SPRINGFIELD PUBLIC SCHOOLS · 2026–2027

Superintendent's Report

September 28, 2026

#SPSCompassionate&Extraordinary

Our Vision and 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.

TONIGHT'S AGENDA

Report Overview

1 **Welcome New Student Representative Gabriela Vianna!**

2 **In Our Schools**

3 **Data Presentations**

Graduation & AP Report · Dr. Norman Francis

NJGPA, WIDA/ACCESS & DLM Report · Ms. Erica Scudero

4 **2026–2029 Strategic Plan Presentation**

5 **Community Event Reminders**

6 **Board Agenda Highlights**

IN OUR SCHOOLS

Around the Schools







Thank you, PTAs, for making the first day special!

IN OUR SCHOOLS

Around the Schools



FMG 5th graders provide staff with goodies!



JDHS Jewish Student Union students distribute apples to share the Jewish traditions of Rosh Hashanah



Caldwell students recognize the International Day of Peace



JDHS senior Alvaro Benavides played the Star-Spangled Banner at the 9/11 Memorial, joined by Peer Leaders

COMMUNITY SPOTLIGHT

Thank You to JDHS Senior Jackson LeBau!

EAGLE SCOUT PROJECT

Jackson completed his Eagle Scout Project at Walton, working alongside volunteers and troop members to paint the US Map, 4 Square Boxes, and Hopscotch.





