



DATE POSTED: 5/19/2021
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 2021 MAY 19 PM 12:11

MEETING NOTICE

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: Marblehead High School Library 2 Humphrey Street Marblehead MA 01945

OR

Zoom: <https://marbleheadschoools-org.zoom.us/j/97886762817?pwd=5hT6kswajlCtbJVvaC2uYOn1pdiv7fE.1>

Meeting ID: 978 8676 2817

Password: 610612

Dial in Phone +1 646 931 3860 US

Thursday	May	21	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. Call to Order
 - a. Pledge of Allegiance

- II. Public Hearing
 - a. Motion to open Public Hearing on School Choice (vote)
 - b. Discussion on School Choice (vote)
 - c. Motion to close public hearing (vote)

- III. Initial Business
 - a. Commendations
 - b. Public Comment
 - c. Student Representative

- IV. District Updates – Supt. John Robidoux
 - a. Superintendent Update

- V. Consent Action and Agenda Items (vote)
 - a. Schedule of Bills

b. Meeting Minutes: (5/07/2026)

VI. School Committee Communication and Discussion Items

- a. Brown School Improvement Plan (vote)
- b. Glover School Improvement Plan (vote)
- c. School Calendar 26/27 Revision (vote)
- d. Override Proclamation (vote)
- e. District Improvement Plan (vote)
- f. Substance Use and Related Risk Factors (SURF) Survey Report
- g. Antisemitism task force and Jewish Heritage month activities update
- h. Sub Committee & Liaison Updates

VII. Closing Business

- a. Correspondence

VII. Motion and vote to meet in executive session for the following reasons:

Executive session pursuant to Chapter 30A, Section 21(a)(3) (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 and Occupational Therapist Assistants, Physical Therapists Assistants, Certified Nurse Assistants) because an open meeting may have a detrimental effect on the bargaining position of the School Committee and the Chair so declares without intent to return to open session.

Executive session pursuant to Chapter 30A, Section 21(a)(7) (Purpose 7) to comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements, specifically, the Open Meeting Law, G.L. c. 30A, §§ 22 (f), (g), relative to the School Committee's executive sessions for the following dates: December 19, 2023; October 17, 2024; November 20, 2024; November 25, 2024; January 6, 2025; January 15, 2025; July 31, 2025; December 4, 2025; and December 18, 2025.

Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 3", to discuss litigation, Marblehead School Committee and Marblehead Education Association, MUP-26-12060, as an open meeting may have a detrimental effect on the litigating position of the School Committee and the Chair so declares without intent to return to open session.

Chair's Statement following roll call vote on the motion:

We will enter into Executive session pursuant to Chapter 30A, Section 21(a)(3) (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 and Occupational Therapist Assistants, Physical Therapists Assistants, Certified Nurse Assistants) because an open meeting may have a detrimental effect on the bargaining position of the School Committee and the Chair so declares without intent to return to open session.

Also, Executive session pursuant to Chapter 30A, Section 21(a)(7) (Purpose 7) to comply with, or act under the authority of, any general or special law or federal grant-in-aid requirements, specifically, the Open Meeting Law, G.L. c. 30A, §§ 22 (f), (g), relative to the School Committee's executive sessions for the

following dates: December 19, 2023; October 17, 2024; November 20, 2024; November 25, 2024; January 6, 2025; January 15, 2025; July 31, 2025; December 4, 2025; and December 18, 2025.

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VIII. Executive Session

Adjournment

Hybrid Meeting Notice: Members of the public are welcome to attend this in-person at 2 Humphrey Street 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: 5/19/26



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*

School Committee Memorandum

To: Marblehead School Committee

From: John J. Robidoux, Superintendent

Re: Public Hearing - School Choice

Date: May 21, 2026

Under the provisions of the Education Reform Act of 1993, the Department of Elementary and Secondary Education presumes that each school committee will admit non-resident students under the School Choice Program unless there is a vote to the contrary. Under M.G.L. Chapter 76, Section 12B, the School Committee is obliged to hold a public hearing and vote on School Choice participation prior to June 1st of each school year.

My recommendation is for Marblehead Public Schools to *not* participate in School Choice for the 2026-2027 school year and that the School Committee take action on this matter at their open meeting scheduled for May 21, 2026. A vote at this juncture will allow the district ample time to notify the State of our decision in accordance with the June 1 deadline.

Proposed Motion:

Move that the Marblehead Public Schools do not participate in the School Choice program for the 2026-2027 school year.



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 of Finance and Operations
DATE: May 20, 2026
RE: Schedule of Bills for Approval

Included in this packet are the following Schedules of Bills for your consideration. The schedules and invoices have been uploaded to the shared drive.

