

AMENDED AGENDA

POSTED IN ACCORDANCE WITH THE PROVISIONS OF MGL 30A § 20 Act relative to extending certain COVID-19 measures adopted during the state of emergency

Marblehead School Committee

Name of Board or Committee

Address: Brown School Library 40 Baldwin Road Marblehead MA 01945

OR

Zoom: <https://marbleheadschoools-org.zoom.us/j/97886762817?pwd=5hT6kswajlCtbJVAC2uYOn1pdiv7fE.1>

Meeting ID: 978 8676 2817

Password: 610612

Dial in Phone +1 646 931 3860 US

Thursday	May	7	2026	6:00PM
Day of Week	Month	Date	Year	Time

Agenda or Topics to be discussed listed below (That the chair reasonably anticipates will be discussed)

- I. Initial Business: Call to Order
 - a. Pledge of Allegiance
 - b. Commendations
 - c. Public Comment
 - d. Student Representative

- II. District Updates – Supt. John Robidoux
 - a. Superintendent Update
 - b. Financial Update

- III. Consent Action and Agenda Items (vote)
 - a. Schedule of Bills
 - b. Approve Meeting Minutes: (4/30/2026)
 - c. Revised Policies
 - i. HA: Negotiations Goals -- REVISE
 - ii. HB: Negotiations Legal Status -- REVISE
 - iii. HF: School Committee Negotiating Agents -- REVISE
 - iv. KBA: School/Parent Relations Goals -- REVISE
 - v. KBE: Relations with Parent/Booster Organizations -- REVISE
 - vi. KCD: Public Gifts to the Schools -- REVISE

vii. KDD: News Media Relations/News Releases -- REVISE

IV. School Committee Communication and Discussion Items

- a. Village School Spotlight
- b. Village School Improvement Plan (vote)
- c. Veteran's School Improvement Plan (vote)
- d. High School Improvement Plan (vote)
- e. *Use of High School Fieldhouse for Voting (05/07/2026)* (vote)
- f. Sub Committee & Liaison Updates

V. Closing Business

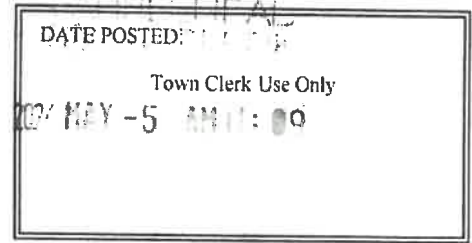
- a. Correspondence

Adjournment

Hybrid Meeting Notice: Members of the public are welcome to attend this in-person at 40 Baldwin Road Marblehead MA 01945 or by the remote zoom connection provided. Please note that the in-person meeting will not be suspended or terminated if technological problems interrupt the remote connection.

THIS AGENDA IS SUBJECT TO CHANGE

Chairperson: Al Williams
Posted by: Al Williams
Date: 5/07/26



MEETING NOTICE

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THIS AGENDA IS SUBJECT TO CHANGE

Chairperson: Al Williams
Posted by: Al Williams
Date: 5/05/26



Marblehead Public Schools

9 Widger Road
Marblehead, Massachusetts 01945
Phone: (781) 639-3140

John Robidoux
Superintendent of Schools

Julia Ferreira
*Assistant Superintendent of
Teaching & Learning*

LisaMarie Ippolito
*Assistant Superintendent of
Student Services*

Michael Pfifferling
*Assistant Superintendent of
Finance & Operations*

MEMORANDUM

TO: Marblehead School Committee
FROM: Michael Pfifferling, Assistant Superintendent for Finance & Operations
DATE: May 4 6, 2026
RE: District Financial Report FY26

-
- The MPS unexpended / unencumbered balance is \$1,987,820 at the end of March in Fiscal Year 2026. This is \$98,921 less than what was reported as of the March 31st report.
 - We have suspended all discretionary spending for unencumbered expenses to ensure we have the funding available to pre-pay \$1.5M in Special Education Out of District Tuition.
 - Through our Facilities Walks, we have identified many projects that need to be addressed. Water heaters, sump pumps, repairs. We are working to get as many of those projects resolved as possible before the end of the fiscal year.
 - Once we identify if there are available funds near the end of the Fiscal Year, we will present the School Committee with a list of one-time unbudgeted supplies or contracted services seeking support to expend those funds. This typically occurs in late May / June. Some options include making one-time purchases, pre-paying Special Education Tuitions and/or returning funds to the Town.

Attached is the line-by-line report for FY26 expenditures vs budget through April 30, 2026.

Respectfully submitted,



DRAFT

Marblehead School Committee

Chair: Al Williams

Meeting Date, Time & Location: Thursday, April 30th, 2026, 6pm, MHS Library, 2 Humphrey Street
Marblehead MA 01945

SC Members Present: A. Williams, J. Schaeffner, K. Schmeckpeper, H. Gwazda, M. Clucas

SC Members Absent:

Agenda/Materials: [Link](#)

Meeting Recording: [Link](#)

Minutes Respectfully Submitted By: Henry Gwazda

Opening, Pledge of Allegiance, Commendations, and Public Comment (00:00:00–00:04:00)

a. Meeting called to order at 6:03 PM on Thursday, April 30th, 2026; Pledge of Allegiance recited.

b. Public Comment

- Mary spoke appreciating teachers and noted her granddaughter's participation in a school mock town meeting discussing the override, thanking the superintendent and staff involved.

Superintendent Update (00:04:00–00:14:00)

a. Moment of Silence and Announcements

- Superintendent John Robidoux asked for a moment of silence for Scott LaVoie, long-time custodian who passed away recently.
- Reminded community that the following week was Teacher Appreciation Week.
- Walk, Bike and Ride Day scheduled for Wednesday, May 6th.

b. NELMS Visit and Mock Town Meeting at Veterans Middle School

- NELMS visited Veterans Middle School to evaluate it for the Spotlight School Award; visit reported as very positive with results expected the following week.
- Students participated in a mock town meeting moderated by Jack Asher; students voted to approve the override, approved Tier 1 and Tier 2, but narrowly rejected Tier 3 after a hand count.

c. Tree Planting and Town Meeting Preparation

- Tree Warden Jonathan Forbert and volunteers planted trees at Village School, funded by private donations, to reduce heat from asphalt areas; next project planned for high school parking lot.



- Superintendent Robidoux thanked the Select Board, Finance Board, Town Administrator, and School Committee for collaboration ahead of town meeting.

d. Student Representative Update

- Student Representative Will Cruikshank reported on fourth quarter, senior projects with over 150 seniors participating, AP tests May 4th–15th, and school musical Mamma Mia opening that weekend.
- Provided spring athletic records and noted upcoming spring concerts beginning May 18th.

