



REPORT OF THE SUPERINTENDENT

**Regular Meeting of the
Malden School Committee**

Monday, June 9, 2025

**Timothy Sippel, Ed.L.D.
Superintendent**



Agenda

- Charting Our Path Forward in SY26 and Beyond
- Health Curriculum Adoption Process & Recommendation
- Superintendent Evaluation for 2025: Self-Assessment

Core Values



**Include and
Collaborate**



**Embrace
Growth**



**Do Right By
ALL Kids**

Charting Our Path Forward

- Entry Plan Findings
 - SY26 Strategy for Improvement
 - School Improvement Plans
 - Visioning for the Future
- 

Entry Plan Recap

- » **Phase 1:** Immersion into the Malden community
- July through August 2024
- » **Phase 2:** Listening to Learn - *August through November 2024*
- » **Phase 3:** Learning in Action - *August through November 2024*
- » **Phase 4:** Analysis and Sharing - *December 2024 through February 2025*
- » **Phase 5:** Charting the Future of Malden Public Schools - *March through June 2025*

Malden's Strengths



Diverse and Talented Students

We have the most diverse students in Massachusetts, giving them tremendous opportunities to develop their unique interests and talents, learn from others' cultural backgrounds, and contribute to the growth of our community.



Engaged Parents & Caregivers

Many caregivers cited the strong sense of community within Malden's schools as a reason why they love our district. Continuing to grow this community and engage our parent's and caregivers will allow us to include more voices in our decisions.



Committed Educators and Leaders

Students, parents, and community members agree that our dedicated staff are one of the our greatest strengths. Educators and staff members demonstrate their commitment to our students and to shaping the future of the district.



Supportive City and Community

Community members and leaders show a strong interest in the well-being of our students and the success of Malden Public Schools. City and community partnerships strengthen the district's ability to do right by all kids.

Superintendent Entry Findings

Areas for Collective Action

- 1 Affirming **high expectations for all** students
- 2 **Adapting instruction** to meet diverse needs
- 3 Ensuring **fair access** to opportunities
- 4 **Partnering with families** effectively
- 5 Nurturing a **strong workforce**
- 6 Building district **strength and stability**

SY26 Strategy for Improvement

District-Wide Priorities

- *Instructional Priority*: Ensure that students are doing the “heavy lifting” in classrooms
- *Priority for Multi-Tiered Systems of Support (K-8)*: Students reading well below grade level will receive intervention support in the phonics skills they need.

School Priorities

- SY26 School Improvement Plans



School Improvement Planning

Throughout the year the Malden Leadership Team has met monthly, analyzed mid-year interim assessment results from across the district, and reviewed classroom observation data.