JONATHAN DAYTON HIGH SCHOOL

Graduation & AP Report

Class of 2026



Springfield Public Schools · Springfield, New Jersey

CLASS OF 2026*

Class of 2026 Graduation Outcomes

Graduates

171 Accountable

157 Attending

Met assessment requirements by

33 Passing a substitute competency test

18 The portfolio appeals process

1 Alternate requirements in the IEP

Did not graduate

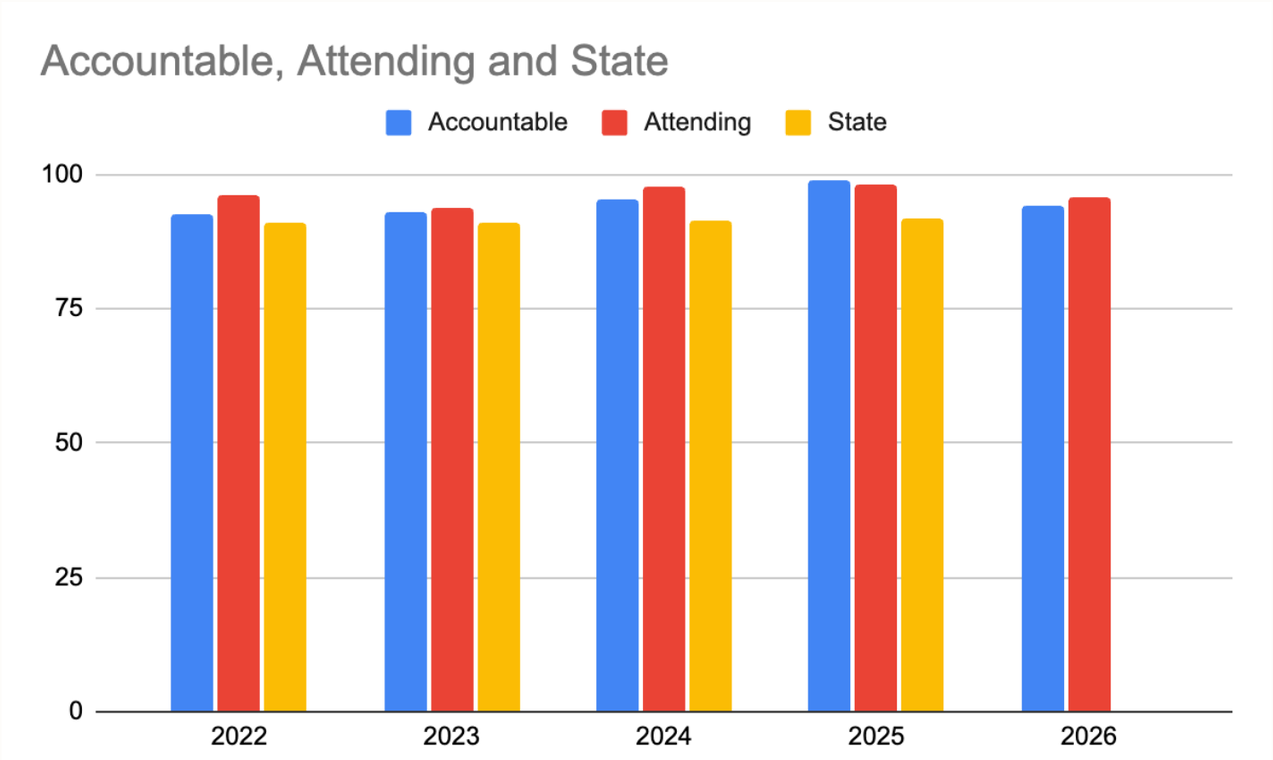
5 Denied graduation

0 Denied solely for not meeting assessment requirements

*Data remains subject to change as NJ SLEDS data is updated.

GRADUATION RATES

Five Years of JDHS Graduation Rates



Attending

The physical or virtual location where the student actually participates in daily instruction, programs, or related educational activities.

Accountable

The school and district responsible for including the student in official state reporting, performance metrics, and federal accountability calculations, such as graduation rates and chronic absenteeism.

GRADUATION RATES*

4-, 5-, and 6-Year Graduation Rates

Rate	Cohort	Accountable	Attending
4-Year	Class of 2026	94% (171 of 182)	95.7% (157 of 164)
5-Year	2025 cohort	96.7% (175 of 181)	97.6% (166 of 170)
6-Year	2024 cohort	98.7% (150 of 152)	98.6% (140 of 142)

*Data remains subject to change; not yet confirmed due to the shift from the NJ SMART to the NJ SLEDS data platform.

**Counts do not include 5 students with disabilities continuing their education beyond grade 12 in out-of-district placements.

CLASS OF 2026*

Class of 2026: Additional Outcomes

Classified students

23 Graduated by meeting state assessment requirements or IEP alternate requirements (4-year, attending)

Did not meet requirements in 4 years

7 Attending

10 Accountable

Dropouts

5 Identified by the state metric as dropping out

*Data remains subject to change as NJ SLEDS data is updated.

JONATHAN DAYTON HIGH SCHOOL

AP Exam Performance Report

2026 Results



Springfield Public Schools · Springfield, New Jersey

AP · FIVE-YEAR SUMMARY

JDHS Students Achieving at the Highest Levels

	2022	2023	2024	2025	2026
Total AP students	181	210	194	210	217
Number of exams	362	451	448	464	473
AP students with scores of 3+	115	129	146	151	154
% of AP students with scores of 3+	63.54%	61.43%	75.26%	71.90%	70.97%

