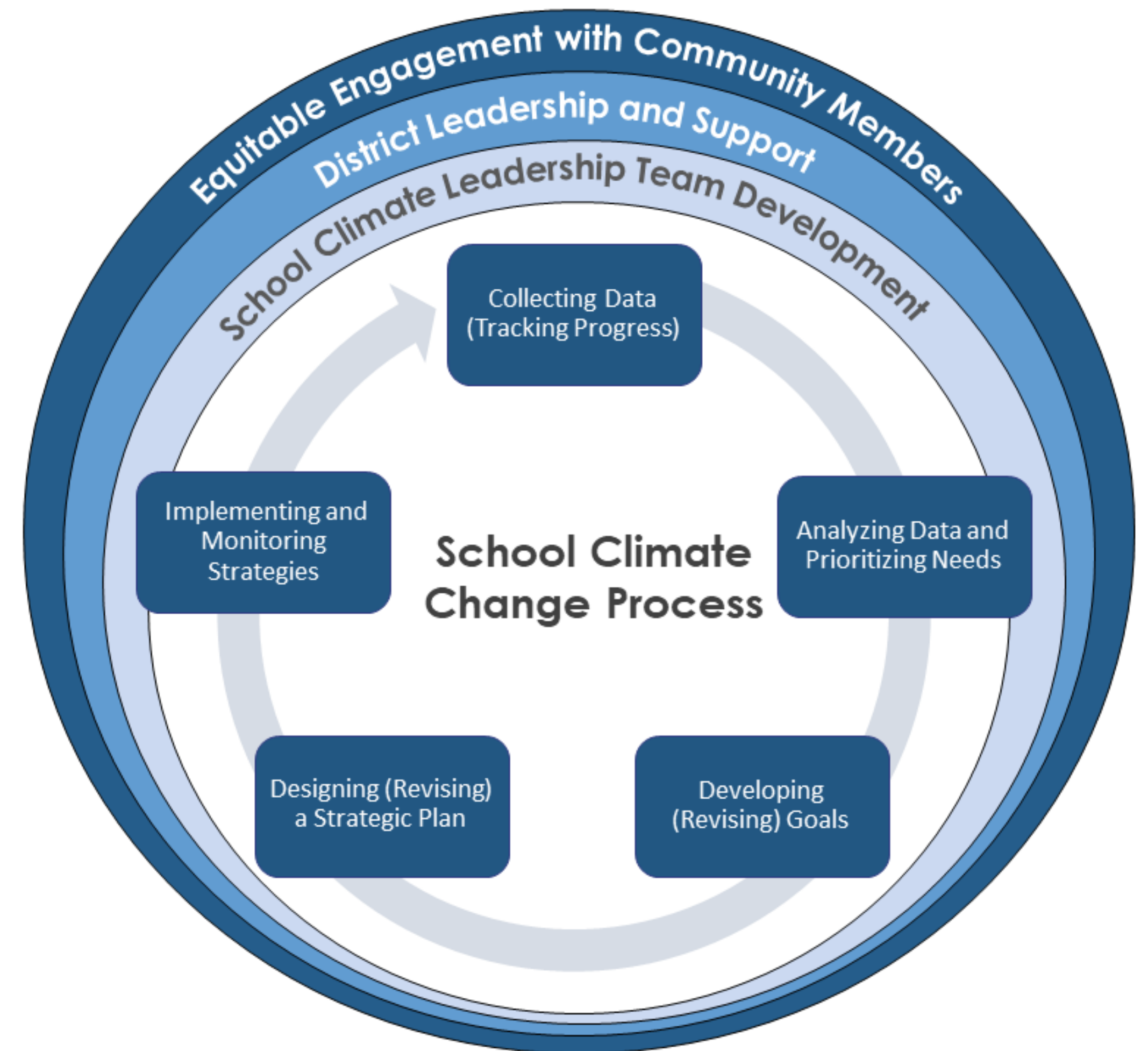


24-25 Preschool Registration Timeline

- ★ Opens January 8, 2024 through February 16, 2024
- ★ Register online on our district website:
 - <http://www.springfieldschools.com>
- ★ Random digital lottery selection: February 28, 2024
- ★ Families notified if selected or waitlisted: March 1, 2024
- ★ Separate wait list for 3-year olds and 4-year olds; 4-year olds are prioritized first on the waitlist
- ★ FAQ on our website with all information needed!

