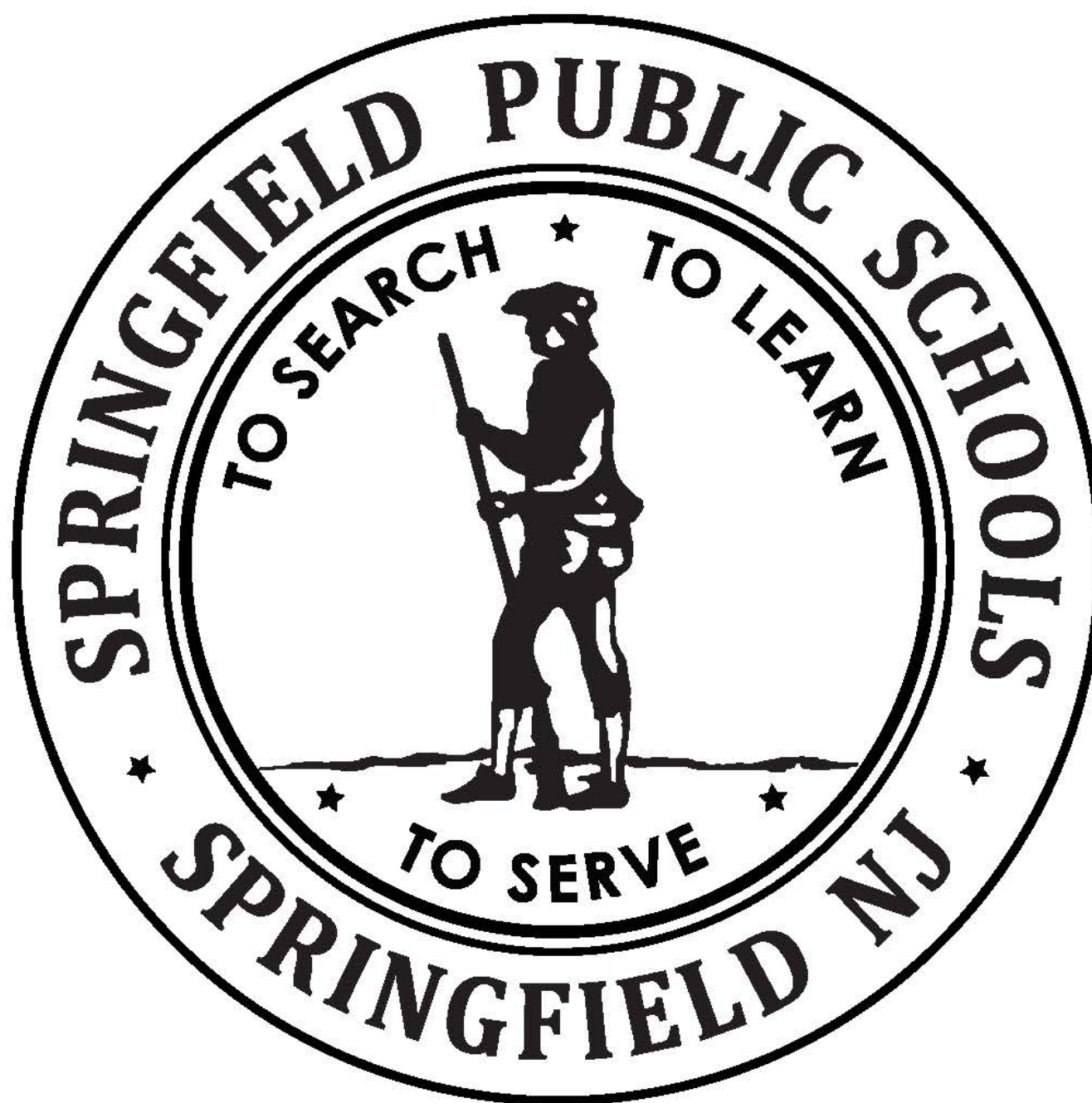




Springfield 2026-2027

Superintendent's Report

July 27, 2026

#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.