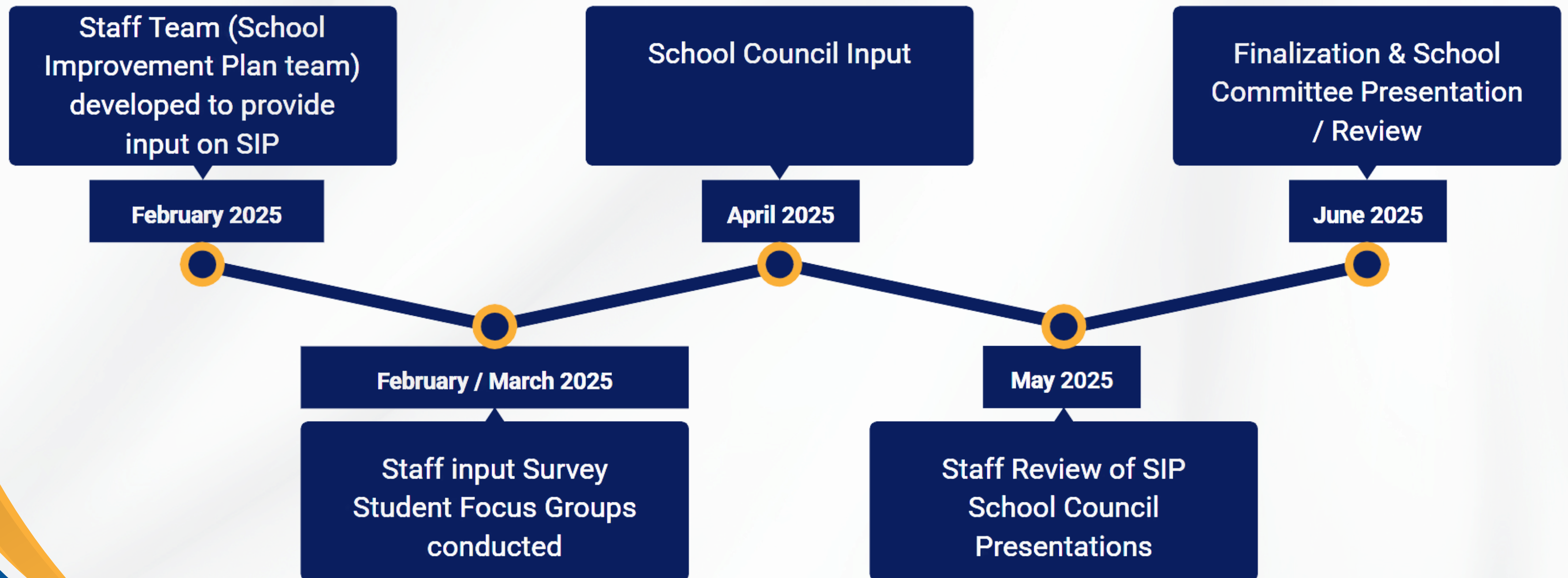


From this review of qualitative and quantitative data, the Malden Leadership Team developed district priorities for SY26:

- A focus on students doing the **“heavy lifting”** (preK–12, all content areas)
- **Foundational literacy intervention in K–8**

SY26 School Improvement Plans

Collaborative Process



SY26 School Improvement Plans

What you'll hear from each school

Each school will have:

- Growth-targets aligned with DESE accountability
- District focus aligned Academic, MTSS, and Attendance Priorities
- District-wide alignment around professional development, progress monitoring, and ongoing support

Schools have developed differentiated:

- Specific targets for improvement
- Strategies to carry out school improvement (within general district guidelines)



Beebe SIP Overview

Academic Priority

Students will spend the majority of the lesson reading, speaking, writing, or thinking

MTSS Priority

K–5 students identified as performing well-below benchmark in reading will receive daily, targeted reading intervention

Attendance Priority

Reduce chronic absenteeism rate for elementary students by 20%

Action Steps

Training:

- Development of a Instructional Playbook
- Staff will receive coaching supports regularly
- Collaborative PD block every 2 weeks to incorporate high impact strategies into lessons

Implementation:

- APs, Coaches and Principals will observe classrooms every week and identify areas for increased support

Scheduling:

- Our schedule allows SWDs and ELs to participate, K-8, in addition to time they are pulled for services

Training:

- UFLI training in June, August and throughout the year

Implementation:

- APs, Coaches and Principals will monitor intervention impacts to make timely adjustments to maximize student progress

- Implement weekly attendance monitoring system
- Utilize flowchart to monitor & respond to attendance trends
- Hold biweekly check-ins for students with 3+ absences in a month
- Communicate with families on the importance of attendance and the impacts it has on their child's learning



Ferryway SIP Overview

Academic Priority

Students for the majority of each lesson are actively thinking, communicating, and engaged in learning

- Plan effectively for all students
- Pace lessons to maximize student thinking
- Facilitate structured academic discussions
- Design PD based on CPT needs and teacher input

Implementation:

- Facilitate leadership and ILT meetings focused on instructional priority

MTSS Priority

Provide targeted support that builds students' foundational reading skills

- Deliver targeted, data-driven instruction using UFLI, decodable texts, and adapted materials
- Provide ongoing professional development and coaching
- Ensure alignment, accountability, and instructional impact through collaborative, scheduled meetings

Implementation:

- Student progress will be reviewed every 6–8 weeks

Attendance Priority

Reduce chronic absenteeism rate for all students to 12% or lower

- Conduct biweekly check-ins with students who accumulate three or more absences within a month
- Establish a system to track and review student attendance
- Engage families in ongoing communication about attendance

Implementation:

- Establish a consistent attendance team at the school to follow and support cases

Action Steps



Forestdale SIP Overview

Academic Priority

All students are thinking (active reading, writing, speaking) on task for most of class time, with evidence of student engagement.