Building the Climate & Culture in Our Schools

- New Jersey School Climate Platform & Survey
 - Rutgers University & New Jersey Department of Education
 - <https://njschoolclimate.org/>
 - Survey encourages feedback from students, staff and families
- JDHS Administered in June 2023
 - Dr. Francis will join us to share the results in an upcoming meeting
- FMG will administer in December





New Jersey School Climate Improvement (NJSCI) Survey

Jonathan Dayton High School

Spring 2023 Administration

Why is a Positive School Climate Important for Students?

- Improved academic achievement and performance
- Increased attendance and graduation rates
- Prevention of bullying and violence
- School safety as well as student physical, psychological, social and emotional health and well being
- Positive intergroup relations (e.g., student-student; student-staff) and inclusion practices

(Bohanon, Flannery, Malloy & Fenning, 2009; Brand, Felner, Seitsinger, Burns & Bolton, 2007; Cohen, McCabe, Michelli & Pickeral, 2009; Hosford & O'Sullivan, 2016; Kutsyuruba, Klinger, & Hussain, 2015; Thapa, Cohen, Guffy, & Higgins-D'Alessandro, 2013)



JDHS - NJ School Climate Leadership Team

Dr. Norman Francis	<i>Principal</i>
Jonathan Telesca	<i>Assistant/Vice Principal</i>
Darlene Hill	<i>School Counselor</i>
Jackie Ritter	<i>School Counselor</i>
Mary Cokeing	<i>Teacher</i>
Wendy Garrod	<i>Teacher</i>
Regine Rousso	<i>School Psychologist</i>
Dan Cocco	<i>District-level Supervisor, Director, or Coordinator</i>
Stephanie Renelle	<i>School Counselor</i>

Stephanie Renelle	<i>School Counselor</i>
Cindy Ferretti	<i>Administrative Assistant</i>
David Steinman	<i>Teacher</i>
Anthony DeNicolo	<i>Teacher</i>
Maria Martin	<i>Teacher</i>
Jennifer Mortensen	<i>Teacher</i>
Benjamin Krupit	<i>Teacher</i>
Chris White	<i>Teacher</i>

NJSCI (New Jersey School Climate Improvement Survey)

Groups	Number of Participants
Staff	53
Students	390
Parents	106

4-point Likert Scale

- Strongly Agree- 4
- Agree- 3
- Disagree- 2
- Strongly Disagree-1

- All- 4
- Most- 3
- Some- 2
- None-1

JDHS Student Experience



Domain	1	2	Overall Mean	3	4	Overall Response Distribution	Total Respondents
Sense of Physical Safety 6 sub-questions			2.90			I feel safe... 4% Strongly Disagree, 16% Disagree, 65% Agree, 15% Strongly Agree	356
Supportive Staff-Student Relationships 11 sub-questions			2.74			Adults in my school respect... 8% Strongly Disagree, 23% Disagree, 58% Agree, 12% Strongly Agree	354
Student Sense of Belonging 5 sub-questions			2.66			In this school I have... 10% Strongly Disagree, 27% Disagree, 49% Agree, 14% Strongly Agree	336
Student Voice and Involvement 5 sub-questions			2.56			In this school... 13% Strongly Disagree, 25% Disagree, 53% Agree, 8% Strongly Agree	321
Behavioral Expectations 6 sub-questions			2.55			In this school ___ teachers/students 11% Strongly Disagree, 31% Disagree, 52% Agree, 7% Strongly Agree	366
Academic Culture and Classroom Practices 11 sub-questions			2.43			In this school we learn: 12% None, 46% Some, 29% Most, 13% All	390
Supports for Student Social and Emotional Learning 13 sub-questions			2.40			Students at this school: 14% Strongly Disagree, 35% Disagree, 47% Agree, 4% Strongly Agree	323
Prosocial Student Interpersonal Behaviors 7 sub-questions			2.37			Students at this school: 14% Strongly Disagree, 39% Disagree, 44% Agree, 3% Strongly Agree	341