217

AP students in 2026, up from 181 in 2022

473

AP exams taken, up from 362 in 2022

154

Students scoring 3 or higher, up from 115 in 2022

AP SCHOLARS · 2026

JDHS AP Scholars on the Rise

AP Scholar
44

Average score 2.87

AP Scholar with Honor
18

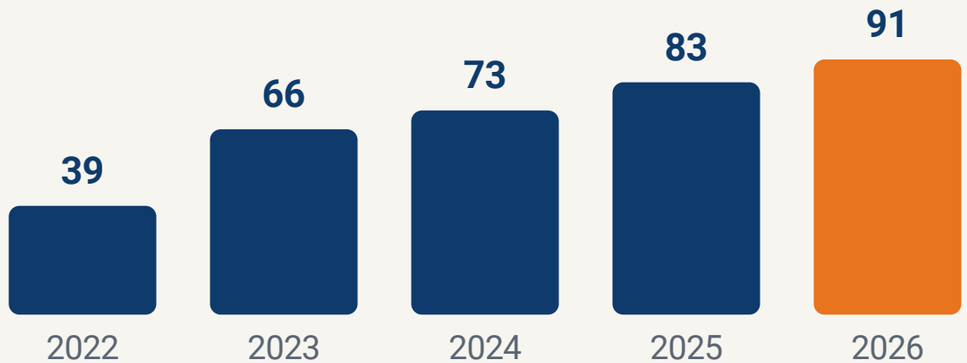
Average score 3.65

AP Scholar with Distinction
29

Average score 4.10

91

AP Scholars in 2026, with an average score of 3.45



Questions?

Springfield Public Schools · Cultivating compassionate and extraordinary learners!

SPRINGFIELD PUBLIC SCHOOLS

Spring 2026 State Assessment Results

NJGPA · ACCESS for ELLs · Dynamic Learning Maps (DLM)

Springfield Public Schools · Springfield, New Jersey

NJGPA

What the NJGPA Measures

Who takes it

All grade 11 students, as required by state statute (N.J.S.A. 18A:7C-6)

What it measures

Whether students are graduation ready in English Language Arts and Mathematics

ELA component

Aligned to the grade 10 English Language Arts standards

Mathematics component

Aligned to the Algebra I and Geometry standards

Graduation readiness is reported **separately** for each content area.

NJGPA ENGLISH LANGUAGE ARTS · SPRING 2026

ELA: Springfield Compared with the County and State

SPRINGFIELD

89%

of students graduation ready in ELA

State: 76% · County: 74%

	Student Count	Average Scale Score	Percent Proficient
State	99,418	481	76%
County	6,894	478	74%
Springfield	158	493	89%

NJGPA MATHEMATICS · SPRING 2026

Math: Springfield Compared with the County and State

SPRINGFIELD

63%

of students graduation ready in Math

State: 61% · County: 58%

	Student Count	Average Scale Score	Percent Proficient
State	99,406	460	61%
County	6,865	457	58%
Springfield	158	461	63%

DYNAMIC LEARNING MAPS

About the DLM Alternate Assessment

Who takes it

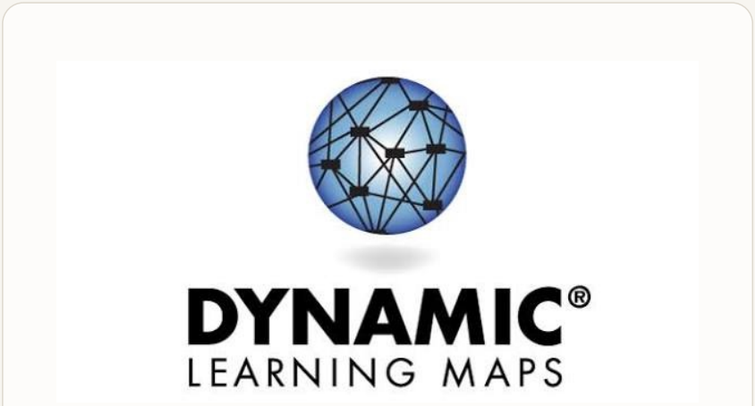
Students with the most significant cognitive disabilities whose IEP designates the state's alternate assessment as the most appropriate academic assessment

ELA and Mathematics

Grades 3–8 and 11

Science

Grades 5, 8, and 11



DLM · SPRING 2026

DLM Results by Performance Level

Subject	Students	Emerging	Approaching	At Target	Advanced
English Language Arts	11	4	5	1	1
Mathematics	11	5	1	4	1
Science	3	0	1	2	0

How DLM data is used

- Curricular decisions
- Instructional feedback
- Monitoring student progress and growth

Values are numbers of students.