Schedule	Amount
A26-42 – FAC – LM	\$15,482.53
A26-43 – FAC – LM	\$37,221.23
A26-45 – DW – MSR	\$592,382.28
A26-45 – FS – CF	\$24,775.07
A26-45 – SS – KG REDACTED	\$343,646.12
A26-45 – SS- KG - #2	\$161,239.77
Total	\$1,174,747

Suggested Motion:

Motion to approve the identified schedules of bills totaling \$1,174,747



DRAFT

Marblehead School Committee

Chair: Al Williams (Acting Chair K. Schmeckpeper)

Meeting Date, Time & Location: Thursday, May 7th, 2026, 6pm, Brown School Library, 40 Baldwin Road, Marblehead MA 01945

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

SC Members Absent: A. Williams

Agenda/Materials: [Link](#)

Meeting Recording: [Link](#)

Minutes Respectfully Submitted By: Henry Gwazda

Superintendent's Report and Shoutouts (00:00:00–00:07:00)

Opening, Commendations, and Public Comment (00:01:00–00:06:00)

a. Acting Chair K. Schmeckpeper called the May 7th meeting of the Marblehead School Committee to order at 6:06 PM and noted the meeting was being recorded.

b. Public Comment

- A member of the public urged the committee to adopt a resolution supporting the "Fair Fix for RetirementPlus" legislation before the Massachusetts legislature, addressing enrollment inconsistencies affecting educators excluded from RetirementPlus. The speaker noted other committees (including Medford) have adopted resolutions and the Superintendent has joined a statewide letter of support; provided a draft resolution and requested the committee amend its agenda to discuss it that evening.
- No other public comments were offered. Public comment was closed.

Student Representative Report (00:06:00–00:07:00)

a. Student Representative Will Cruikshank provided updates on MHS events.

- AP tests underway; junior prom scheduled May 15th; final spring instrumental concert May 18th.

b. Spring sports records reported.

- Baseball 8–6, Softball 9–5, Boys Lacrosse 8–3, Girls Lacrosse 5–7, Boys Tennis 8–2, Girls Tennis 6–3, Boys Track 5–1, Girls Track 3–3, Sailing 9–7.

Superintendent Update and Shoutouts (00:07:00–00:15:00)

a. Superintendent John Robidoux acknowledged May observances and appreciation days.



- Mental Health Awareness Month, Jewish American Heritage Month, Asian American and Pacific Islander Heritage Month, Principal Appreciation Day, School Nurse Appreciation Day, Teacher Appreciation Week

b. Superintendent Robidoux reported attendance at the annual ADL Law and Education event and that the NEASC visiting team provided very positive overall feedback during their May 5–6 visit to Marblehead High School.

- Formal NEASC report to be shared once issued

c. Acting Chair K. Schmeckpeper agreed to take the agenda out of order to allow the Village School student presentation to proceed next.

Village School Spotlight Presentation (00:15:00–00:25:00)

a. Superintendent Robidoux introduced the Village School spotlight presentation.

- Village School counselors and 6th-grade peer leaders presented a slideshow of school programs and activities.

b. Programs highlighted included:

- Peer Leaders Club: Weekly meetings; activities include peer mentoring, holiday cards for seniors, behavioral skits, school tours, positive messaging, announcements, campus cleanup, and planning a school dance.
- Confident Me Club, School Newspaper (led by Liz Pruitt), and Morning Announcements (delivered daily by students, with Principal Scott Williams providing additional updates).

c. School-wide initiatives presented:

- Composting Program with student volunteer "compost rangers"; monthly Community Meetings for grades 4–6; morning meetings added this year for grades 4–5.
- George the Chair tradition (Principal Scott Williams); Organic Garden ("Wanwan") supported by SPUR for hands-on sustainability learning.

d. Community service and school spirit efforts:

- Project 351 Partnership: Clothing collection for Cradles to Crowns nonprofit.
- PBIS Duck Dollars: Behavior incentive system with weekly totals and prize events.
- Spirit Days and Community Celebrations including reading competitions and Teacher Appreciation Week.

e. The committee thanked the students and staff; a group photo was taken.

Financial Update and Budget Discussion (00:25:00–00:31:00)



a. Assistant Superintendent of Finance & Operations Michael Pfifferling reported an unencumbered, unexpended balance of approximately \$1.988 million.

- ~\$1.5 million reserved for prepaid tuition, leaving ~\$480,000 in unexpended, unencumbered funds.
- Cautioned the balance reflects first year with Munis payroll and a balloon payout to ~60% of teachers at end of June.

b. Facilities walkthroughs conducted by Pfifferling, Jennifer Schaeffner, Henry Gwazda, principals, and facilities staff identified items needing repair/replacement (pumps, water heaters, end-of-life equipment).

- Pfifferling expressed urgency to complete work before June 30th given constrained FY27 budget; committee will likely be asked in June to approve specific expenditures from remaining FY26 funds.

c. J. Schaeffner confirmed FY27 maintenance budget is level-funded; originally proposed 2% increase on supply and contract services lines was removed.

d. J. Schaeffner sought clarification on town website document showing three override tiers for FY27.