District Improvement Plan Update and Feedback Process (00:14:00–00:39:00)

a. Plan Overview

- Superintendent John Robidoux presented the District Improvement Plan (DIP) covering 2026–27 through 2028–29, containing 6 goals, 22 objectives, and over 100 strategies, developed through iterative feedback from administrators, staff, and parents/guardians.

b. Parent Feedback Highlights

- Goal 1: Added language on AI as a learning tool, digital literacy, and screen time vs. hands-on learning balance.
- Goal 2: Added language on celebrating educators and enhancing the mentoring program for newer teachers.
- Goal 3: Added professional development for new teachers transitioning to Marblehead and mentorship for new administrators.
- Goal 4: Added language on online safety, cyberbullying, social media, and clarified restorative practices with natural consequences and consistent behavior procedures district-wide.
- Goal 5: Added language on streamlining district-wide systems through enhanced tools and technology; still needed further wordsmithing.

c. Feedback Process and Timeline

- Committee members to submit individual feedback to Superintendent Robidoux via email by May 8th.
- Revised plan to be discussed May 21st, with vote targeted for that meeting or no later than June 4th.
- A member emphasized completing the process before the election so the current committee could finalize the plan.

d. Committee Discussion

- Chair Al Williams noted the plan lacked specific deliverables, data metrics, and timelines; suggested the superintendent and staff propose these for committee review.



- A member raised concern that the "Assessment and Evidence" column frequently listed meetings rather than actual outcome evidence.
- A member questioned whether the plan's scope was realistic; Superintendent Robidoux acknowledged not every item would be fully achieved within 3 years and described periodic updates, reprioritization, and alignment with the superintendent evaluation process.

Consent Agenda: Bills and Meeting Minutes (00:39:00–00:40:00)

- a. Approval of bills totaling \$735,165.42 and meeting minutes from April 9, 2026.
- A motion was made by Kate Schmeckpeper and seconded by Henry Gwazda to approve the schedules of bills totaling \$735,165.42 and the meeting minutes from April 9, 2026.
 - The motion passed 5–0, with votes in favor: Al Williams, Kate Schmeckpeper, Jennifer Schaeffner, Henry Gwazda, and Melissa Clucas.

Public Communication Forums and Override Outreach (00:40:00–00:50:00)

- a. Communications Subcommittee reported on public Q&A forums held with the Select Board ahead of the June 9th override vote.
- Two Dunkin Donut open office hours sessions were held, attended by Henry Gwazda, Superintendent John Robidoux, and Select Board members; modest turnout, positive feedback on tiered funding structure, ballot mechanics, and town-side budgets.
- b. Continued outreach plans discussed.
- Henry Gwazda to serve as coordinating point person with the Select Board on a calendar of upcoming events at varied times.
 - Open Meeting Law considerations noted: events with two or more committee members must be posted with minutes; subcommittee members must avoid deliberating on matters they may vote on; members must provide information but not advocate on the override.
- c. Members requested that attendees at outreach events report back public questions and feedback to the full committee.
- d. Members reminded of a training session scheduled the following day at noon on public engagement guidelines.

Town Meeting Warrant Articles and Capital Needs (00:50:00–01:11:00)

- a. The committee reviewed school-related warrant articles (Articles 25–28) to determine whether to recommend funding or indefinite postponement.



- Assistant Superintendent of Finance & Operations Michael Pfifferling confirmed the administration did not recommend bringing forward any new capital requests for FY27 given the town's financial situation.

b. Article 25 — School Department Capital Equipment

- A motion was made by Henry Gwazda and seconded by Melissa Clucas to recommend indefinite postponement of Article 25.
- The motion passed 5–0, with votes in favor: Al Williams, Kate Schmeckpeper, Jennifer Schaeffner, Henry Gwazda, and Melissa Clucas.

c. Article 26 — School Building Technology Needs

- A motion was made by Henry Gwazda and seconded by Melissa Clucas to recommend indefinite postponement of Article 26.
- The motion passed 5–0, with votes in favor: Al Williams, Kate Schmeckpeper, Jennifer Schaeffner, Henry Gwazda, and Melissa Clucas.

d. Article 27 — School Department Capital Needs

- A motion was made by Henry Gwazda and seconded by Melissa Clucas to recommend indefinite postponement of Article 27.
- The motion passed 5–0, with votes in favor: Al Williams, Kate Schmeckpeper, Jennifer Schaeffner, Henry Gwazda, and Melissa Clucas.

e. Article 28 — School Department Supplemental Appropriation

- Henry Gwazda initially moved to recommend indefinite postponement but withdrew after Kate Schmeckpeper raised concern about preserving options if the school budget (Article 23) was amended downward at town meeting.
- Members expressed concern that leaving the article open could undermine the committee's commitment to the joint town-wide override approach.
- The original motion to recommend indefinite postponement of Article 28, made by Henry Gwazda and seconded by Melissa Clucas, was brought to a vote.
- The motion passed 4–1, with votes in favor: Al Williams, Jennifer Schaeffner, Henry Gwazda, and Melissa Clucas; and votes against: Kate Schmeckpeper.

f. The committee was informed of the annual memorandum of understanding with the Recreation and Parks Department; no vote was taken.

Recreation and Parks Memorandum of Understanding (01:11:00–01:23:00)

a. The committee reviewed the annual MOU between the School District and Recreation and Parks Department for April 30, 2026, through August 31, 2026.



- Superintendent John Robidoux noted the only change from the prior year was updated dates on page 2; a corrected version was placed in the shared drive.
- b. Concerns were raised about grounds maintenance quality; Superintendent Robidoux cited staffing constraints, seasonal delays, and ongoing communication improvements.
- Superintendent Robidoux recommended tightening MOU language around irrigation repairs, mulch costs, and third-party service calls.
- c. Jennifer Schaeffner proposed amending Exhibit A, item 6 to expand irrigation management language to cover all school district properties.
- A motion was made by Jennifer Schaeffner and seconded by Henry Gwazda to approve the Memorandum of Understanding with the Recreation and Parks Department with the addition of expanded irrigation management language covering school district properties.
 - The motion passed 5–0, with votes in favor: Al Williams, Kate Schmeckpeper, Jennifer Schaeffner, Henry Gwazda, and Melissa Clucas.
- d. A committee member requested the MOU be revisited approximately nine months ahead of the next renewal cycle to assess performance and determine whether revisions are needed.

Fair Share Supplemental Budget Grant (01:23:00–01:28:00)

- a. Superintendent John Robidoux and Assistant Superintendent of Teaching & Learning Julia Ferreira presented Fair Share Supplemental Budget funding secured through Senator Creighton and Representative Armini.
- Grant totaled \$66,420: \$40,700 for bus cameras, \$15,720 for culinary arts at Marblehead High School, \$10,000 for music program.
- b. Additional supplemental funding may be forthcoming; if received, district would pursue Glover School playground enhancements.
- c. Chair Al Williams agreed to draft a thank-you letter from the School Committee to Senator Creighton and Representative Armini.

Subcommittee and Liaison Updates: Facilities Walkthroughs (01:28:00–01:37:00)

- a. Communications Subcommittee and Roof Update
- April newsletter sent out; four roof sections replaced over April break; roof subcommittee scheduled to meet the following week.
- b. Facilities Walkthroughs



- Facilities Subcommittee completed walkthroughs of all five buildings with maintenance staff James and Gilberto, Assistant Superintendent of Finance & Operations Michael Pfifferling, and building principals (Principal Michele Carlson did not attend the high school walkthrough).
- All buildings in very good shape; the high school needed the most attention but no issues expected to rise to capital need level; many items already addressed or in progress.
- Superintendent John Robidoux and Michael Pfifferling discussed establishing a preventative maintenance schedule for HVAC systems, univents, belts, and fans.

c. Data Policy Subcommittee

- Subcommittee met that morning and reviewed new policy revisions to be brought to the full committee over the next several weeks.