ACCESS FOR ELLS

English Language Proficiency Levels

Level 1 · Entering

Knows and uses minimal social language and minimal academic language with visual and graphic support

Level 2 · Emerging

Knows and uses some social English and general academic language with visual and graphic support

Level 3 · Developing

Knows and uses social English and some specific academic language with visual and graphic support

Level 4 · Expanding

Knows and uses social English and some technical academic language

Level 5 · Bridging

Knows and uses social and academic language working with grade-level material

Level 6 · Reaching

Knows and uses social and academic language at the highest level measured by this test

ACCESS FOR ELLS · SPRING 2026

ACCESS Results by Grade: K–6

Grade	Students	L1 Entering	L2 Emerging	L3 Developing	L4 Expanding	L5 Bridging	L6 Reaching
Grade K	3	0	0	0	0	1 (33%)	2 (67%)
Grade 1	4	1 (25%)	2 (50%)	1 (25%)	0	0	0
Grade 2	1	0	0	0	1 (100%)	0	0
Grade 3	7	1 (14%)	0	1 (14%)	1 (14%)	0	4 (57%)
Grade 4	4	0	0	0	0	0	4 (100%)
Grade 5	8	0	0	0	1 (13%)	0	7 (88%)
Grade 6	3	0	1 (33%)	0	1 (33%)	0	1 (33%)

Number of students (percent of grade level)

ACCESS FOR ELLS · SPRING 2026

ACCESS Results by Grade: 7–12

Grade	Students	L1 Entering	L2 Emerging	L3 Developing	L4 Expanding	L5 Bridging	L6 Reaching
Grade 7	2	0	0	1 (50%)	0	0	1 (50%)
Grade 8	6	0	0	0	2 (33%)	3 (50%)	1 (17%)
Grade 9	6	0	0	0	2 (33%)	3 (50%)	1 (17%)
Grade 10	4	1 (25%)	1 (25%)	0	1 (25%)	1 (25%)	0
Grade 11	3	0	0	0	1 (33%)	2 (67%)	0
Grade 12	5	0	1 (20%)	0	0	3 (60%)	1 (20%)
Total	56	3	5	3	10	13	22

Number of students (percent of grade level)

Questions?

Springfield Public Schools · Cultivating compassionate and extraordinary learners

SPRINGFIELD PUBLIC SCHOOLS

District Strategic Plan

2026–2029

Cultivating compassionate and extraordinary learners

Springfield, New Jersey

Our Vision and 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.

Our Planning Process

PHASE 1

The Design Year

Nov 2025 – June 2026

Surveys, data review, Portrait of a Graduate, and Board approval

PHASE 2 · YEAR 1

Launch & Alignment

2026–2027

Align school plans, PD, and budget; set baselines and Year 1 deliverables

We are here

PHASE 3 · YEAR 2

Deepening Practice

2027–2028

Professional learning driven by Year 1 data; adjust goals as needed

PHASE 4 · YEAR 3

Evaluation & Evolution

2028–2029

Measure three-year results and share a “Look Back” report

The plan follows an Analyze, Design, Implement, Monitor model used by high-performing districts.

PORTRAIT OF A

SPRINGFIELD PUBLIC SCHOOLS

DISTRICT 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

THINK CRITICALLY • COMMUNICATE EFFECTIVELY • LEARN CONTINUOUSLY

Cultivating compassionate and extraordinary learners.

Portrait of a Graduate

Defined with input from more than 200 students, staff, and families

Critical Thinkers & Problem Solvers

Analyze complex information, ask insightful questions, and develop creative solutions to real-world challenges.

Effective Communicators

Express ideas clearly and persuasively, orally and in writing, across diverse contexts and audiences.

Self-Directed, Resilient & Adaptive Learners

Embrace challenges with perseverance, learn from setbacks, and continuously seek growth.