MTSS Priority

All students will receive targeted literacy instruction based on their benchmark data during a structured intervention block.

Attendance Priority

Reduce chronic absenteeism for all students by 10%

Action Steps

- Work collaboratively with central office to provide targeted professional development to all staff
- Incorporate lesson internalization and designing appropriate scaffolds and supports for all students into our building culture and practice.
- Building leadership will engage staff in non-evaluative coaching cycles and collaboratively assess progress and plan next steps

- Schedule a targeted literacy intervention group for all students, separate from a WIN block for pull-out services
- Train staff to utilize evidence based resources and programs to effectively support all levels of literacy intervention
- Work collaboratively with teacher teams to evaluate groupings, effectiveness of intervention and impact on student growth

- Prioritize relationships with students and families to develop a trust contact system and foster a sense of belonging, while emphasizing importance of attendance
- Monitor attendance regularly to identify and proactively support students at risk, particularly in our EL and former EL student subgroups



Linden SIP Overview

Academic Priority

Educators will actively involve students in meaningful thinking for the majority of instructional time.

MTSS Priority

Students will receive support at their level during the literacy intervention block.

Attendance Priority

Reduce chronic absenteeism for all students to 14% or lower

Action Steps

Training:

- Central Office and building administration will work together to provide targeted professional development
- Collaborative PD block every two weeks to incorporate Discourse strategies into lessons

Implementation:

- APs, Coaches and Principals will observe classrooms every week and identify areas to support teachers with best practices

Scheduling:

- Our schedule allows SWDs and ELs to participate, K-8, in addition to time they are pulled for services

Training

- Administrators and staff will be trained in UFLI in June or August and throughout the year
- Collaborative PD block every 2 weeks to incorporate Discourse

- Development of an attendance team that meets weekly
- We will use monthly building meetings to provide 15 minutes for educators to review data and communicate with families
- We will do quarterly attendance incentives for all students



Salemwood SIP Overview

Academic Priority

Students will take ownership of their learning through reading, writing and thinking.

MTSS Priority

Students who are performing well-below benchmark will receive literacy support.

Attendance Priority

10% of chronically absent students will increase their presence at school.

Action Steps

- Leadership to provide ongoing PD
- Staff will implement strategies into lesson

Implementation:

- Consistent Learning Walks with feedback and next steps

Scheduling:

- build in literacy intervention blocks

Training:

- UFLI training in June, August and throughout the year

Implementation:

- APs and Coaches will support and monitor

- Monitor daily attendance
- Communicate with caregivers/students
- Celebrate student attendance goals



ELC SIP Overview

Academic Priority

Increase and improve literacy and numeracy skills

- Continue to provide direct instruction that is developmentally appropriate while pushing students to actively engage with the curriculum as active learners.
- Align play-based learning opportunities throughout the day as determined by DESE and EEC.

MTSS Priority

All classroom teachers will implement strategies and support protocols to help students develop the skills needed to regulate their emotions and feelings.

- Re-establish the Pyramid Model throughout the school, including training
- Identify a SEL curriculum that is developmentally appropriate for all of our students
- All staff will participate in training and implementation of the Pyramid Model

Attendance Priority

Students will attend school consistently as determined by their program of study.

- Continue to work with families to develop kindergarten readiness skills, including attending the assigned program 90% of the time.
- Build stamina to actively engage in the learning process

Action Steps



MHS SIP Overview

Academic Priority

Students will spend the majority of the lesson reading, speaking, writing, or thinking

MTSS Priority

Prioritize ML experience to promote academic growth and language acquisition

Attendance Priority

Reduce chronic absenteeism rate by taking a whole school approach

Action Steps

- Use monthly content meetings to analyze data, refine lessons based on district provided lesson study protocol, and make curricular adjustments to support all learners
- Progress checks will be an agenda point in weekly Administrative meeting

Implementation:

- Daily walkthroughs to provide real-time feedback for staff.

- A culture where all students are known, valued, and affirmed.
- Use of district curriculum aligned to grade-level standards, with tasks that promote deep learning.
- Scaffolds and supports that allow all students to access grade-level content

Implement co-Teaching in English Language Arts for MLs with intermediate proficiency

- Establish an Attendance Portal for easy reporting of attendance concerns.
- Attendance template for staff to share with caregivers.