Closing Business and Motion to Enter Executive Session (01:37:00–01:39:00)

a. No correspondence was reported.

b. The committee moved to enter executive session for two purposes:

- Purpose 3: To discuss strategy with respect to and in preparation for collective bargaining with the Marblehead Education Association occupational therapists, physical therapists, board-certified behavior analysts, occupational therapist assistants, physical therapist assistants, and certified nurse assistants, because an open meeting may have a detrimental effect on the bargaining position of the School Committee; the chair so declared without intent to return to open session.
- Purpose 3 (Chapter 38, Section 21A3): To discuss strategy with respect to potential litigation, Jay Buffy, as an open meeting may have a detrimental effect on the litigating position of the School Committee; the chair so declared without intent to return to open session.

c. Vote to enter executive session:

- A motion was made by Kate Schmeckpeper and seconded by Henry Gwazda to enter executive session for the two stated purposes without intent to return to open session.
- The motion passed 5–0, with votes in favor: Jennifer Schaeffner, Henry Gwazda, Melissa Clucas, Kate Schmeckpeper, and Al Williams.

d. The meeting adjourned at 7:42pm.

File: HA

NEGOTIATIONS GOALS

The School Committee recognizes that education is a public trust; it therefore is dedicated to providing the best possible educational opportunities for the students of this community. In negotiations, this objective may be best attained if there is a climate of mutual trust and understanding between the negotiating parties.

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The School Committee believes that the best interests of public education will be served by establishing procedures that provide an orderly method for the School Committee, or its representatives, and representatives of the staff to discuss matters of common concern.

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It is further recognized that nothing in negotiations will compromise the School Committee's legal responsibilities, nor will any employee's statutory rights and privileges be impaired.

LEGAL REF: _____ M.G.L. 150E

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SOURCE: _____ MASC/Marblehead

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NEGOTIATIONS LEGAL STATUS

All negotiations between the School Committee and recognized employee groups are conducted subject to Chapter 150E of the Massachusetts General Laws. The legal status of negotiations is defined in part by Section 1 of that chapter, as follows:

In the case of school employees, the municipal employer shall be represented by the school committee or its designated representative or representatives.

Basic to all employer/employee negotiations is the concept of "bargaining in good faith." It is the legal responsibility of both the School Committee and employee organizations to bargain in good faith as they conduct negotiations. However, such obligation does not compel either party to agree to a proposal or make a concession.

LEGAL REF.: M.G.L. 150E:1 et seq.

SOURCE: MASC, Updated 2022.

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Deleted: Employees shall have the right of self-organization and the right to form, join, or assist any employee organization for the purpose of bargaining collectively through representatives of their own choosing on questions of wages, hours, and other terms and conditions of employment, and to engage in lawful, concerted activities for the purpose of collective bargaining or other mutual aid or protection, free from interference, restraint, or coercion. An employee shall have the right to refrain from any or all of such activities, except to the extent of making such payment of service fees to an exclusive representative as provided in section twelve.

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SCHOOL COMMITTEE NEGOTIATING AGENTS

The School Committee is responsible for negotiations with recognized employee bargaining units. However, because of the expertise and time required for negotiations, the Committee may hire a negotiator to bargain in good faith with recognized bargaining units to help assure that mutually satisfactory agreements on wages, hours, and other terms and conditions of employment will be developed.

The School Committee will appoint the negotiator and the fee or salary for his/her services will be established in accordance with the law at the time of appointment.

The duties of the negotiator will be as follows:

1. To negotiate in good faith with recognized bargaining units to arrive at a mutually satisfactory agreement on wages, hours, working conditions of employees, and all other mandated subjects of bargaining represented by the units.
 - a. The negotiator may recommend members of the administration to serve on the negotiation team. They will not be members of any unit that negotiates with the Committee, and their participation in negotiations must be recommended by the Superintendent and approved by the Committee.
 - b. They will direct accumulation of necessary data needed for negotiations, such as comparative information.
 - c. They will follow guidelines set forth by the Committee as to acceptable agreements and will regularly report on the progress of negotiations in a properly posted executive session.
 - d. They will make recommendations to the Committee as to acceptable agreements.
2. The negotiator will interpret the signed negotiated contracts to administrators and may be called upon to offer advice on various aspects of contract administration during the terms of the contracts with employee organizations.

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LEGAL REF.: M.G.L. 71:37E

SOURCE: MASC – Updated 2022

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SCHOOL/PARENT RELATIONS GOALS

It is the general goal of the District to foster relationships with parents, which encourage cooperation between the home and school in establishing and achieving common educational goals for students.

While parents are individually responsible for their children, the District provides direct services of education and indirect services of childcare for students during the time when they are within the supervision of school personnel. Consistent with these shared responsibilities and as appropriate to the maturity of the student, members of the school staff will consult with parents regarding student progress and achievement, methods to enhance student development, and matters of student conduct.

Additionally, parental involvement in the schools is encouraged through regular communication with the school Principal and staff, the parent/teacher organizations, the school volunteer program, and other opportunities for participation in school activities and District programs.

SOURCE: MASC – Updated 2022

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RELATIONS WITH PARENT/BOOSTER ORGANIZATIONS

To enhance communications between parents and school officials, the Committee encourages the maintenance of formal parent organizations, including booster organizations, at each school building. For this purpose the Committee will officially recognize parent organizations. These procedures will be observed:

- 1. Organizations will be officially recognized upon request by the building Principal who will file a copy of the organizational papers with the Superintendent.
2. A vote, open to all parents/guardians of students enrolled, will designate the organization to be recognized if more than one organization with the same purpose makes the request.
3. All parent organizations shall obtain 501(c)(3) status and file appropriate paperwork with state authorities and make proof of such status available to school district administration.
4. Parent/booster organizations wishing to conduct raffles and games of chance must comply with all applicable federal, state, and local laws and regulations, including but not limited to the receipt of all necessary permits, and the filing of all required reports and schedules.
5. All parent organizations need to recognize that spending on student activities must comply with federal law relating to equity among student genders.

LEGAL REFS: Title IX, Education Amendments of 1972
MGL 271:7A
Massachusetts Attorney General's Guidance on Raffles
940 CMR 12.00

CROSS REFS: ACA - Nondiscrimination on the Basis of Sex
KHA - Public Solicitation in Schools

SOURCE: MASC - Updated 2025

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PUBLIC GIFTS TO THE SCHOOLS

In accordance with state law, all grants and gifts to the District shall be reviewed and accepted by the School Committee before expenditure or use. In the case of gifts from industry, business, or special interest groups, no extensive advertising or promotion may be involved in any donation to the schools.

Gifts will automatically become the property of the school system. Any gift of cash, regardless of donor intent, will be accepted by vote of the School Committee, kept separate from the general fund, and expended at the discretion of the Committee, as provided by law.

The Committee directs the Superintendent to assure that an appropriate expression of thanks is given to all donors.