Report Overview

- Summer Programs
- Facilities Updates
- Cell Phone Free Schools Policy
- Strategic Plan Framework
- Calendar Reminders

Summer Program Success!



Facilities Updates

JDHS Classroom Floors



FMG Field



JDHS East Gym Windows



Facilities Updates

JDHS Field House Progress



Personal Device Policy

- Policy & Regulation 5516: Student Use of Internet-Enabled Devices
- Devices include: Personal phones, earphones, ear buds, watches, iPads, meta-glasses– any device connected to the internet in anyway
- “Bell to Bell”: Grades K-12, no device use on school site during the school day.
 - Grades K-4: No device/use on board property at any time
 - Grades 5-12: No device/use from first bell to last
- Discipline
 - 1st Offense: Device taken from student, returned end of day
 - 2nd Offense: Device taken, parent pick up required
 - 3rd Offense +: Device taken, parent pick up, disciplinary action (detention, in-school suspension, etc)

1 **POLICY 5516:
BELL-TO-BELL
DEVICE POLICY**



Personal internet-enabled devices.
(smartphones, smartwatches, tablets)
are prohibited bell to bell, school day
start to dismissal.

 District-issued iPads are
not affected – they remain
a core learning tool.

SPRINGFIELD PUBLIC SCHOOLS

Strategic Plan Framework

Priority Areas and Goals for Board Consideration

Monday, July 26, 2026

#SPSCompassionate&Extraordinary

— PORTRAIT OF A — JONATHAN DAYTON — HIGH SCHOOL GRADUATE —



CRITICAL THINKING



Analyzes information and evidence



Solves problems with creativity and logic



Evaluates options and considers perspectives



Makes informed, ethical decisions



COMMUNICATION



Expresses ideas clearly and confidently



Actively listens and shows empathy



Collaborates respectfully and effectively



Adapts communication for diverse audiences



SELF-DIRECTED LEARNING



Sets goals and pursues growth



Manages time and takes initiative



Seeks feedback and reflects



Embraces challenges and persists through setbacks

Five Priority Areas

A shared framework guiding district goals through June 2029

1 Instructional Excellence

2 Culture, Climate & Wellbeing

3 Professional Learning & Practice

4 Family & Community Engagement

5 Operations, Facilities & Finance



Instructional Excellence

Springfield Public Schools is committed to delivering meaningful, engaging, and challenging learning experiences that empower students to apply, transfer, and extend knowledge across real-world contexts.



Adopting Universal Design for Learning Framework

By June 2029, teachers will implement UDL strategies into instructional practice through professional development, documented in lesson plans, classroom observations, and instructional materials.



Preparing for Post-Secondary Success

By June 2029, secondary students will engage in personalized learning experiences, experiential learning opportunities, and course pathways aligned to their academic and career goals.



Advancing Thoughtful Technology Integration

By June 2029, expand systems and protocols for a safe, secure, and transformative digital environment, measured through content filtering reports, device management metrics, and instructional walkthroughs.



Instructional Excellence (continued)



Strengthening Inclusive Environments

By June 2029, increase the percentage of students with disabilities receiving instruction in the least restrictive environment (LRE), improving achievement, engagement, and access through evidence-based instruction, staff professional learning, and collaborative support systems. Progress monitored annually via LRE data, achievement outcomes, and stakeholder feedback.



Achieving Academic Success

By June 2029, students will demonstrate measurable learning growth as evidenced by performance on a variety of academic assessments.



Culture, Climate & Wellbeing

Springfield Public Schools is committed to fostering a positive, inclusive, and supportive learning environment through a strong network of social-emotional, mental health, and academic supports connected to student achievement and personal development.



Enhancing Social Emotional Learning Supports

By June 2029, strengthen district-wide student support and school safety by implementing consistent bullying prevention programming, expanding SEL initiatives, and refining crisis response protocols — resulting in improved school climate, reduced HIB incidents, and increased access to preventative supports.



Building a Culture of School Belonging

By June 2029, strengthen school belonging by implementing a comprehensive, data-driven attendance framework emphasizing prevention, early identification, family engagement, and targeted interventions — improving interventions, attendance, and school connectedness.