Implementation:

- Monthly Faculty Meeting Focus
 - Sharing attendance data (school wide and class)
 - Setting monthly goals (and reviewing each month)

Visioning for the Future

**Advanced
Learners**

**Preschool and
Early Learning**

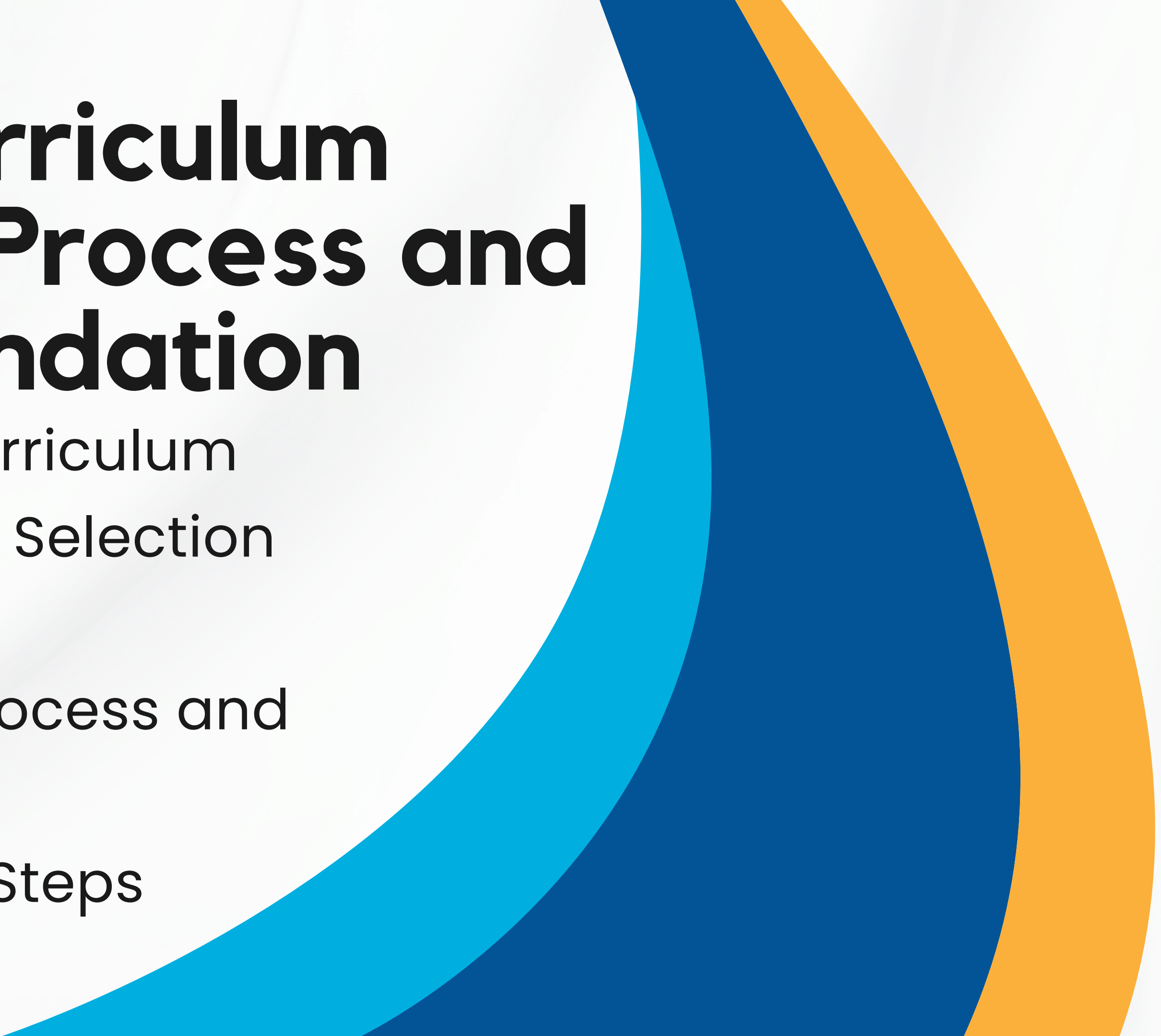
**Digital Literacy &
Computer Science**

**Expanding Access
in the Performing
Arts**

**High School and
Postsecondary
Success**

***Additional engagement focused on each of these
areas will begin in Fall 2025.***

Health Curriculum Adoption Process and Recommendation

- Overview of Curriculum
Evaluation and Selection
Process
 - Results from Process and
Pilots
 - Adoption Next Steps
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Selection Process