- Pfifferling clarified the district will prepay next year's tuitions using current-year funds (reducing budget by \$1.5 million), but in FY28 no prepaid money will be available, creating a \$1.5 million shortfall — the Tier 1, year 2 item.
- Under all three override tiers, no additional funding flows to schools in year 1 (FY27).

Consent Agenda Approval (00:31:00–00:34:00)

a. Consent agenda included schedule of bills totaling \$287,845.41, draft meeting minutes from April 30, 2026, and revisions to policies HA, HB, HF, KBA, KBE, KCD, and KDD.

b. Two corrections to April 30th draft minutes:

- "Jack Asher" changed to "Jack Afridge" under superintendent update.
- Page 4, subsection F referencing Parks and Recreation MOU deleted as duplicative.

c. A motion was made by Henry Gwazda and seconded by Melissa Clucas to approve the identified schedule of bills totaling \$287,845.41, the draft meeting minutes from April 30, 2026, as revised in discussion, and the revisions to policies HA, HB, HF, KBA, KBE, KCD, and KDD.

- The motion passed 4–0, with votes in favor: Kate Schmeckpeper, Henry Gwazda, Melissa Clucas, Jennifer Schaeffner.

School Improvement Plans: Village, Veterans Middle, and High School (00:34:00–01:28:00)

a. Superintendent Robidoux introduced SIP presentations, noting the district is transitioning to a new District Improvement Plan (DIP); full SIP-DIP alignment expected next year.



b. Village School — Principal Scott Williams presented the one-year SIP developed with the School Advisory Council.

- Goal 1 (Curriculum/Instruction): Literacy and math growth via holistic data approach; new science curricula and dedicated science block added; pilot learning walk program for peer classroom observation; special education integrated through PLC data meetings and IEP/504 compliance.
- Goal 4 (Student Support): Sense of belonging through student voice initiatives, clubs, peer leaders; Responsive Classroom morning meetings rolled out; social-emotional learning instruction; safety drills and QBS de-escalation training conducted.
- Goal 5 (Leadership/Communication): PBIS "Duck Dollars" program; bimonthly newsletter; planned expansion of grade-level open house events.

c. Committee member Jennifer Schaeffner raised concern that SIP goals lacked specific measurable targets. Superintendent Robidoux agreed measurability should improve. Committee member Henry Gwazda suggested mid-year written progress follow-ups; Superintendent Robidoux and Principal Williams supported this.

d. Veterans Middle School — Principal Matthew LeVangie presented. NELMS selected MVMS as a spotlight school (51.5/54 on 18 indicators).

- Goal (Curriculum/Instruction): Structured monthly data team process analyzing common assessment data; math transitioning from three levels to two with co-taught inclusion class maintained.
- Goal (Professional Development): At least four peer-led internal PD sessions per year.
- Goal (Student Support): Partner with student leaders (Cornerstones) for at least four after-school engagement events per year. Jenn Schaeffner encouraged return of events lost during COVID.

e. Marblehead High School — Principal Michele Carlson presented the SIP reflecting NEASC self-study priorities and emerging DIP.

- Goal (Belonging/Engagement): Systemize structures for student connectedness; strengthen Magic Block advisory model; expand Wayfinder SEL; develop early warning indicator systems.
- Goal (Transitions): Strengthen 8th-to-9th-grade transition supports including expanded counselor collaboration, orientation visits, RTI classes, and peer mentoring.
- Goal (Student Voice): Expand opportunities beyond the same core group, building on Southern Magic Coalition.
- Goal (Curriculum/Instruction): Review and update written curriculum documents per NEASC priorities; embed Vision of the Graduate with assessment rubrics.
- Jennifer Schaeffner urged that maximizing academic achievement and positioning MHS as a top secondary school be explicitly reflected. Superintendent Robidoux acknowledged this feedback.



f. The committee voted to approve all three school improvement plans.

- A motion was made by Henry Gwazda and seconded by Melissa Clucas to approve the Village School Improvement Plan, Veterans Middle School School Improvement Plan, and Marblehead High School Improvement Plan.
- The motion passed unanimously, with votes in favor: Kate Schmeckpeper, Jennifer Schaeffner, Henry Gwazda, and Melissa Clucas.

Use of High School Field House for Town Elections (01:28:00-01:34:00)

a. Superintendent Robidoux reported the town formally requested continued use of the Marblehead High School field house for town elections; committee approval was needed before the Select Board could act.

- Known election dates: June 9th (town election), September 1st (primary), November 3rd (general election).

b. Committee agreed to approve usage for the remainder of 2026 rather than on a blanket basis, retaining year-by-year flexibility.