Professional Learning & Practice

Springfield Public Schools is committed to empowering all staff members, aligned to their unique roles, through high-quality, differentiated learning experiences including embedded coaching, peer collaboration, and ownership for professional growth.



Building a Common Language

By June 2029, build a shared understanding of instructional leadership and practice as evidenced by clear evaluation protocols and feedback, a walkthrough feedback system, and participation in Instructional Rounds.



Supporting Professional Practice & Growth

By June 2029, design, implement, and sustain a differentiated professional learning framework aligned to staff roles and the district's strategic plan, including mentoring, coaching, modeling, peer-to-peer experiences, and collaborative inquiry.



Family & Community Engagement

Springfield Public Schools is committed to connecting our community through clear communication and collaborative partnerships to enhance student learning in an environment where every student, staff member, and family belongs, thrives, and feels supported.



Collaborating as a Community

By June 2029, strengthen family and community stakeholder engagement through intentional communication, meaningful participation, and collaborative opportunities for input and feedback, fostering a learning environment that supports every student's success.



Operations, Facilities & Finance

Springfield Public Schools is committed to maintaining a strong organization through fiscal responsibility, policy review, high standards for operational efficiency, and responsible stewardship of taxpayer funds in support of student success.



Maintaining Fiscal Responsibility

Through June of 2029, the district will present fiscally responsible budgets aligned to the priorities and goals.



Valuing Spaces that Support Student Success

Through June of 2029, the district will annually review the facility plans and plan infrastructure projects (HVAC, heating, plumbing, roofing, etc) and building enhancements (furniture, equipment, classroom needs) aligned to creating environments aligned to student success.

Next Steps

- Board discussion and feedback on priority areas and goals
- Finalize measurable targets for goal areas still in progress
 - Key Performance Indicators, with baselines (25-26) and targets
- Identify actions necessary for work
- Assign named owners and timelines aligned to the June 2029 horizon
- Communicate the finalized plan to staff, families, and the community

SPRINGFIELD PUBLIC SCHOOLS

District Strategic Plan | 2026–2029

STRATEGIC GOALS

SECTION 1 | Goal Identification

Priority Area	Instructional Excellence
Goal Number	1
Goal Owner	Superintendent
School(s) / Dept(s)	All Schools
Plan Period	September 2026 — June 2029

SECTION 2 | SMART Goal Statement

Goal Statement:	
Full Goal Statement	By June 2029, teachers will have introduced, reviewed and implemented their instructional practice through professional development, documented and walkthroughs, and instructional materials.
Data Source(s)	• Lesson Plans • Classroom Materials/Curriculum • Teacher Observations & Walkthroughs • UDL School Implementation Criteria • MTSS Tier 2 & 3 Intervention Referrals
Rationale / Need	Briefly describe the problem of practice or gap this goal addresses
Equity Connection	Which student subgroups does this goal specifically address? (FRPL, IEP, ELL, R)

SECTION 3 | Data, Baseline & Targets (UDL Targets)

Key Performance Indicator (KPI)	Baseline (Current)	Year 1 Target	Year 2 Target	Year 3 Target
Culture and Environment	Explore Phase	Prepare Phase	Integrate Phase	Scale Phase
Teaching and Learning	Explore Phase	Explore Phase	Prepare Phase	Integrate Phase
Leadership and Management	Explore Phase	Prepare Phase	Scale Phase	Optimize Phase
Professional Learning	Explore Phase	Prepare Phase	Scale Phase	Optimize Phase