NJSCI (New Jersey School Climate Improvement Survey)

Domain	Overall	White (174)	Black (53)	Asian (31)	Hispanic (113)	Race N.L. (71)	M (151)	F (160)	Non-Binary (11)
Sense of Physical Safety (356)	2.90	2.92	3.00	2.88	2.93	3.01	2.97	2.88	2.91
Supportive Staff-Student Relationships (354)	2.74	2.75	2.71	2.77	2.71	2.83	2.80	2.70	2.41
Student Sense of Belonging (336)	2.66	2.66	2.71	2.72	2.60	2.76	2.78	2.55	2.76
Student Voice and Involvement (321)	2.56	2.57	2.63	2.68	2.51	2.56	2.57	2.57	2.30
Behavioral Expectations (366)	2.55	2.58	2.50	2.59	2.51	2.50	2.53	2.59	2.30
Academic Culture and Classroom Practices (390)	2.43	2.46	2.46	2.53	2.44	2.52	2.50	2.49	2.48
Supports for SEL (323)	2.40	2.38	2.38	2.42	2.36	2.24	2.44	2.37	2.18
Prosocial Student Interpersonal Behaviors (341)	2.37	2.38	2.38	2.42	2.36	2.24	2.45	2.30	2.40

* 71 students did not include demographic information, and their responses may be included in the overall, but not in the disaggregation. This data is not available on the online report.

* * This report only includes groups with an N>10. Between 2 and 19 students identified as transgender or using different words to describe their gender identity.

NJSCI Domain Comparisons- Difference from Overall by Group

Domain	Overall	White (174)	Black (53)	Asian (31)	Hispanic (113)	Race N.L. (71)	M (151)	F (160)	Non-Binary (11)
Sense of Physical Safety (356)	2.90	0.00	0.10	0.00	0.03	0.11	0.07	0.00	0.00
Supportive Staff-Student Relationships (354)	2.74	0.00	-0.03	0.03	-0.03	0.09	0.06	-0.04	-0.33
Student Sense of Belonging (336)	2.66	0.00	0.05	0.06	-0.06	0.10	0.12	-0.11	0.10
Student Voice and Involvement (321)	2.56	0.00	0.07	0.12	-0.05	0.00	0.00	0.00	-0.26
Behavioral Expectations (366)	2.55	0.03	-0.05	0.04	-0.04	-0.05	0.00	0.04	-0.25
Academic Culture and Classroom Practices (390)	2.43	0.03	0.03	0.10	0.00	0.09	0.07	0.06	0.05
Supports for SEL (323)	2.40	0.00	0.00	0.00	-0.04	-0.16	0.04	-0.03	-0.22
Prosocial Student Interpersonal Behaviors (341)	2.37	0.00	0.00	0.05	0.00	-0.13	0.08	-0.07	0.03

*0.0 is a range of .02 to -.02

**71 students did not include demographic information, and their responses may be included in the overall, but not in the disaggregation. This data is not available on the online report.