- A motion was made by Jennifer Schaeffner and seconded by Melissa Clucas to approve the use of the Marblehead High School field house for any and all needed town elections for the remainder of 2026, including but not limited to June 9th, September 1st, and November 3rd.
- The motion passed 4-0, with votes in favor: Kate Schmeckpeper, Henry Gwazda, Jennifer Schaeffner, and Melissa Clucas.

c. Jennifer Schaeffner noted the committee will need to revisit this approval for elections in 2027.

Subcommittee Updates, Override Office Hours, and Adjournment (01:34:00-01:37:00)

a. Henry Gwazda announced community open office hours on the override ahead of the June 9th town election.

- Sessions scheduled May 11th, May 19th, May 27th, and June 2nd; 9:00-10:00 AM and 5:30-6:30 PM at Abbott Hall.

b. Kate Schmeckpeper reported the Policy Subcommittee scheduled a meeting with Superintendent Robidoux on May 28th at 11:00 AM to finalize remaining policies for the June meeting.

c. A motion was made by Melissa Clucas and seconded by Henry Gwazda to adjourn.

- The motion passed 4-0, with votes in favor: Kate Schmeckpeper, Jennifer Schaeffner, Henry Gwazda, and Melissa Clucas.

d. The meeting adjourned at 7:42 PM.

Lucretia and Joseph Brown Elementary School

School Improvement Plan

2026 - 2027



Marblehead Public Schools

Be Kind - Be Safe - Be Brave - Be Ready to Learn

Focus Area	Goal 1 Curriculum, Instruction and Evaluation
District Strategic Objective A Objective B	<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>
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) -Review the appropriate use of technology (i.e. Chromebooks) in the classroom and ensure there is a balance between “screentime” and hands-on, experiential learning -Revisit current tools being used for the Pre-K curriculum
School-Based Goals	<ol style="list-style-type: none"> 1. Brown School will ensure all students achieve typical or stretch growth in Mathematics, Reading and Writing as measured by i-Ready, mCLASS, Unit Assessments and Massachusetts grade level competencies. 2. Assess current Preschool curricula, assessments and resources in order to aid District wide Preschool Program development

Improvement Strategies	Action Steps	Who	Timeline	Resources Needed	Status
Goal 1-Develop a progress monitoring system for mathematics that provides a continuum of specific and data-informed instruction and enrichment for all students. (Tiers 1, 2 and 3)	<ul style="list-style-type: none"> -Identify trends from i-Ready and MCAS data that indicate greatest needs for instruction -Further explore and develop Progress Monitor Tools for math WIN 	Principals Instructional Leadership Team Instructional Coaches Classroom Teachers	August - December 2026 April 2027 June 2027	Time Professional Development opportunities	

<p>Goal 1-All educators facilitating ELA Wit and Wisdom instruction (Classroom teachers, special educators, ELL) will strengthen writing instruction through tiered levels of support to advance student learning.</p>	<p>Provide ongoing year long planning for Professional Development associated with Wit and Wisdom writing rubrics to include:</p> <ul style="list-style-type: none"> -Horizontal and vertical scoring and calibration opportunities -Peer observations 	<p>Principals Instructional Leadership Team Instructional Coaches Classroom Teachers</p>	<p>September 2026 December 2026 April 2027 June 2027</p>	<p>Time Curriculum materials</p>	
<p>Goal 2-Create an inventory of currently employed curricula, materials, and assessments utilized in the Brown School Preschool Program in an effort to provide critical data to District wide PK development</p>	<p>Identify current resources for District Team to review for District PK program</p>	<p>Preschool Teachers Special Education Team Chair Assistant Superintendent of Special Education</p>	<p>September 2026-February 2027</p>	<p>Time Technology</p>	

Focus Area	Goal 4: Student Support Programs and Services
District Objectives A, B, C, D.	<p>Objective A: 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.”</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	<ol style="list-style-type: none"> 1. Brown School will ensure all students are provided with opportunities to exercise their personal voice, perspectives, opinions and ideas as part of their learning. 2. Brown School will provide a safe environment for all students and staff. 3. Brown School will develop a plan for Preschool transition plan for students moving on to Kindergarten at the Brown School

Improvement Strategies	Action Steps	Who	Timeline	Resources Needed	Status
<p>(1) Provide regular opportunities for students to share and present backgrounds, heritage and connections</p> <p>(1) Continue to provide opportunities for groups to lead within the school environment including but not limited to: Student Leadership Council, Composting Rangers, Morning Announcers.</p>	<p>-Identify curriculum-based opportunities for all students to share their background/heritage</p> <p>-Assess opportunities for all students to share their voice in the classroom, grade level or school level audience.</p> <p>-Identify gaps and student groups who have less opportunity to share their perspectives as part of their learning</p>	<p>Administration Lead Teachers Coaches Assistant Superintendent</p>	<p>August 2026- June 2027</p>	<p>Time Technology Curriculum Maps Student Activity funds for student led activities</p>	

