

Springfield Public Schools

2024-2025 Annual Plan

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. *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*

District Objectives 2024-2025:

- 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.
- Review all environment and infrastructure needs related to providing a safe and healthy learning environment in our schools.
- 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 engage in a long-term review of strategic initiatives to address shifts in enrollment patterns.
- Infrastructure needs will be identified and monitored to ensure a safe and secure teaching and learning environment.
- School security practices will be continually reviewed in partnership with local agencies to ensure a safe and secure teaching and learning environment.

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.
- ☐ 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.
- ☐ Staff are provided with high-quality professional learning aligned to providing meaningful and engaging learning experiences. A professional development plan will reflect the learning needs identified through data analysis.
- ☐ 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 will be developed and presented to the Board. This plan was presented in the 2023-2024 school year, and will continue to be implemented through the 205-2026 school year.

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:
 - 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.

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.
- ☐ 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 to review and address.
- 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 SPS Council for Diversity, Equity, Access, and Inclusion (DEAI) to gain feedback from community members and participate in learning activities.
- The district will develop an action plan based on best practices and feedback from the Council for DEAI.

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 work with the New Jersey Network of Superintendents protocols to identify specific data points to address in the 2024-2025 school year and develop a plan for ongoing work. These data points will be identified in the Annual School Plans.
- ☐ 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.

IV. During the 2024-2025 school year, 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.
- 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 2024-2025 school year, the district will review, update, and implement district technology practices to meet the operational and instructional needs of the learning community.

Activities Supporting this Goal:

- Review technology structures and systems to update protocols and practices that support high-quality teaching and learning experiences for all students.
- New Student Information System (SIS) will be adopted and rolled out with ongoing training and communication for schools and the community.
- New learning management system, data system, and special education system will be adopted and aligned to the new SIS to ensure a robust system of student data is supporting the teaching and learning work in the district.
- Investment in technology infrastructure to ensure strong security protocols and long-term efficiency.

Indicators of Achievement:

- ☐ Reorganization of the Technology Department with clear structures and protocols to support building innovative use of instructional technology.
- ☐ Adopt and implement Genesis Student Information System as a hub of district technology integration.
- ☐ Adopt Google Classrooms to serve as the Learning Management System (LMS), encouraging technology integration that supports high levels of student engagement.
- ☐ Adopt and implement a new platform for managing documentation and supporting the IEP process for administrators, teachers, and parents.