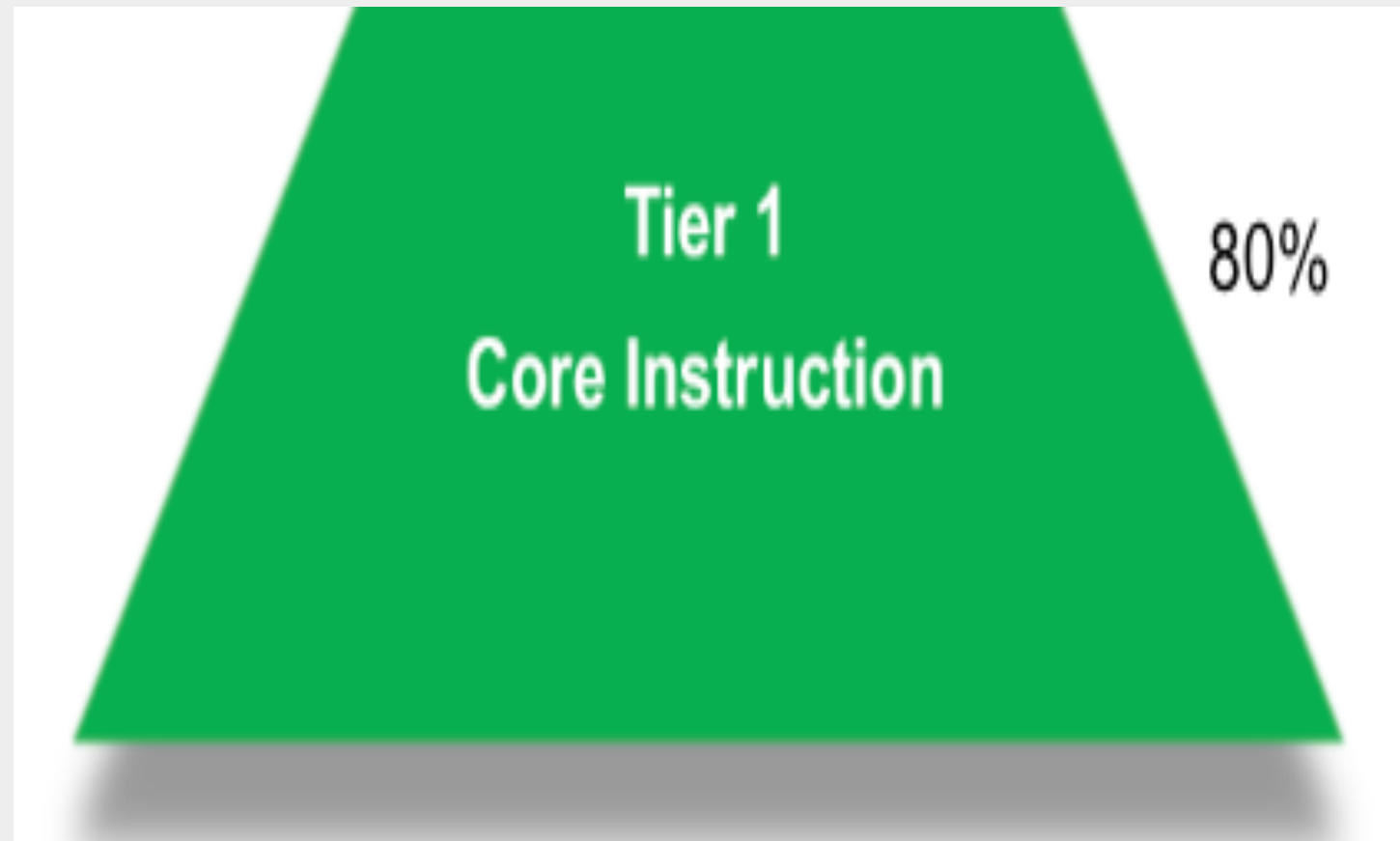
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CULTURALLY RESPONSIVE WALKTHROUGH TOOL