<p>(2) Establish a School-based Safety Leadership Team</p>	<p>Review and assess all Safety and Crisis Protocols (ALICE, Emergency Evacuation, Lockdown Evacuation Drill Protocols, Student Elopement protocols.)</p>	<p>Principals, Team Chair, Nurse, Counselors, Team Leaders, Admin. Assistants</p>	<p>August 2026 - June 2027</p>	<p>Time (staff meetings) Technology</p>	
<p>(3) Collaborate with Special Educators to create Preschool to Kindergarten transition procedures for students.</p>	<p>Include Preschool teachers in the vertical alignment activities throughout the year to increase communication and planning for preschool students transitioning to Kindergarten.</p> <p>Identify the Pre-Kindergarten skills necessary for a successful kindergarten experience and learning.</p>	<p>Teacher Leaders Preschool Teachers Special Education Team Chair Assistant Superintendent of Special Education</p>	<p>September 2026-January 2027</p>	<p>Time Schedule for ongoing PD work</p>	

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	1. Brown School will ensure technology access and experiences are safe, age-appropriate and enhance the overall education experience.	

Improvement Strategies	Action Steps	Who	Timeline	Resources Needed	Status
Brown School will assess the current use of technology-based tools, applications, and screen time in the classroom	1. Develop a survey and feedback for teachers and staff to assess technology applications and tools that are most utilized 2. Develop a data-based system for assessing technology tools and applications effectiveness 3. Expand the utilization of the existing monitoring system to oversee students' interactions with technology.	Team Leaders Classroom teachers Special Educators IAs and Support Staff Principals	September 2026-June 2027	Time for classroom observations as well as student and staff interviews Technology	

Glover Elementary School

School Improvement Plan

2026 - 2027



Marblehead Public Schools

Focus Area	Curriculum, Learning, and Instruction
District Strategic Objective	<p>To ensure all classes are fully aligned Horizontally and all students are receiving the same instruction each day and to expand enrichment opportunities for all students.</p> <p>To promote district core values of promoting an inclusive environment by collecting data which will drive all of our PBIS work to create a safe, and nurturing environment.</p>
District Strategic Initiative(s)	<ul style="list-style-type: none"> • Educators will value collaborating with coaches and make effective changes to instruction as evidenced by formal and informal feedback from educators.. • Classroom visits will show evidence of curriculum and instructional coherence across schools. • Coaches will engage in formal coaching cycles with educators as evidenced by cycle documentation and educator reflections. • Coaches, administrators, and directors will collaborate regularly to support instructional leadership across elementary schools as evidenced by weekly and monthly meetings.
School Based Goal	<p>The Glover School staff will work to enhance classroom instruction through increased enrichment opportunities, increased data collection through assessments and benchmarks.</p>

Improvement Strategies	Action Steps	Who	Timeline	Resources Needed	Status
<p>Goal 1: Develop a collaborative approach where teachers can work vertically and horizontally ensuring all student needs are met.</p> <p>Goal 2: Develop a protocol for staff members to engage in activities and conversations to further build relationships and learning capacity through Wayfinder</p>	<p>Identify MCAS, I-Ready Data and see gaps in the learning to develop a road map.</p> <p>During faculty meetings, staff members will share their learning and progress with colleagues.</p> <p>Staff members will carry over experiences into the classroom.</p>	<p>Teachers Administration</p>	<p>August- June</p>	<p>After School time/Morning meeting time</p> <p>Professional Time</p> <p>Substitute teachers</p>	

<p>Goal 3: Implement Best Practice by working with Coaches ensuring grade level performance and high level of proficiency in math and reading</p>	<p>Teachers and building leaders will work collaboratively to examine WIN data, MCAS data, and unit assessments, to ensure learning for all students.</p>	<p>Administrators Teachers Counselors SpEd Chair</p>	<p>August- June</p>	<p>Professional Development</p>	
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Focus Area	Professional Environment
Strategic Objective	Strengthen adult opportunities to be in a safe, inclusive environment where all stakeholders share their vision and develop perspectives on how best to build a robust, thriving school where everyone feels accepted, included, and can grow together.
Strategic Initiative(s)	Sharing in a safe environment at faculty meetings Creating a partnership with all stakeholders throughout the community Working with families to support student growth Having open and honest dialogue with administration
School Based Goals	To increase overall student social and emotional well being and developing school wide student accountability based around our “new” PBIS initiative.

Improvement Strategies	Action Steps	Who	Timeline	Resources Needed	Status
Provide opportunities for faculty to celebrate all the successes in the classroom and beyond.	Regular use of meetings to connect, celebrate, and share the development as a staff. Further, seek opportunities for guest speakers.	Principal, Sped Coordinator	Aug-June	Professional development	
Monthly Fridays as ways to celebrate staff and adult achievement through increased “PBIS”	Visually and listening to all adults and identifying “above and beyond” performance.	Principal, Teachers, Coaches	August- June	Glover certificates/motivational sayings.	