Five Priority Areas, Eleven Goals

1

Instructional Excellence

Meaningful, challenging learning that builds critical thinking and real-world skills

5 goals

2

Culture, Climate & Wellbeing

Safe, inclusive schools with strong social-emotional and mental health supports

2 goals

3

Professional Learning & Practice

High-quality, role-specific growth for every staff member

2 goals

4

Family & Community Engagement

Clear communication and partnerships so every family belongs

1 goal

5

Operations, Facilities & Finance

Fiscal responsibility and learning spaces that support student success

1 goal

NJDOE Alignment

Four priorities, every student ready

01 EARLY EXCELLENCE
Ready before day one

- Coordinate and strengthen alignment birth-to-five literacy, math, and SEL practices to **improve quality** across the mixed-delivery model
- Build the **early childhood workforce**
- Implement **K-3 screeners** with tiered supports

02 STUDENT SUPPORTS
Present, healthy, connected

- Improve student wellness through **online safety**
- Cut chronic absenteeism through **New Jersey Tiered System of Supports**
- Expand **school-based mental health services**

03 INSPIRED INSTRUCTION
Great teaching everywhere

- Implement **high-quality instructional materials**
- Align teacher coaching and **Education Preparation Programs**
- Expand **high-impact tutoring** and summer intervention
- Launch a **literacy campaign**

04 FUTURE PATHWAYS
A plan for every graduate

- Expand access to **high-quality Career and Technical Education**
- Increase dual enrollment and **early college credit**
- Increase work-based learning and expand attainment of **industry-valued credentials**

One student journey: birth to five › K-3 foundations › every classroom, every day › college, career and credentials

PRIORITY 1

Instructional Excellence

Meaningful, engaging, and challenging learning that helps students apply and extend their knowledge in real-world contexts.

1.a Universal Design for Learning

Lessons designed so every student can access them and be challenged

Year 1: Leaders advance from “Explore” to “Prepare”; staff introduced to UDL; walkthrough rubric updated.

1.b Preparing for Post-Secondary Success

Career pathways, internships, and college credit at Jonathan Dayton High School

Year 1: Program of Study audit; 3 draft career clusters; InternPick launched; agreements with 2 colleges.

1.c Technology Integration

Safe, secure, and purposeful use of technology for learning

Year 1: Upgraded content filtering; baseline tech walkthroughs; 30% of teachers using Jamf Teacher monthly.

PRIORITY 1 (CONTINUED)

Instructional Excellence

Meaningful, engaging, and challenging learning that helps students apply and extend their knowledge in real-world contexts.

1.d Inclusive Environments

More time learning alongside peers for students with disabilities

Year 1: Frontline IEP system fully launched; stronger placement planning; new Grade 5 ASD program at FMG.

1.e Student Achievement

Measurable growth in reading, math, and state assessments

Year 1: 85% of K–3 students at DIBELS benchmark; 100% of students meet i-Ready typical growth; NJSLA baselines set.

PRIORITY 2

Culture, Climate & Wellbeing

A positive, inclusive, and supportive environment built on strong social-emotional, mental health, and academic supports.

2.a Student Social-Emotional & Mental Health

Bullying prevention, SEL lessons, crisis response, and therapeutic support

Year 1: Consistent HIB programs in all elementary schools; Second Step launched; SEL groups added at MS and HS; crisis manual updated.

2.b School Belonging

A district-wide attendance framework built on prevention and family partnership

Year 1: Attendance teams in every school; chronic absenteeism down 1 point at each school; new family attendance resources.

PRIORITY 3

Professional Learning & Practice

Empowering every staff member through differentiated learning, embedded coaching, and peer collaboration.

3.a Building a Common Language

A shared definition of strong teaching, supported by walkthroughs and feedback

Year 1: New walkthrough tool; every classroom visited at least once; evaluator calibration; leadership Instructional Rounds pilot.