SOURCE: _____ MASC – Updated 2022

LEGAL REF.: _____ M.G.L. 44:53A; 71:37A

CROSS REFS.: _____ DD, Grants, Proposals, and Special Projects
_____ GBEB, Gifts to and Solicitations by Staff
_____ GBEB, Online Fundraising and Solicitation – Crowdfunding

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File: KDD

NEWS MEDIA RELATIONS/NEWS RELEASES

Every effort will be made to assist the press and other communications media to obtain complete and adequate coverage of the successes, challenges, programs, planning, and activities of the school district.

All representatives of the media will be given equal access to information about the schools. General releases of interest to the entire community will be made available to all the media simultaneously. There will be no exclusive releases except as media representatives request information on particular programs, plans or problems.

In order that school system publicity is given wide coverage and is coordinated into a common effort and purpose, the following procedures will be followed in giving official information to the news media:

1. The School Committee Chairman will be the official spokesman for the Committee, except as this duty is delegated to the Superintendent.
2. News releases that are of a system-wide or a sensitive nature or pertain to established Committee policy are the responsibility of the Superintendent.
3. News releases that are of concern to only one school, or to an organization of one school, are the responsibility of the Principal of that particular school. All statements made to the press by other staff members of the particular school must be cleared with the Principal.

While it is impossible to know how news releases will be treated by the press, every possible effort should be made to obtain coverage of school activities that will create and maintain a dignified and professionally responsible image for the school system.

SOURCE: MASC – Updated 2022

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Village School

School Improvement Plan

2026 - 2027



We are The DUCKS!

Dynamic, Unique, Courageous, Kind, Safe

Focus Area	Goal 1 Curriculum, Instruction and Evaluation
District Strategic Objective A Objective B Objective C	<p>Objective A: To ensure curriculum and instruction are aligned, consistently delivered and continuously improved/enhanced to support the academic and socio-emotional well being of all students.</p> <p>Objective B: To promote and maintain the District’s mission, vision and core values, by reporting disaggregated assessment data to all stakeholders based upon a Multi-Tiered System of Support (MTSS).</p> <p>Objective C: To continue to implement that MA Educator Evaluation System in order to comply with all state regulations and expectations to improve teaching and learning.</p>
District Strategic Initiative(s)	<ul style="list-style-type: none"> -Ensure continued horizontal and vertical alignment of curriculum -Establish process for regular and timely review and revision of curriculum -Ensure curriculum standards established by DESE are in place -Ensure DESE endorsed literacy programs and assessments are implemented and maintained through Multi-tiered System of Supports (MTSS)
School-Based Goal	<p>Village School educators will focus on literacy and mathematics growth through the collection of IXL Data Assessments, MCAS performance (grades 4, 5,6). This will be achieved through utilization of our WIN (What I Need) Model, MTSS (Multi-tiered System of Supports), and ongoing monthly Data Meetings.</p> <p>Village School educators will shift more emphasis towards the science content area with instruction, including allocated time on learning (identified in the master schedule for all grades). This goal will also be achieved through our Village School Learning Walks, with focus on classroom visits during Science Instruction, as well as additional Science Professional Development offerings.</p>

Improvement Strategies	Action Steps	Who	Timeline	Resources Needed	Status
<p>Village School ELA teachers will continue to implement the <i>Wit and Wisdom</i> curriculum (Year 4).</p> <p>Village School will focus on Science content, resources and professional development (Year 2).</p>	<p><i>Wit and Wisdom</i> PD</p> <p>Science teacher collaboration across the grade level at PLCs and/or PD opportunities, using Mystery Science (Grade 4) and Inspire Science (Grades 5 and 6).</p> <p>Develop consistent differentiation practices</p>	<p>Teachers Administration</p> <p>Instructional Leadership Team</p> <p>Instructional Specialist Team</p>	<p>August 2026- June 2027</p>	<p>Time</p> <p>PD from Wit and Wisdom</p> <p>Science Curriculum Materials (Mystery Science, Grade Four;</p>	

	<p>across the grade level to meet the needs of all children.</p> <p>Organize Village School Learning Walks to have educators visit classrooms during active Science Instruction at the three grade levels.</p>			Inspire Science McGraw-Hill Grades 5 and 6	
Village School Math teachers will use data to analyze and align instruction.	<p>Participate in vertical planning in order to determine multiple methods to show mastery.</p> <p>Use MCAS, IXL, and relevant data to support areas for growth and areas of strength in the curriculum.</p> <p>Look at common assessments, and score together to calibrate.</p>	Teachers Curriculum coaches Administration	September 2026 - June 2027	Time Imagine Learning/Illustrative Math resources	
Continually review the Village special education model, services, scheduling and resources to ensure that students with disabilities have equal access to the curriculum and sufficient supports for continuous improvement, including Individual Education Plan development and 504 plan development.	<p>At monthly PLC meetings, analyze MPS Common Assessments, Special Education Testing Assessments, MCAS State Assessments (including MCAS ALT).</p> <p>Organize and implement Professional Development opportunities for Village Special Educators, working with student data and inclusionary best practices.</p>	Assistant Superintendent of Student Services, Village Team Chair, Village Administrators, Teachers.	September 2026 - June 2027	Time District Assessments State Assessments (MCAS)	
<p>Public Posting of DESE annual school and district report cards related to state assessment results.</p> <p>Analyze and use data to drive decision making.</p>	Actively communicate student assessment performance to Village stakeholders and families (Progress Report updates; benchmarking assessments; DESE	Teachers Administration Team Chair ILT Team ILS Team Assistant Superintendent	September 2026 - June 2027	Time District Assessments State Assessments	

<p>Annually review student assessment results to prioritize goals, allocate resources, projects and services. Ensure a balanced system of formative and benchmark assessments to guide instructions through Multi-tiered System of Supports (MTSS). Ensure uniformity of student support team process at Village.</p>	<p>MCAS official reports.</p> <p>Calibrate and align student support services for grades 4, 5, 6 at Village (ILT Team, WIN Block intervention models, Student Support Team).</p>	<p>of Student Services.</p>		<p>(MCAS)</p>	
<p>Provide Professional Development (SMART Goals, shared goals). Afford educators the opportunities to model effective strategies. Train new hires during orientation. Identify and streamline focus elements for evaluations.</p> <p>Provide teachers on-going feedback and support on indicators (curriculum and planning, instruction, cultural proficiency, professional collaboration, reflection).</p>	<p>Identify teachers on NPST cycle or PST cycle.</p> <p>Identify primary and secondary evaluators to conduct observations and evaluations with Village teaching staff.</p> <p>Conduct formal professional goals setting conferences, identifying SMART goals.</p> <p>Conduct formal (announced) and informal (unannounced) observations throughout the 2026-2027 school year.</p>	<p>Principal, Assistant Principal, Team Chair.</p> <p>Central Office Leadership Team (as needed).</p>	<p>September 2026 - June 2027</p>	<p>Time</p> <p>Teachpoint (Vector) Software.</p> <p>Faculty Meeting Training</p>	

