

Springfield Public Schools

2025-2026 Annual Plan

Presentation

Our Vision: Cultivating compassionate and extraordinary learners!

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

Board of Education Goals & Values

- I. All students will achieve at high levels to become life-long learners and global citizens. This includes providing inclusive opportunities for all types of learners to engage in meaningful learning experiences to prepare for post-secondary success. *Core Value: Instructional Excellence*
- II. Provide all students and staff with a safe, secure, and educationally appropriate instructional environment. *Core Value: Safety & Security*
- III. Maintain a strong organization through fiscal responsibility, policy review, high standards for operational efficiency, and responsible stewardship of taxpayer funds. *Core Value: Fiscal & Operational Excellence*
- IV. Engage in clear, consistent, and timely communication to further the development of an engaged and connected community. *Core Value: Communication*
- V. Springfield Public Schools will work to address the academic, social, emotional, and mental health needs of all students. *Core Value: Social-Emotional Support & Learning*
- VI. During the 2025-2026 school year, the Springfield Board of Education will work with the district administration to develop a three-year strategic plan for growth.

District Objectives 2025-2026:

- I. Springfield Public Schools will respond to the complex educational environment while providing high-quality teaching and learning experiences for all students. Such a goal requires shifting district structures and practices to meet the learning needs of all Springfield students while working to support and promote academic and social-emotional success.

Activities Supporting this Goal:

- Provide ongoing professional development and support to SPS team members aligned to instructional and operational needs.
- Ongoing integration of use of student achievement data to evaluate and support instruction.
- Review all environment and infrastructure needs related to providing and maintaining a safe and healthy learning environment in our schools.
- Identify and address physical property and building structure needs on a regular basis.
- Work collaboratively with associations to support staff members.
- Staff members will contribute to decision-making related to curriculum development and professional learning.
- The district will continue the review of strategic initiatives to address shifts in enrollment patterns.
- School security practices will be continually reviewed in partnership with local agencies to ensure a safe and secure teaching and learning environment.
- Review all programs and practices related to supporting students participating in gifted and talented educational programs, and identify opportunities to enhance and formalize appropriate practices.

Indicators of Achievement:

- ☐ Facilities and infrastructure requirements are met to support safe and healthy in-person instruction.
- ☐ School security infrastructure is updated to provide a more robust internal and external security environment. Review of prior work completed and integration with technology and building practices.
- ☐ Students have access to consistent and engaging high-quality learning experiences. Data related to this will be collected through classroom walkthroughs, teacher observations, and student achievement data.
- ☐ A system of interventions and supports for students is fully implemented and supported through practices aligned to student data. Multiple data sources will be analyzed to guide instructional decisions.
- ☐ School leaders will develop SMART (specific, measurable, achievable, relevant, and time-bound) goals for student achievement growth aligned to the Annual School Plans. Such goals are developed on a yearly basis and reported to the NJDOE.
- ☐ Staff are provided with high-quality professional learning aligned to our vision and mission. A professional development plan will reflect the learning needs identified through data analysis. Professional development opportunities throughout the school year will include in-classroom coaching as well as

professional learning. The district will maintain data on the Professional Learning Community work at the school and district levels.

- ☐ The district curriculum will continue to be reviewed and revised to provide meaningful, cognitively challenging content that encourages authentic engagement.
- ☐ A strategic plan for school alignment was presented to the Board in the 2023-2024 school year, and will continue to be implemented through the 2025-2026 school year. The school realignment will be reviewed throughout the school year to inform planning related to student placement and staffing needs.

II. Engage in clear, consistent, and timely communication with our community.

Activities Supporting this Goal:

- District and school leaders will meet with constituent groups including PTAs, Associations, local government officials, parent interest groups, student groups, and other applicable individuals and groups.
- District and school leaders will support ongoing communication between the district, schools, and families in the following ways:
 - All reasonable efforts will be made to provide advance notice to parents and guardians regarding any events to which they are invited to participate to maximize participation and ease of scheduling and to minimize inconvenience.
 - Continue to respond to community concerns in a timely manner
 - Continued use of social media
 - Updating the district website to provide applicable information
 - Review prior protocols and processes to identify areas for growth.
- Superintendent, district, and school leaders will engage in outreach to support communication within the school community.
- Coordinate with Patriot newspaper

Indicators of Achievement:

- ☐ Evidence of community communication and participation in community events.
- ☐ Ongoing use of social media to share information about the district and student and staff achievements.
- ☐ Update the district website to identify areas for immediate and long-term changes consistent with improving communication and to increase ease of use.
- ☐ Identification of policy changes or other areas for district development necessary to support enhanced communication.
- ☐ District planning and infrastructure goals will be aligned with shifting enrollment.