SECTION 4 | Year-by-Year Milestones

Year	Expected Progress / Milestone Description
2026-2027	The focus of Year 1 is establishing the common language, gathering input, and setting expectations. • Instructional Core Definition: Gather input from students and staff to draft the district's definition of "Instructional Excellence." Finalize and roll out the common language framework regarding Students, Teachers, Curricula, and Tasks. • Start-of-Year Expectations: Define and train teachers on the new common language and strategies for building classroom culture (critical thinking, communication, self-direction) before the school year begins. • Data Readiness: Audit current formative assessment tools and train teachers on how to accurately pull and read data targeted for remediation and enrichment. • Infrastructure for Collaboration: Set up the centralized digital repository to house professional development (PD) resources and plan the logistics for vertical articulation meetings.
2027-2028	The focus of Year 2 is putting the frameworks into practice and embedding collaboration into the weekly culture. • Small-Group Execution: Launch targeted small-group instruction based on formative data. Provide ongoing PD and coaching on how to manage small groups effectively while keeping the rest of the class engaged. • Active Collaboration & Vertical Alignment: Launch the structured vertical conversations between grade levels. Begin peer classroom visits and non-evaluative walkthroughs focused on the Instructional Core. • Repository Population: Begin recording and housing exemplary teaching practices, lesson plans, and PD sessions in the digital repository for teacher review. • Culture Shift: Measure student self-direction and critical thinking through mid-year and end-of-year classroom look-fors.
2028-2029	The focus of Year 3 is refining practices, assessing district-wide impact, and ensuring the systems can sustain themselves long-term. • Full Integration & Mastery: Differentiated small-group instruction becomes a standard, daily expectation in all classrooms, fully supported by real-time data. • Systemic Peer Learning: The digital repository becomes a self-sustaining tool, updated regularly by teachers sharing their own best practices. Peer-to-peer classroom visits become a routine part of teacher professional growth. • Evaluation & Refinement: Re-survey students and staff on the Instructional Core to measure growth from Year 1 baseline data. Evaluate student achievement data (remediation and enrichment outcomes) to measure the impact of the three-year plan.

SECTION 5 | Action Plan

Action Step / Activity	Person(s) Responsible	Target Completion	Resources Needed	Status
1. Leadership Professional Development	Asst. Supt./ Principals	June 2027	UDL Resources	Applied and participated in the Spring 2026 NJDOE cohort
2. Principal Led	Principals	June	UDL Overview	Provided by the principals in leadership workshop
3. Standardized UDL Lesson Design and Frameworks	Leadership Team	August	Lesson Plan Templates Walkthrough Rubrics	Revised walkthrough rubric
4. Review and revise curriculum and maps and determine UDL integration	Leadership Team	August	UDL Guidelines and Exceptions Curriculum/Maps	Updated curriculum and maps

SECTION 6 | Monitoring, Review & Accountability

Review Frequency	Quarterly
Review Forum	Cabinet meeting, Leadership Meeting, Curriculum/PLC Meetings, Principal Meetings
Progress Reporting	In person updates during meetings, community emails and/or presentations.
Course Correction Trigger	Any conditions that arise that prompt a revision of strategy or timeline will be documented accordingly.

nd goals

progress

(25-26) and targets

the June 2029 horizon

and the community

Mark Your Calendars!



**SPRINGFIELD'S
NATIONAL
NIGHT OUT
TUESDAY
AUGUST 4, 2026
5 - 8 PM**
(RAIN DATE: NEXT CLEAR NIGHT)

100 MOUNTAIN AVENUE
Meet Your First Responders

National Night Out is an annual community-building campaign that promotes police-community partnerships and neighborhood camaraderie to make our neighborhoods safer, more caring places to live. National Night Out enhances the relationship between neighbors and emergency responders while bringing back a true sense of community. Millions of neighbors take part in National Night Out across thousands of communities from all fifty states, U.S. territories and military bases worldwide on the first Tuesday in August.

FREE Admission

SPONSORED BY



**EXPLORE SPRINGFIELD AND UNION COUNTY'S
POLICE, FIRE, EMS, OEM AND DPW VEHICLES**

★ **FOOD TRUCKS:**

★ **Il Forno A Legna**
Funnel Cakes and Oreos
Burgers, Hot Dogs,

Cheesesteak, Sausage
Tommy Scoops
and More!

★ **Inflatable Kid Zone - Obstacle Course
and Bounce House**

Tuesday, August 4th:
National Night Out

Tuesday, September 1st:
Elementary Meet & Greet

Wednesday, September 2nd:
Back to School!

**Friday, September 4th &
Monday, September 7th:**
Schools Closed

#SPSCompassionate&Extraordinary



Have a
Fun & Safe
Summer
Springfield!