Focus Area	Leadership, Communication, and Student/Centered
Strategic Objective	Promote an environment of acceptance and that everyone has a voice to be heard and are willing to take risks
Strategic Initiative(s)	Cultivate ways for families to be more actively engaged in promoting student learning and actively engaged in forming a partnership within the Glover Community..
School-Based Goal	The Glover School will enlist volunteers to help create an environment of excellence by reading and doing small projects such as Math and Science enrichment to promote a partnership in which the students will flourish.

Improvement Strategies	Action Steps	Who	Timeline	Resources Needed	Status
Develop a plan to have parents volunteer and offer help for enrichment opportunities and help the running of the classrooms.	<p>Having classroom meetings and setting up times to practice routines and structure</p> <p>An increased student assembly model and having students present.</p> <p>Work with Instructional Coaches to offer training for volunteers in the area of Math and Reading.</p>	Principal, Teachers, Parents	August-June	Time!	
Continue to collaborate to ensure we are offering inclusive practices throughout the school.	<p>Meeting with students and gathering best practice ideas.</p> <p>Teachers forums to discuss bias and to promote a culture of acceptance and to continue to use common language and having expectations based on teacher and student voice.</p>	Teachers, and staff	August-June	Technology Student-led morning announcement time School-Wide Community Meeting time.	

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Marblehead Public Schools 2026-2027 School Calendar

August/September 2026 (20)				
M	T	W	Th	F
24	25	26	27	28
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2026 (21)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2026 (17)				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December 2026 (17)				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2027 (19)				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August	26	New Teacher Orientation
	27	Teacher Professional Development (PD)
	28	Teacher PD
	31	First Day of School Grades PreK – 12
September*	4	No School
	7	No School - Labor Day
	21	No School - Yom Kippur
October	12	No School - Indigenous Peoples' Day
November	3	No School - Conferences gr. PreK-8 Teacher PD gr. 9-12
	10	Evening Conferences gr. PreK-8
	11	No School - Veterans Day
	25	Early Release gr. PreK-12
	26-27	No School - Thanksgiving Break
December	23	Early Release gr. PreK-12
	24-31	No School - December Break
January	1	No School - Dec./Jan. Break
	4	Students return to school
	18	No School - Dr. Martin Luther King, Jr. Day
February	15-19	No School - February Break
March	19	No School - Teacher PD
	26	Early Release gr. PreK-12 Good Friday
April	19-23	No School - Spring Break
May	31	No School - Memorial Day
June	16	Last Day for Students and Staff Early Release for Students

February 2027 (15)				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March 2027 (22)				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April 2027 (17)				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 2027 (20)				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June 2027 (12)				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

No School for Students - Teacher Professional Development (PD) or Conferences	No School for Students and Teachers/School Year Staff - holiday or vacation break
First Day of School for all students	Early Release Days
Last Day of School for students - 180 days	185 th day of school for students, if needed for cancellations
*Open House Dates: MVMS 9/10, Village School 9/16, MHS 9/23, and Brown School and Glover School 9/24	
Marblehead School Committee Meeting Dates: 9/3, 9/17, 10/1, 10/15, 11/5, 11/19, 12/4, 12/17, 1/7, 1/21, 2/4, 2/25, 3/4, 3/18, 4/1, 4/15, 5/6, 5/20, 6/3, 6/17. All meetings are scheduled to start at 6:00pm.	

MIDLINES

The NELMS Newsletter for **Middle School Educators**



DEMONSTRATED SUCCESS

Improving student learning by helping teachers do what they have Demonstrated

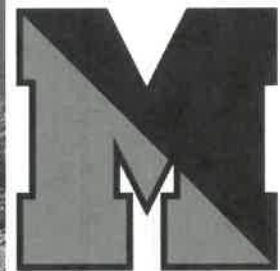
Co-Teaching...

We all have a lot to learn!

Join NELMS and Demonstrated Success for a two-day workshop focused on how we can make co-teaching work for students and educators. The two days will include full group, breakout, and independent work to support co-teaching teams.

Dates: June 24-25
INFO and REGISTER HERE

Is your middle school awesome? Are you ready to show the world how awesome it is? Then you should apply to be designated a Spotlight School by NELMS. Get started HERE!



Marblehead Veterans Middle School is our newest NELMS Spotlight School!

Visiting potential Spotlight Schools in New England is always an honor. Meeting students and educators, observing classrooms and hallways, and joining lunch duty all help assess how a middle school operates and, most importantly, how it makes students feel during the school day.

Our recent trip to Marblehead Veterans Middle School in Marblehead, MA did not disappoint!

During a tour led by 8th-grade students, one said, “There isn’t a room that I walk into that I don’t feel comfortable in.” Another added, “It’s just so great. The teachers care so much.” It’s what we were feeling as well, but it was great to hear it directly from students.