Focus Area	Goal 4: Student Support Programs and Services
District Objectives A, B, C, D.	<p>Objective A: To create and promote a strong <i>Sense of Belonging</i> for each Village student, maintaining an environment in which students' diverse backgrounds, identities, strengths and challenges are respected and that they have input into their education, having "a voice at the table."</p> <p>Objective B: To use the most current research based procedures to keep students and staff safe.</p> <p>Objective C: To improve transitions at all grade levels as they move from preschool to post secondary education.</p> <p>Objective D: To promote positive social and emotional learning and relationships between students, staff and all members of our educational community.</p>
Strategic Initiative(s)	<p>Sharing communication among stakeholders Working collaboratively with the community. Providing Authentic Learning Opportunities Nurturing, Safe Educational Environments Strengthening Higher Order Thinking Skills Engaging All Students As Active Learners Accountability In Academic Excellence and Integrity</p>
School Based Goal	<p>Village School educators will focus on and further develop:</p> <ul style="list-style-type: none"> ● <i>A Sense of Belonging</i> Through Student Voice (Peer Leaders Student Ambassadors, Composting Rangers, Morning Announcers Club Opportunities, Student Newspaper, Sixth Grade Dance Committee) ● Learning Walks (administrators and teams of teachers) ● Responsive Classroom Protocols (Morning Meeting) ● Wayfinder curriculum and Jean Skanne classroom visits.

Improvement Strategies	Action Steps	Who	Timeline	Resources Needed	Status
Construct Student Centered Learning experiences that build on students' assets to make learning relevant and engaging, using MTSS protocols. Provide transparency around MTSS protocols to parents/caregivers.	<p>Focus on MTSS protocols and strategies at staff meetings and PLC meetings.</p> <p>Utilize grade level PLC meetings to develop student centered learning experiences in the content areas.</p> <p>Implement MTSS protocols during WIN block models and during the Student Support Team referral</p>	<p>Administration Lead Teachers Coaches Assistant Superintendent</p>	<p>August 2026- June 2027</p>	<p>Time Technology</p>	

	process.				
<p>Find ways to provide students the opportunity to share their voice within their schools and in public forums. Ensure students have input into their learning including IEP and 504 development.</p> <p>Provide Educational Opportunities for families and caregivers about the special education process, including the SST (Student Support Team) student referral process, and the CST (Child Study Team) process.</p>	<p>At monthly PLC meetings, analyze MPS Common Assessments, Special Education Testing Assessments, MCAS State Assessments (including MCAS ALT).</p> <p>Organize and implement Professional Development opportunities for Village Special Educators, working with student data and inclusionary best practices.</p> <p>Engage teachers, counselors, interventionists and families with the SST (Student Support Team Process) and the CST (Child Study Team Process).</p>	<p>Assistant Superintendent of Student Services, Village Team Chair, Village Administrator s, Teachers.</p>	<p>August 2026- June 2027.</p>	<p>Time</p> <p>Technology</p> <p>Schedule weekly CST meetings with administrators and counselors.</p> <p>Schedule Student Support Team student referral meetings.</p>	
<p>Identify and train new staff in ALICE protocols. Practice on-going emergency evacuation. Practice of Lockdown Protocols and Evacuation Drill Protocols. Review Crisis Protocols Annually. Enhance Student Elopement protocols. Follow QBS/Safety Care Student Safety Protocols. Conduct Fire Evacuation Drills.</p>	<p>Work with School Resource Officer to organize and conduct Enhanced Lockdown Drills and Safety Evacuation Drills.</p> <p>Work with Marblehead Police Department to organize and conduct Fire Evacuation Drills.</p> <p>Attend Safety Care/QBS Annual Training. Train staff on Safety Care - QBS protocols and student elopement protocols and verbal de-escalation strategies.</p>	<p>Village Principal, Assistant Principal, Team Chair, Administrative Assistants, MPS SRO, Marblehead Fire Department, Teachers, School Nurses, School Counselors.</p>	<p>August 2026 - June 2027</p>	<p>Time (staff meetings)</p> <p>Technology</p> <p>Morning Meeting to process and prepare students for drills (pre-drill and post-drill).</p>	
<p>Review input from Learning Walks at Administrative Meetings. Collaboration of Leadership Teams Between Schools, as well as Village teachers</p>	<p>Schedule and organize learning walks with other Educational Leaders within MPS, hosting and visiting each school within the district.</p>	<p>Principals, Assistant Principals, Team Chair, Teachers.</p>	<p>August 2026-June 2027.</p>	<p>Time</p> <p>Technology</p> <p>Learning Walk Schedule (across schools</p>	

visiting and observing one another.	Schedule and organize Learning Walks for educators at Village, having educators host and visit one another at Village School.			and between teacher teams within Village).	
Continue Responsive Classroom approach at elementary school levels. Continue Morning Meeting Protocols. Establish and maintain restorative practices at all grade levels.	Provide staff training and Professional Development opportunities with “Responsive Classroom” and “Morning Meeting” protocols (at PLC and at Staff Meetings).	Principal, Assistant Principal, ILT team members, teachers, counselors.	August 2026-June 2027.	Time Technology Scheduling	
Social Emotional Learning in the Classroom and training for staff, School Adjustment Counselors, and Professional Development focused on Social Emotional Learning.	Continue <i>Wayfinder</i> SEL PD and Training Opportunities for Village Staff. Continue partnership with Village PTO to host SEL enrichment opportunities at Village, including Jean Skaane visiting classrooms at Village.	Principal, Assistant Principal, ILT team members, teachers, counselors.	August 2026-June 2027.	Time Technology Scheduling	

Focus Area	Goal 5 Leadership, Governance and Communication
District Objectives A, B, C.	Objective A: To foster a culture of shared leadership and decision making practices to enhance effective communication with all stakeholders. Objective B: To include all District and Community Stakeholders in decision making processes through transparent, multimodal communication. Objective C: To review and enhance District-wide technology resources to facilitate and strengthen the teaching and learning process for all students, staff and community stakeholders.
Strategic Initiative(s)	Sharing Communication among all stakeholders Working collaboratively with the community Authentic Learning Opportunities Nurturing, Safe Educational Environments Strengthening Higher Order Thinking Skills

	Engaging All Students As Active Learners Accountability in Academic Excellence and Integrity
School-Based Goal	Village School will continue with our PBIS (Positive Behavior Incentive Program) to promote the Dynamic Ducks (Dynamic, Unique, Courageous, Kind and Safe). Students will earn Duck Dollars, celebrating Dynamic Ducks at our monthly Community meetings. Village School will continue to develop strong partnerships with our PTO and School Council members. Village School will host specific grade level events for parents to attend throughout the year, as well as publish our twice monthly newsletter, <i>The Village Voice</i> .