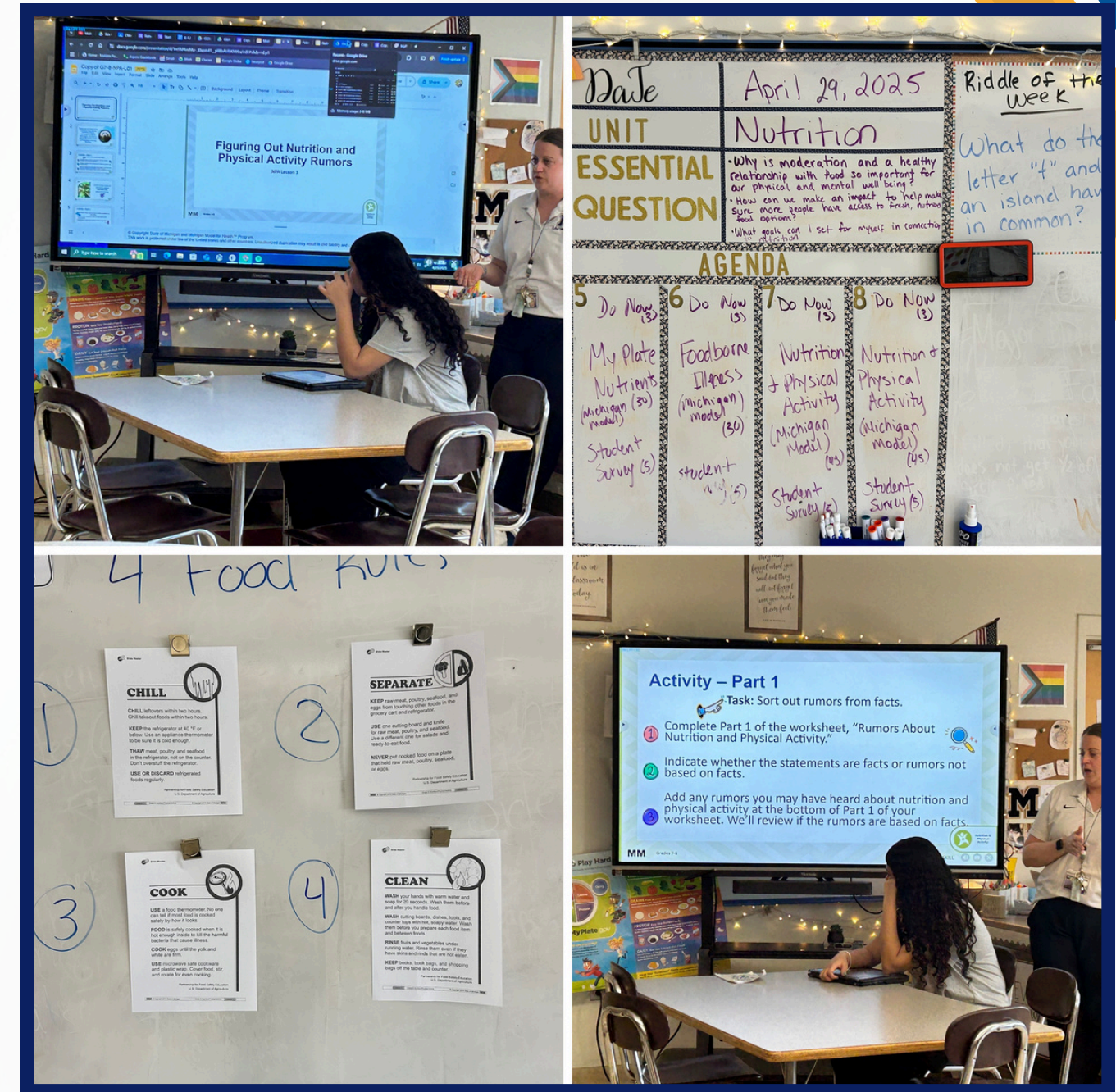
- —→ **Fall 2023:** DESE updated Health and PE Frameworks
- —→ **Fall 2024:** Malden assembled a Curriculum Council to compare current materials to new state standards
- —→ **December 2024:** Malden Curriculum Council determined curriculum adoption is necessary and developed selection process
- —→ **January – February 2025:** Evaluated Curricular Programs, starting with DESE list of recommendations; Analyzed family input from December Survey
- —→ **March – May 2025:** Family Input Sessions, Pilots, Selection Committee Consensus Building
- —→ **May – June 2025:** Selection and recommendation of New Curriculum
- —→ **June – August 2025:** Acquisition, Distribution, and Training of Curricula