Later, during a student support team meeting, Principal Matt Levangie told us, “When a student gets to our level, it’s not because the teachers haven’t tried a lot of things. Our staff does a lot to try and help students and doesn’t just send us their problems.”

A new favorite book:



"We've all known students who disrupt class, break the rules, and try our patience. Deep down, we know they're the ones who actually need extra love and support instead of time-outs or trips to the principal's office. In *Hugging Porcupines*, veteran educator Mike Anderson offers practical strategies for supporting these porcupines so they can be as successful as possible, both in school and beyond. Anderson walks readers month-by-month through the school year, sharing strategies for setting up routines at the start of school, getting back on track after holiday breaks, and finishing strong."

Order [HERE](#)

There were many reasons we granted Marblehead Veterans NELMS Spotlight Status: rigorous, engaging instruction; data-driven programming; a commitment to advisory programming; school-wide systems that support teaching and learning; a WIN and Enrichment focus; and the list goes on.

But the real reason they are a Spotlight School is their clear, consistent, and energetic focus on doing what is best to support young adolescent students.

Welcome to the Spotlight Club, Marblehead Vets!



DISRUPT & LEAD: A SUMMER INSTITUTE FOR MIDDLE LEVEL LEADERS

ARE YOU A...

- Team leader?
- Department chair?
- Instructional coach?
- Grade level leader?
- Administrator?
- Aspiring leader?



Join us in beautiful Kittery, Maine, July 14-15 for a two-day institute designed to help middle level educators **disrupt** the status quo and **lead** meaningful, lasting improvement. Collaborate with fellow middle level educators and your own teams as you learn, reflect, and plan for the year ahead. You will leave with ideas, plans, and strategies to lead **boldly!**

Tues, July 14, half-day PM
Wed, July 15, full day
Check out local hotels [HERE](#).

Just \$299 for
NELMS members!
Or \$999 for a
team of 4!

Featuring Jack Berckemeyer

**Register
HERE**

And Jen Stanchfield



Grad credits available!



Marblehead Public Schools District Improvement Plan (DIP) 2026-2029

The Massachusetts Department of Elementary and Secondary Education (DESE) requires every public school district to develop a District Improvement Plan (DIP) every three years. This plan, often referred to as a strategic plan, is designed to guide our district's improvement and growth from July 1, 2026 through June 30, 2029.

The development of this comprehensive plan was a collaborative effort, ensuring input and feedback were gathered from all stakeholders, including our staff, students, parents/caregivers, and school committee members.

This DIP serves as our roadmap, focusing our collective efforts through six core value areas and six overarching goals which are outlined by DESE.

Core Value Areas:

The plan is grounded in essential values such as sharing communication among all stakeholders, working collaboratively with the community, and ensuring accountability in academic excellence and integrity.

Six Overarching Goals:

Our goals are focused on specific areas critical to student success:

- Goal 1: Curriculum, Instruction and Evaluation
- Goal 2: Teacher Quality and Professional Development
- Goal 3: Human Resource Management
- Goal 4: Student Support Programs and Services
- Goal 5: Leadership, Governance and Communication
- Goal 6: Financial and Asset Management Effectiveness and Efficiency

To ensure alignment, each individual School Improvement Plan (SIP) for our schools will align with the DIP goals. We encourage you to review the full plan to understand the objectives, improvement strategies, and evidence we will use to measure progress.

Thank you, in advance, for your continued support.

Sincerely,

Superintendent Robidoux

Marblehead Public School District Improvement Plan 2026-2029

Core value areas encompassed in the plan:

- Sharing communication among all stakeholders
- Working collaboratively with the community
- Authentic learning opportunities
- Strengthening higher order thinking skills
- Engaging all students as active learners
- Accountability in academic excellence and integrity

Six specific goals addressed throughout the plan:

Goal 1: Curriculum, Instruction and Evaluation: To develop and implement programs that ensure 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.

Goal 2: Teacher Quality and Professional Development: To hire, train, and retain highly qualified staff who are proficient in their content areas and with modern instructional technology. Teachers will implement research-based strategies and effective classroom management while utilizing data-driven assessments to bridge learning gaps and customize instruction for diverse needs. By fostering 21st-century skills, such as, critical thinking and social-emotional growth, and participating in collaborative training and formal evaluations, staff will ensure all students are prepared for future success.

Goal 3: Human Resource Management: To identify, attract and recruit effective personnel, and to structure the environment to support, develop, improve, promote and retain qualified and effective professional staff who are successful in advancing achievement for all students.

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 justice, and behavioral policies and practices that address the needs of all students and include attendance policies to ensure students complete their education.

Goal 5: Leadership, Governance and Communication: 1. To establish and maintain an administrative team that will continue to implement and continuously evaluate the cost effectiveness and efficiency of policies and procedures that are standards-based, focused on student achievement data, and designed to promote continuous improvement of instructional practice and a high achievement for all students. 2. To promote public confidence, financial commitment and community support by routinely communicating to the public leadership actions and decisions related to the attainment of District and School goals.