1. Classroom Culture/Environment: How do I create an inclusive environment?		
Indicators	"Look Fors" in the Classroom	
	Teacher Practice	Student Practice
The environment is socially and intellectually safe for all students	- Teachers use language that validates multiple identities, encourages questioning and builds discourse. - Teachers instruct and model a growth mindset. - Teachers emphasize effort. - Teachers create expectations and criteria for peer collaboration and feedback.	- Students take risks in their learning. - Students engage cooperatively and collaboratively in their learning. - Students engage in exploration, discovery and hands-on learning activities. - Students admit when they need help or don't know something.
Rituals and routines that reinforce self-directed learning and academic identity (Ex: <i>Who am I as a learner?</i>) have been established	- Teachers provide an opportunity for w reflections. - Teachers embed self-evaluation into le - Teachers create learning groups in wh learn to work collaboratively and indep - Teachers give timely feedback on stud - Teachers familiarize students with how	
The classroom has been organized so that the physical landscape includes images, materials, and resources that reflect a wide range of diverse people and perspectives	- Teachers have several classroom areas (class library, shared meeting space). - Teachers include images and visuals th of diverse student identities. - Teachers make problem-solving visual accessible.	
Key concepts and facts are interrogated across subject areas to account for multiple perspectives and representation	- Teachers use lessons that represent differing viewpoints. - Teachers encourage all students to see, question, and interpret concepts from a variety of perspectives.	- Students are able to cite multiple points of view on a given topic. - Students engage in critical conversations about complex topics.

- 3 Domains:
- Classroom Culture/ Environment
 - Student Relationship Building
 - Instructional Strategies

MTSS



Tier I: All students will be part of strong initial instruction.

- Clearly communicated classroom expectations (Academic and Behavioral)
- Clearly defined learning objectives, and performance expectations (Syllabus, Rubrics, Task Sheets, Models etc.)
- Frequent formative assessment with timely feedback (specific and actionable feedback, timely posting of grades)
- Readily accessible course resources
 - Organized Resource Links
 - Lesson Notes/Outline
 - Study Guides
- Effective lesson plan design and engaging instructional practices

PREVENT

**Prevent
difficulties or
problems
from
emerging in
the first place**

PROMOTE

**Promote access
to experiences
that optimize and
enhance success
enabling factors**

ENABLE

**A solid
foundation
that enables
more
intensive
interventions
to work**

NJ Quality Single Accountability Continuum

(NJQSAC) 2023 State Scores



State of New Jersey
DEPARTMENT OF EDUCATION
PO BOX 500
TRENTON, NJ 08625-0500

PHILIP D. MURPHY
Governor

TAHESHA L. WAY
Lt. Governor

ANGELICA ALLEN-McMILLAN, Ed.D.
Acting Commissioner
Revised

November 27, 2023

Mrs. Rachel Goldberg, Superintendent
Springfield Public School District
139 Mountain Avenue
Springfield, New Jersey 07081-1701

Dear Mrs. Goldberg:

Pursuant to the requirements of *N.J.A.C. 6A:30*, the Springfield Public School District has undergone the New Jersey Quality Single Accountability Continuum (NJQSAC) review. The Union County Executive County Superintendent and team conducted a review of the school district's self-assessment on the District Performance Review (DPR) document to verify the school district's compliance with all five areas of NJQSAC. Based on that review, the school district has been placed on a continuum in the five NJQSAC areas which are, Instruction and Program, Fiscal Management, Governance, Operations and Personnel. The completed NJQSAC county office review resulted in the district receiving the following placement scores for each area listed below:

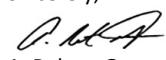
NJQSAC Areas	Initial Placement (September, 2023)
Instruction and Program	84%
Fiscal Management	100%
Governance	100%
Operations	98%
Personnel	100%

These placement results will be provided to the State Board of Education at an upcoming meeting. Please be advised that NJQSAC regulations require the district board of education to report these placement results at the next regularly scheduled board meeting.

I am pleased to inform you that your district has satisfied at least 80% of the weighted indicators in each of the five areas of the NJQSAC review process and has been designated as "high performing." The Commissioner will recommend to the State Board of Education that the district be certified as providing a thorough and efficient system of education, for a period of three years or until the next NJQSAC review. Congratulations on this accomplishment.