Improvement Strategies	Action Steps	Who	Timeline	Resources Needed	Status
Enhance Established community partnerships and seek ways to establish new, meaningful community connections. Ensure meaningful communication and feedback from parents and caregivers. Develop opportunities for staff, parents and community members to provide input into the District and School Improvement Plans. Review and improve School and District Improvement Plans, handbooks and policies that are approved by the School Committee in open, recorded sessions and accessible via district website.	Offer frequent, scheduled opportunities for parent input and feedback, including Open Houses, Parent Surveys, Conferences and email access. Continue PTO and School Advisory Council partnerships and scheduled meetings. Continue publishing <i>The Village Voice</i> newsletter twice a month.	Principal, Assistant Principal, Team Chair, Instructional Leadership Team, Teachers, Counselors.	August 2026 - June 2027.	Time Technology S'More software for newsletters.	
Village School will continue our PBIS (Positive Behavior Incentive Program) to	Create duck dollars; tabulate weekly duck totals. Announce on Mondays which grades have earned	Principal, Assistant Principal, Administrative Assistants,	August 2026-June 2027.	Rubber Ducks, Duck Dollars, Time for Community	

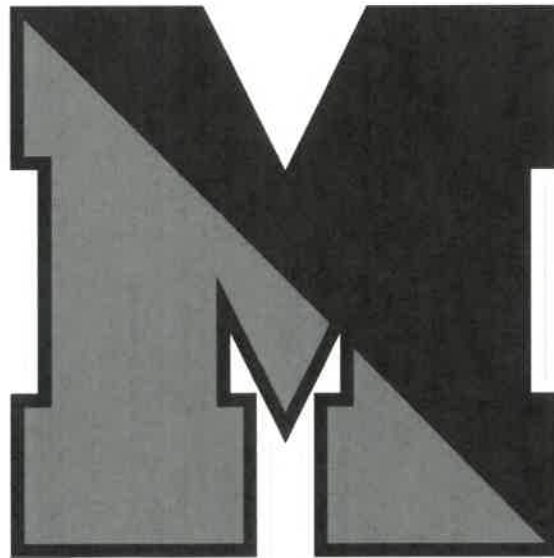
<p>promote the Dynamic Ducks (Dynamic, Unique, Courageous, Kind and Safe). Students will earn Duck Dollars (results tabulated weekly) and Dynamic Ducks of the Month are celebrated at Grade Level Community meetings.</p>	<p>the most duck dollars</p> <p>Fill the Cylinders in the front office with rubber ducks to show grade level performance</p> <p>Hold grade level Community Meetings to recognize Dynamic Ducks.</p>	<p>Teachers, Teacher Leaders.</p>		<p>Meetings.</p>	
<p>Develop specific ways, through the use of technology to create more opportunities for differentiated instruction, student acquisition of skills related to technology, share and implement best educational technology practice. Determine equipment usage in the instructional environment for best placement of technology. Provide training opportunities to enhance instructional growth and collaboration among educators to enhance teaching and learning.</p>	<p>Conduct staff surveys to determine which technologies are needed to support DESE curriculum objectives.</p> <p>Work with the Assistant Superintendent of Teaching and Learning to ensure fidelity and consistency of technology use, district wide.</p> <p>Collaborate with the PTO Board of Directors to fund approved Educational Technology software programs.</p> <p>Ensure implementation of software is coordinated with MPS Technology Director.</p> <p>Collaborate with Assistant Superintendent of Student Services with consideration to Special Education Software programs (consistency and fidelity, district wide).</p> <p>Organize and implement necessary Professional Development for staff with any newly adopted technologies.</p>	<p>Principal, Assistant Principal, Team Chair, Teachers, Teacher Leaders.</p> <p>Central Office Leadership Team.</p>	<p>August 2026-June 2027.</p>	<p>Time Technology Funding</p>	

	Work with ILT membership and ILS team with training and implementation at the grade levels.				
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Marblehead Veterans Middle School

School Improvement Plan

2026-2027



Marblehead Public Schools

District Goal	Curriculum, Instruction, and Evaluation
District Objective	To promote and maintain the District’s mission, vision, and core values by reporting disaggregated assessment data to all stakeholders based upon multi-tiered systems of support (MTSS).
School-Based Goal	MVMS will implement a structured data team process where grade-level teams use a dedicated monthly meeting to analyze common assessment data, identify student learning gaps, and plan targeted instructional responses to improve student outcomes.

Improvement Strategies	Action Steps	Persons Responsible	Resources Needed	Timeline	Status
Review 2025-2026 school year data team meetings.	<ol style="list-style-type: none"> 1. Create a survey to gather feedback about the 2025-2026 school year data team meetings. 2. Meet with the Instructional Leadership Team to review survey results around strengths and areas of improvement. 	<p>MVMS admin</p> <p>MVMS admin and Instructional Leadership Team</p>	<p>Time to create survey</p> <p>Meeting time with MVMS ILT</p>	August 2026	
Establish data team meeting protocols	1. MVMS Instructional Leadership Team, school administration and district-level instructional coaches to establish protocols on data team meetings.	MVMS admin and Instructional Leadership Team	Survey results	Sept./Oct. 2026	
MVMS grade level teams will meet with administration and district level instructional coaches to review and adjust protocols on data team meetings.	<ol style="list-style-type: none"> 1. Schedule Testing dates for IXL benchmark testing (Fall, Winter, and Spring) 2. Provide refresher course on interpreting data 3. Present established meeting protocols and objectives 	School administration and MVMS grade-level teaching teams	School based PD around interpreting data	Sept./Oct. 2026	

<p>Schedule dedicated monthly data team meetings.</p>	<ol style="list-style-type: none"> 1. Schedule monthly meeting dates 2. Invite all necessary stakeholders: administration, guidance, instructional coaches. 3. Provide staff with list of school-based intervention options 	<p>School administration and MVMS grade-level teaching teams</p>	<p>Time for teachers to implement District-level testing</p> <p>Time for teachers to gather and interpret data</p>	<p>Sept. 2026 - May 2027</p>	
<p>Create a rubric to compile student feedback on how supported they felt throughout the data-driven intervention.</p>	<ol style="list-style-type: none"> 1. Draft Rubric 2. Get feedback from ILT 3. Finalize Rubric 	<p>Admin, ILT</p>	<p>Time to create rubric and gather feedback</p>	<p>Oct. 2026</p>	
<p>Mid-Year Assessment: Provide grade level teaching teams the opportunity to make adjustments to the process moving forward.</p>	<ol style="list-style-type: none"> 2. Meet with academic teams about the data meeting process and possible adjustments moving forward. 	<p>MVMS Admin, Instructional coaches and academic teaching teams</p>	<p>Meeting time with academic teaching team</p>	<p>February 2027</p>	
<p>Compile student feedback using a rubric on how supported they felt throughout the data-driven intervention.</p>	<ol style="list-style-type: none"> 1. Review Feedback with ILT 2. Share feedback with MVMS staff during staff meeting 	<p>Admin, ILT, teachers</p>	<p>Time to examine data and feedback.</p>	<p>May/June 2026</p>	

District Goal	Teacher Quality and Professional Development
District Objective	On-Site professional development model that is collaborative, job embedded and led by educators who model best practices.
School-Based Goal	MVMS administration will design and implement a targeted internal professional development program in which instructional staff participate in at least four peer-led learning sessions per year.