Results of Process and Pilot

Input	HealthSmart	Michigan Model	Notes
Student Survey (Over 1,000 responses)	✓	✓	Across 10 domains, responses were comparable, but students slightly preferred HealthSmart (avg score 3.5 vs 3.9)
Health Educator Recommendation (12 Educators)	✓		12/12 Health Educators recommended HealthSmart, citing engagement levels of students and usability of materials
Comparison to School Committee Policies	✓	✓	Both compared well; however, note that DESE recommends supplementary relevant materials need to be added to improve programs' cultural relevance and sensitivity
Family Input from Listening Sessions	✓		Families preferred quality of content and engaging activities in HealthSmart
Comparison to DESE Curate Rubric	✓		Educators rated HealthSmart as 3.9 (vs 3.5 for Michigan Model) overall on the rubric
Cost of Curriculum Materials and Implementation	✓		Quotes for both are comparable with HealthSmart being slightly more affordable

Adoption Next Steps

- Superintendent's official recommendation of HealthSmart curriculum for adoption by Malden Public Schools
- District-wide curriculum implementation K-12 including:
 - Job-embedded professional development
 - Supports for adapting curriculum to diverse needs
- Continued adherence to SC policies related to teaching about health and wellness topics including opt out, parental consent, and exemption procedures



Superintendent Evaluation

- Self-Assessment on 2024-2025
Performance Goals

Goal 1: Effective Entry and Direction Setting

(District Improvement Goal)

By late spring, the district will have broad agreement from key stakeholder groups about (a) the district's most critical needs for improvement, (b) the strategies and goals that will address them most effectively, and (c) the measures that will be used to assess progress.

Alignment to DESE's Standards for Effective Administrative Leadership	Key Actions
• I.B Instruction • I.E Data-Informed Decision-Making • II.A Environment • II.D Law, Ethics & Policies • II.E Fiscal Systems • III.B Shared Responsibility • IV.E Shared Vision	• Written Entry Plan ◦ 16 Community Engagements ◦ Regular School Committee Updates • Entry Findings – Identified District Strengths and Six Areas for Collective Action ◦ Three Feedback Sessions to Share Findings ◦ Year-End Report • Areas for Collective Action to Frame District Priorities ◦ FY26 Budget ◦ SY26 Strategy for Improvement

Goal 2: Maintaining Focus on Continuous During the Transition (*Student Learning Goal*)

Through the collaborative development of a common vision of effective instruction, keep the district moving forward during this year's transition in leadership by working with the district leadership team to ensure that meaningful improvement is underway at the classroom, school, and district levels.

Alignment to DESE's Standards for Effective Administrative Leadership	Key Actions
• I.B Instruction • I.D Evaluation	• Bi-weekly Principal Meetings • Monthly Malden Leadership Team meetings • Common instructional "look-fors" tool • Visits to every classroom • Training for instructional coaches and teacher leaders

Goal 3: New Superintendent Induction Program (*Professional Practice*)

Develop skills in strategy development, data analysis, and instructional leadership by completing the first year of the New Superintendent Induction Program (NSIP) and earning at least Proficient ratings on each major assignment.

Alignment to DESE's Standards for Effective Administrative Leadership	Key Actions
IV.D Continuous Learning	- Attended four (4) in-person daylong sessions - Attended six (6) virtual half-day sessions - Completed all assignments - Consulted with assigned NSIP coach at least monthly

Thank you!