- ☐ Communication of opportunities for the community to engage with the Superintendent on a regular basis.

III. Engage in district-wide implementation of culturally responsive practices in all aspects of the districts that celebrate the uniqueness and diverse learning experiences of all students. This requires that all levels of the district work to support equitable learning opportunities and high expectations for student achievement.

Activities Supporting this Goal:

- District personnel will participate in professional learning opportunities related to equitable learning experiences, culturally relevant pedagogy, and understanding and recognizing bias.
- District leaders will review district data related to student achievement to identify and address specific trends in student achievement.
- District and school leaders will work with teachers and parents to identify areas for development.
- District and school leaders will review school culture and climate data.
- The Superintendent will meet with the families, staff, and students to gain feedback from community members and participate in learning activities.
- The district's annual plans (Mentoring Plan, Professional Development Plan, School Level Annual School Plans) and goals will reflect the feedback.

Indicators of Achievement:

- ☐ Professional learning experiences will reflect dimensions related to equity and culturally relevant pedagogy.
- ☐ New curricula and new resources adopted will be culturally relevant and support diverse student experiences.
- ☐ District and school leaders will review and study district data to identify areas of inconsistent student achievement and work with the community to identify appropriate interventions and supports.
- ☐ District and school leaders will participate in professional development relevant to the needs identified in the district and school data.

IV. Springfield Public Schools will work to address the academic, social, emotional, and mental health needs of all students through the identification, implementation, and ongoing review of research-based practices that support student development and achievement.

Activities Supporting this Goal:

- District will utilize the LinkIt student data platform to monitor student achievement.
- Schools will utilize the Multi-Tiered Systems of Support (MTSS) to support the all students' academic, social, emotional, and mental health needs.
- District and school personnel will participate in professional learning opportunities supporting student social-emotional learning.
- Schools will utilize social-emotional learning protocols to encourage all students to perform at their highest level and to develop tenacity and persistence.
- District and school leaders will work with teachers and parents to identify areas for development.
- District and schools will develop needs assessments to plan for ongoing work related to social-emotional learning needs.

Indicators of Achievement:

- ☐ Clear evidence of continued implementation of a Multi-Tiered System of Support (MTSS) plan, with tiered interventions, articulated Intervention and Support Services plans, and development of 504 plans and IEPs.
- ☐ School schedules will reflect opportunities for academic and social-emotional support, intervention, and enrichment opportunities.
- ☐ The district will provide consistent mental health support for students and families.
- ☐ After-school programming will support additional academic learning.
- ☐ Develop and support home-school connections related to social-emotional learning.
- ☐ Evidence of programs and student participation for students throughout the district, including those needing intervention, academic support, enrichment, and expanded learning opportunities.

- V. During the 2025-2026 school year, Springfield Public Schools will analyze the processes and practices in the Office of Special Services to strengthen the programs and practices related to supporting students with disabilities.

Activities Supporting this Goal:

- Review structures and systems to update protocols and practices that support high-quality teaching and learning experiences for all students.
- Conduct a needs assessment related to the district systems and practices.
- Develop clear expectations for staff related to the development of student Individualized Education Plans (IEPs), as well as other plans related to supporting students with disabilities.

- Provide opportunities for community interaction with the district leadership, including the SEPAG group.

Indicators of Achievement:

- ☐ Reorganization of the Office of Special Services based on departmental review
- ☐ Review the current online system utilized for IEP development and communication and make recommendations for the 26-27 school year.
- ☐ Provide targeted professional development to Child Study Team members related to the development of quality IEPs.
- ☐ Work with the Office of Curriculum and Instruction to provide professional development targeted to the goals and expectations of strong instructional practice in classrooms utilizing a co-teaching environment.
- ☐ Develop a long-term plan for building specific programs for students with disabilities that meet student learning needs.
- ☐ Provide a clear report at the conclusion of the school year regarding the work accomplished and plans for the coming school year.

- VI. During the 2025-2026 school year, the Springfield Board of Education will work with the district administration to develop a three-year strategic plan for growth.

Activities Supporting this Goal:

- Develop a Board of Education Committee to work with district administration to develop the plan.
- Community surveys regarding community values and the portrait of a graduate.
- Superintendent Office Hours Events
- Other opportunities to gather community (staff, students, families) feedback

Indicators of Achievement:

- ☐ Presentation of a three-year plan for 2026-2029 to the community prior to the start of the 2026-2027 school year.