Improvement Strategies	Action Steps	Persons Responsible	Resources Needed	Timeline	Status
Administration will create a needs assessment to be distributed to staff to understand areas of growth that staff has identified.	<ol style="list-style-type: none"> 1. Create Needs Assessment 2. Distribute Needs Assessment to Staff 	MVMS admin	Time for staff to fill out needs assessment and admin to synthesis the results	Sept. 2026	
MVMS Admin will review information gathered from Needs Assessment data to understand the staff-identified areas of growth	<ol style="list-style-type: none"> 1. Share out results of needs assessment with MVMS Instructional Leadership Team and District Curriculum coaches. 	MVMS Admin and ILT	Meeting time to share out results with MVMS ILT.	Sept. 2026	
Create opportunities for staff to volunteer to run an internal PD session in an area they have knowledge/passion for.	<ol style="list-style-type: none"> 1. Create a google form for teachers to sign up to run a PD session. 	MVMS admin.	Time for staff to complete the PD session form.		
MVMS Administration will create and schedule four Internal Professional Development Opportunities for staff at the building-based level.	<ol style="list-style-type: none"> 1. Establish guidelines and expectations of PD opportunities 2. Schedule four PD opportunity sessions during the 2026-2027 school year. 	MVMS admin.	<p>Time during staff meeting</p> <p>Classrooms for PD opportunities to take place</p>	Sept. 2026 - May 2027	

Create a method for MVMS for staff to sign up for internal PD sessions.	1. Create a Google form for staff to sign up for internal PD sessions.	MVMS admin.	Time for staff to fill out the form.	Oct. 2026 - May 2027	
Mid Year Assessment: Provide MVMS staff opportunity to provide feedback around possible adjustments to the process moving forward.	1. Create a survey to gather feedback about internal PD sessions at MVMS.	MVMS Admin	Time to create survey	February 2027	
End of Year Assessment: Provide opportunity feedback from MVMS staff	1. Create a survey to gather feedback about internal PD opportunities and sessions.	MVMS Admin	Time to create survey		

District Goal	Student Support Programs and Services
District Objective	To promote positive social and emotional learning and relationships between students, staff, and all members of the educational community.
School-Based Goal	MVMS administration and staff will partner with student leaders to design and implement a series of events aimed at increasing student engagement and fostering a strong sense of student belonging.

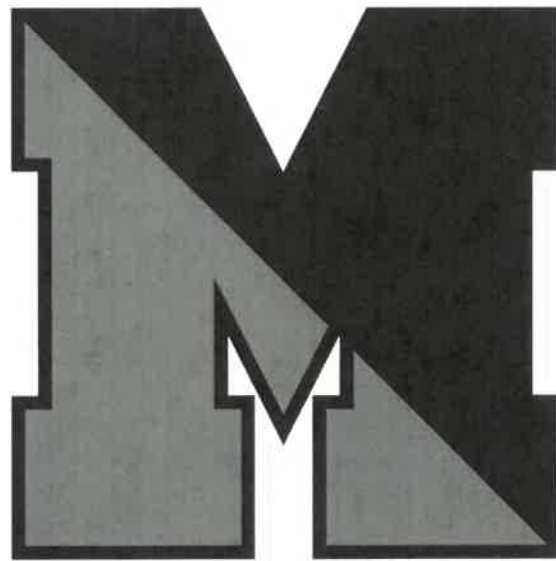
Improvement Strategies	Action Steps	Persons Responsible	Resources Needed	Timeline	Status
In Advisories, students participate in a Wayfinder activity to explore the meaning of belonging and what it looks like in school.	1. Through the Wayfinder platform, build schema around what it means to belong in a school community.	Admin, ILT, Teachers	Wayfinder Platform	Sept. 2026	
Student Survey: Provide MVMS students a survey for them to share their voice on events they would like to take place at MVMS during the 2026-2027 school year.	1. Create a survey for student feedback. 2. Review feedback with MVMS Cornerstones students.	MVMS Admin MVMS admin, Cornerstones advisors and Cornerstones students.	Time to create survey	Sept 2026	
School Administration meets with MVMS Cornerstones to create a calendar of events that promotes students' engagement and belonging.	1. Establish a monthly meeting between school administration and Cornerstones to discuss student event possibilities. 2. Create a calendar of events for MVMS students for student engagement and belonging.	School leadership and Student leadership	Common time for admin to meet with Cornerstones group	Sept 2026	

<p>Connect Cornerstones with MVMS P.C.O.</p>	<p>1. Establish Cornerstones student representatives to meet with MVMS P.C.O.</p> <p>2. Have Cornerstones students representatives attend MVMS P.C.O. meetings to discuss possible event ideas.</p>	<p>Admin, P.C.O. and Cornerstones students</p> <p>Admin, P.C.O. and Cornerstones students</p>		<p>Sept 2026 - May 2027</p>	
<p>Schedule and hold student-centered events for the MVMS community that promote student engagement and belonging.</p>	<p>1. Schedule student-centered events and programs</p> <p>2. Coordinate all aspects of planning and conducting student-centered events and programs</p>	<p>School leadership and Student leadership</p> <p>MVMS P.C.O.</p>	<p>Time in afternoon/ evening/ weekends for events</p> <p>Volunteers to help support events</p> <p>Money for needed supplies</p>	<p>Oct 2026 - May 2027</p>	
<p>End of Year Student Survey: Provide MVMS students a survey to allow them to voice feedback about student-centered events during the 2026-2027 school year.</p>	<p>1. Create a survey for student feedback.</p> <p>2. Review feedback with MVMS Cornerstones students.</p>	<p>MVMS Admin</p> <p>MVMS admin, Cornerstones advisors and Cornerstones students.</p>	<p>Time to create survey</p>	<p>May 2027</p>	

Marblehead High School

School Improvement Plan

2026-2027



Marblehead Public Schools

District Goal	<i>Goal 4: Student Support Programs and Services: To provide quality programs for all students that are comprehensive, accessible and rigorous. To support all students and staff through restorative practice, and behavioral policies and practices that address the needs of all students and include attendance policies to ensure students complete their education.</i>
District Objective	<i>To promote positive social and emotional learning and relationships between students, staff, and all members of our educational community.</i>
School-Based Goal	<i>Strengthen and systematize structures and practices at Marblehead High School that ensure all students are connected to the school community, with particular attention to monitoring student engagement, well-being, and access to supportive relationships.</i>

Improvement Strategies	Action Steps	Persons Responsible	Resources Needed	Timeline	Status
Strengthen Advisory to support student engagement	<p>Implement consistent advisory or mentoring structures in which each student is assigned to a staff member who the student is familiar with.</p> <p>Develop clear expectations and resources for Wayfinder activities focused on relationship building, goal setting, and monitoring student well-being.</p> <p>Provide professional development for staff on Wayfinder activities focused on relationship-centered practices and student engagement strategies.</p>	<p>School Administration</p> <p>Teachers, support staff, counseling department</p>	<p>Dedicated Time for Advisory</p> <p>PD Time</p> <p>My Flex Learning</p>	<p>Fall: Establish advisory expectations and provide training.</p>	