Pursuant to *N.J.A.C. 6A:30-4.1*, if you believe that any indicators were scored incorrectly, you have seven days from the receipt of this letter to submit a written reconsideration request and supporting documentation. Email your request and accompanying documents to gsac@doe.nj.gov.

Sincerely,



A. Robert Gregory
Executive Director
Division of Field Support and Services

ARG:CS: /initial review
Enclosures
c: Daryl Palmieri, Executive County Superintendent

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“I am pleased to inform you that **your district** has satisfied at least 80% of the weighted indicators in each of the five areas of the NJQSAC review process and **has been designated as “high performing.”** The Commissioner will recommend to the State Board of Education that the district be certified as providing a thorough and efficient system of education, for a period of three years or until the next NJQSAC review. Congratulations on this accomplishment.”



NJQSAC 2023 State Scores

NJQSAC Areas	2023 Placement	2020 Placement
Instruction and Program	84%	83%
Fiscal Management	100%	100%
Governance	100%	100%
Operations	98%	84%
Personnel	100%	100%

Save the Date!

Wreaths Across American Ceremony

Jonathan Dayton High School Auditorium

5:30-6:30 pm

December 12, 2023

- 50 + Vehicles as a convoy from Maine to Arlington National Cemetery to deliver wreaths for the graves of veterans.
- Education Center Open in parking lot for families 3:30-5:30 pm
- Ceremony dedicating wreaths 5:30 pm - 6:30 pm in JDHS Halsey Auditorium
- Student performances starting at approximately 4:30 pm in front of auditorium
- No parking (except for handicap vehicles) in JDHS lot. Parking available at Municipal lot and side streets.
- Learn More: <https://www.wreathsasscrossamerica.org/>



Wreaths Across America Escort to Arlington

Jonathan Dayton High School Auditorium • 139 Mountain Ave., Springfield, NJ 07081

Tuesday, December 12, 2023 at 5:30 pm

Come early to welcome the convoy of 50+ vehicles on its journey from Maine to Arlington National Cemetery to deliver the wreaths that will be placed on veterans' graves. Known as the "longest veteran's parade" the convoy stretches for nearly a mile, and will be parked in the high school's front parking lot so residents can view the police cars, Patriot Guard motorcycles, and beautifully wrapped tractor trailers and SUVs. All are welcome, and Vietnam Veterans are especially encouraged to visit the Mobile Education Exhibit for a special "thank you."

A ceremony to honor veterans and Gold Star Families will be held in the auditorium at 5:30 pm (depending on the convoy's exact arrival time). Please join us for this free, non-political, community event to show our appreciation for our military. Members of the armed forces will be in attendance, and this promises to be a memorable event.

Parking will be available in the school's rear parking lot only or on the side streets. Please do not block the convoy vehicles or fire lanes. Rolling road closures will occur when the convoy arrives/departs.

Wreaths Across America has grown into a national movement of dedicated volunteers and communities coming together to REMEMBER the nation's fallen, HONOR their service, and TEACH the next generation about the sacrifices made for us to live freely.

Those interested in sponsoring a wreath for the DAR's Battle Ground Cemetery are invited to visit www.wreathsasscrossamerica.org/NJ0207P. Each sponsorship is for a fresh balsam veteran's wreath that a volunteer will place on the headstone of an American hero. Last year 2.7 million wreaths were placed at more than 3,700 participating locations. Please make sure to use code NJ0207P and \$5 will be donated to help maintain our Revolutionary War-era cemetery.

Questions? email: cacnjdar@gmail.com



Mark Your Calendars!

December 12th:

Wreaths Across America

December 22nd:

Early Dismissal- Winter Break

December 25th- January 1st:

Schools & Administrative Offices Closed- Winter Break

January 2nd:

Board Reorganization Meeting

Happy Holidays!

*Springfield Public Schools
Wishes to All Who Celebrate*



Happy Hanukkah



SPRINGFIELD PUBLIC SCHOOLS
HOPES ALL WHO CELEBRATE
— HAVE A HAPPY —

KWANZAA