3.b Professional Learning and Practice

Differentiated learning through PLCs, coaching, and peer collaboration

Year 1: Consistent PLC teams and schedules; trained facilitators; data-informed PD planning; coaching model Phase I.

PRIORITY 4

Family & Community Engagement

Clear communication and collaborative partnerships where every student, staff member, and family belongs.

4.a Family & Community Engagement

Routine, accessible communication that connects classroom learning to home

Year 1 (2026–2027)

- Quarterly communication calendar tied to benchmark assessments
- Benchmark reports to families within 10 school days (from 20)
- Monthly principal newsletters and family curriculum nights
- 60% family open rate on district messages (from 50%)

PRIORITY 5

Operations, Facilities & Finance

Fiscal responsibility, high operational standards, and responsible stewardship of taxpayer funds in support of student success.

5.a Spaces Supporting Student Success

Safe, well-maintained, and equitable learning spaces in every school

Year 1 (2026–2027)

- Classroom furniture audit and district furniture standards
- Referendum-funded JDHS art, choir, and band rooms
- JDHS Life Skills classroom and 90% of JDHS classroom floors
- STEM space needs identified; ongoing HVAC and boiler updates

Year 1 Targets at a Glance

85%

K–3 students at or above DIBELS benchmark (baseline 79%)

Goal 1.e

100%

Grades 1–8 students meeting i-Ready typical growth

Goal 1.e

–1 pt

Chronic absenteeism at every school (JDHS 16.4% to 15.4%)

Goal 2.b

100%

Classrooms receiving at least one walkthrough

Goal 3.a

30%

Teachers using Jamf Teacher at least monthly (baseline 5–10%)

Goal 1.c

10 days

Benchmark reports delivered to families (baseline 20 days)

Goal 4.a

How We Will Monitor and Share Progress

Every quarter

Goal owners review deliverables and data with Cabinet and school leaders

Mid-year

Status check on Year 1 targets; any course corrections are documented

Annually

Progress update at a Board of Education meeting and on the district website

Summer 2027

Year 1 results shape Year 2 goals, professional learning, and budget

Spring 2029: A “Look Back” report will share three-year results with the community and inform the next strategic plan.

Review frequency varies by goal; each goal lists its review schedule and forum in the full plan.

Thank You

Your partnership remains essential. Please keep sharing your thoughts and ideas.

Follow our progress through Board meetings, district communications, and the district website. A glossary of terms is included at the end of the full plan.

READ THE FULL PLAN

tinyurl.com/SPSStrategicPlan26-29

Scan to read the full plan

2026–2027

Office Hours with Dr. Goldberg

Date	Time
Oct. 7, 2026	4–6 PM
Dec. 2, 2026	9–11 AM
Jan. 12, 2027	11 AM–1 PM
Feb. 17, 2027	11 AM–1 PM
Mar. 24, 2027	4–6 PM
Apr. 28, 2027	9–11 AM
Jun. 2, 2027	11 AM–1 PM

[icon: MapPin]

Chisholm Community Center

100 S. Springfield Ave.

All members of the Springfield community are welcome! Updates will be shared on the district website and social media.

TONIGHT'S MEETING

Board Agenda Highlights

Policy

- Revisions to the Substance Abuse Regulation No. 5530 better align with the updated Code of Conduct and best practices for differentiating between discipline and support for students who may have been found in violation of the Substance Abuse Policy.
- Revisions to the Regulation 5500/5600- Expectations for Student Conduct/Code of Student Conduct, align the updated Substance Abuse Regulation, Personal Internet Device Policy, District Feedback
- Other revisions are based on Strauss Esmay Review and Updates to Code

COMMUNITY EVENT REMINDERS

Community Events



College & Career Fair



Suicide Awareness & Prevention Month



JDHS Fall 2026 College Events

SEPTEMBER 15 – OCTOBER 15

Springfield Public Schools Celebrates Hispanic Heritage Month