<p>Develop a System for Monitoring Student Engagement and Well-Being</p>	<p>Establish regular meetings of a student support team to review data related to attendance, academic progress, and behavioral indicators.</p> <p>Use early warning indicators to identify students who may be at risk of disengagement.</p> <p>Continue to use referral and follow-up process to connect students with appropriate supports.</p>	<p>Administration School Counselors Adjustment Counselors Student Support Team</p>	<p>Time dedicated during SAT Meetings Tracking System</p>	<p>Fall: Establish monitoring structures and meeting schedules.</p> <p>Monthly/On going: Review student data and implement interventions</p>	
<p>Monitor Impact and Adjust Practices</p>	<p>Review attendance, engagement, and data annually to assess student connectedness.</p>	<p>Administration Student Support Team Counseling Department</p>	<p>Meeting Time</p>	<p>Spring: Review data and evaluate progress.</p> <p>Update improvement strategies.</p>	

District Goal	<i>Goal 4: Student Support Programs and Services: To provide quality programs for all students that are comprehensive, accessible and rigorous. To support all students and staff through restorative practice, and behavioral policies and practices that address the needs of all students and include attendance policies to ensure students complete their education.</i>
District Objective	<i>To improve transitions for students at all grade levels as they move from preschool through post-secondary education.</i>
School-Based Goal	<i>Strengthen and coordinate transition supports at Marblehead High School to ensure students successfully navigate key transitions as students move from middle school to high school.</i>

Improvement Strategies	Action Steps	Persons Responsible	Resources Needed	Timeline	Status
Strengthen the Middle School to High School Transition	<p>Collaborate with middle school counselors and administrators to develop a coordinated transition plan for incoming Grade 9 students.</p> <p>Provide orientation programs, school tours, and informational sessions for students and families to introduce academic expectations, extracurricular opportunities, and support services.</p> <p>Offer early opportunities for incoming students to connect with staff, peer mentors, and student leaders.</p> <p>Facilitate communication between middle school and high school staff to identify students who may benefit from additional academic or</p>	<p>Administration</p> <p>Counseling Department</p> <p>Peer Mentor Coordinator and Student Peer Mentors</p>	Meeting time	<p>Winter/Spring: Planning with middle school staff and counselors</p> <p>Spring: Orientation events and course selection process.</p> <p>Fall: Ongoing support for Grade 9 students.</p>	

	social-emotional support.				
Strengthen Academic and Social Supports	<p>Provide structured academic planning through counseling meetings to support students in setting goals</p> <p>Monitor student progress using attendance, academic performance, and engagement data to identify students needing additional supports.</p> <p>Connect students with academic interventions, mentoring opportunities, and counseling services when needed.</p>	<p>School Counselors</p> <p>Admin</p> <p>Teachers and Advisors</p> <p>Student Support Team</p>		Ongoing throughout the school year with scheduled counseling check-ins by grade level.	
Monitor and Improve Transition Outcomes	<p>Collect feedback from students and families about transition experiences into high school.</p> <p>Review data related to Grade 9 success indicators (attendance, course completion, engagement). Use findings to refine transition programming and supports.</p>	<p>Admin</p> <p>School Counseling Department</p>		Annual review	

District Goal	<i>Goal 4: Student Support Programs and Services: To provide quality programs for all students that are comprehensive, accessible and rigorous. To support all students and staff through restorative practice, and behavioral policies and practices that address the needs of all students and include attendance policies to ensure students complete their education.</i>
District Objective	<i>To create and maintain an environment in which students' diverse backgrounds, identities, strengths and challenges are respected and that they have input into their education and have a voice "at the table."</i>
School-Based Goal	<i>Continue to expand and refine opportunities for student voice at Marblehead High School to strengthen students' sense of belonging.</i>

Improvement Strategies	Action Steps	Persons Responsible	Resources Needed	Timeline	Status
Develop regular opportunities for students to share feedback	<p>Develop and administer surveys to students to gather information about school climate, sense of belonging, and areas for improvement.</p> <p>Create dedicated Magic Block time for student forums</p> <p>Review and respond to student feedback.</p>	<p>Administration</p> <p>School Counselors</p> <p>Faculty</p>	<p>Magic Block Time</p> <p>PLC Meeting Time</p> <p>Faculty Meeting Time for Presentation</p>	<p>Sept 2026 -Dec 2026</p> <p>Conduct surveys</p> <p>Nov 2026 -June 2027</p> <p>Sept 2026- June 2027</p>	
Integrate Student Voice into School Culture and Learning	<p>Provide opportunities within advisory, classroom discussions, or school meetings for students to reflect on their experiences and suggest improvements.</p> <p>Encourage teachers to incorporate opportunities for student choice, discussion, and feedback</p>	<p>Administration</p> <p>Teachers</p> <p>Advisory Leaders</p> <p>Student Leadership Groups</p>		Ongoing	

	<p>within classroom learning.</p> <p>Highlight student perspectives through school communications, assemblies, and events.</p> <p>Recognize and celebrate student contributions to the school community.</p>				
<p>Monitor Impact on Student Belonging</p>	<p>Review student climate survey data related to belonging and engagement.</p> <p>Track participation in student leadership and extracurricular opportunities.</p> <p>Use feedback from students and staff to refine opportunities for student voice.</p> <p>Share progress and outcomes with the school community.</p>	<p>Administration</p> <p>School Improvement Team</p> <p>School Counselors</p> <p>Student Leadership Groups</p>		<p>Spring: Review data and evaluate progress.</p>	

District Goal	<i>Curriculum, Instruction and Evaluation: To develop and implement programs that insure quality instruction, high expectations for all learners, and result in steadily improving student achievement. Student assessment results, local benchmarks, and other pertinent data are used to improve student achievement and to inform all aspects of decision-making, including policy development and implementation, instructional programs, assessment practices, and procedures.</i>
District Objective	<i>To ensure curriculum and instruction are aligned, consistently delivered and continuously improved/enhanced to support the academic and socio-emotional well-being of all students.</i>
School-Based Goal	<i>Marblehead High School will continue to review and update written curriculum documents for all courses.</i>

Improvement Strategies	Action Steps	Persons Responsible	Resources Needed	Timeline	Status
Strengthen Curriculum Alignment	<p>Review and map all course curricula to state and district standards to ensure alignment across grade levels and subjects.</p> <p>Curriculum maps include embedded units and lessons for each course.</p> <p>Collaborate within and across departments to develop shared pacing guides, essential learning outcomes, and assessment practices.</p> <p>Integrate socio-emotional learning (SEL) objectives and supports into curriculum units where appropriate.</p>	<p>Lead Teachers</p> <p>Teachers</p> <p>Data and Instructional Coordinator</p> <p>Administration</p>	<p>Meeting time</p> <p>PLC Time</p> <p>Common Planning Time</p>	<p>Fall–Winter: Curriculum mapping and departmental collaboration</p> <p>Spring: Review gaps and finalize updates.</p> <p>Ongoing: Annual review and revision of curriculum.</p>	

<p>Continuously Improve Curriculum and Instruction</p>	<p>Use student performance data and feedback to refine units and lessons within the curriculum map.</p> <p>Incorporate new instructional strategies, technology, and best practices into units and lessons to enhance engagement and learning.</p> <p>Embed reflection and feedback opportunities for students within lessons to support socio-emotional growth.</p> <p>Collaborate with departments to regularly review and revise units and lessons to ensure alignment, relevance, and continuous improvement.</p>	<p>Administration</p> <p>Department Leads</p> <p>Teachers</p> <p>Data and Instructional Coordinator</p>	<p>Meeting time</p>		
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