Goal 6: Financial and Asset Management Effectiveness and Efficiency: To engage in a participative, well-documented, and transparent budget process that uses student achievement as a factor in the overall budget. To acquire, and utilize, appropriate resources to provide, and sustain, achievement for all students. To regularly assess the cost effectiveness and efficiency of all financial and capital assets in order to adapt to reasonable changes and unanticipated events.

Goal 1: 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, procedures, and supervision.

Core Value Area(s):

- Sharing communication among all stakeholders
- Working collaboratively with the community
- Authentic learning opportunities
- Strengthening higher order thinking skills
- Engaging all students as active learners
- Accountability in academic excellence and integrity

Objective A: To ensure curriculum and instruction are aligned, consistently delivered and continuously improved/enhanced to support the academic and social-emotional well-being of all students.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
1. Ensure continued horizontal and vertical alignment of curriculum 2. Establish process for regular and timely review and revision of curriculum for general education and special education programs 3. Ensure curriculum standards established by DESE are in place	-Assistant Superintendent of Teaching and Learning -Assistant Superintendent of Student Services -Building Administrators -Leadership Teams -Curriculum Committees -Instructional Coaches	-Time: Faculty Meeting/In-service/PD Calendar -Curriculum Committee members to oversee ongoing development at building level with support of Teacher Leaders and Instructional Coaches -Technology -Professional Learning Communities (PLCs) led by stipend Teacher Leaders	-Updated curriculum documents - Scope and sequence with curriculum maps for all subject areas - PLC notes	Year 1
4. Address the use of Artificial Intelligence (AI) as a learning tool in conjunction with classroom curriculum and assessments 5. Ensuring that staff and students understand the value and potential detriments of AI usage as an instructional tool	-Assistant Superintendent of Teaching and Learning -Assistant Superintendent of Student Services -Building Administrators -Leadership Teams -Curriculum Committees -Instructional Coaches	-Time: Faculty Meeting/In-service/PD Calendar -Curriculum Committee members to oversee ongoing development at building level with support of Teacher Leaders and Instructional Coaches -Technology -Professional Learning Communities (PLCs) led by stipend Teacher Leaders	-Updated curriculum documents - PLC notes	Year 1
6. Maintain Curriculum Committee with representation from multiple grade levels to review curriculum documents	-Assistant Superintendent of Teaching and Learning -Building Administrators -Leadership Teams -Curriculum Committees -Instructional Coaches	-Time for Curriculum Committee to meet -Staff members to serve on committee -Stipend allotted for committee meetings	-Curriculum Committee Meeting dates, agendas and minutes -Roster of committee members -Audit of technology time	Year 1

<p>7. Ensure instruction incorporates a range of strategies including hands-on, robust, quality instruction, integration of technology and resources/ materials aligned with students' learning needs</p> <p>8. Ensure instructional practices and activities build a respectful climate and use of class time maximizes student learning</p> <p>9. Ensure that Administrators model instructional leadership and practices for educators</p>	<ul style="list-style-type: none"> -Assistant Superintendent of Teaching and Learning -Building Administrators -Leadership Teams -Curriculum Committees -Learning Walks -Instructional Coaches 	<ul style="list-style-type: none"> -Time: Faculty Meeting/In-service -Professional Development related to targeted instructional practices 	<ul style="list-style-type: none"> -Leadership team agendas, meeting outcome documents -Assessment results 	<p>Year 2</p>
<p>10. Ensure DESE-endorsed literacy programs and assessments are aligned and maintained within our Multi-tiered System of Supports (MTSS)</p>	<ul style="list-style-type: none"> -Assistant Superintendent of Teaching and Learning -Building Administrators -Instructional Coaches -Teachers -Curriculum Committees 	<ul style="list-style-type: none"> -Time for collaboration -Professional Development related to literacy program -Literacy Program 	<ul style="list-style-type: none"> -Updated scope and sequence -Curriculum map template -Literacy assessments and data -Technology infrastructure 	<p>Year 1</p>
<p>11. Revisit current tools being used for Pre-K curriculum</p> <p>12. Ensure alignment to MA Frameworks</p>	<ul style="list-style-type: none"> -Assistant Superintendent of Student Services -Assistant Director of Student Services -Office of Teaching and Learning -Team Chair -Building Principals -PreK Teachers/providers 	<ul style="list-style-type: none"> -Time for collaboration and training -Enhanced sub-separate programming -Funding for curriculum 	<ul style="list-style-type: none"> -Curriculum map 	<p>Year 1-2</p>
<p>13. Continually review 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</p>	<ul style="list-style-type: none"> -Assistant Superintendent of Student Services -Assistant Director of Student Services -Office of Teaching and Learning -Team Chairs -Building Administrators 	<ul style="list-style-type: none"> -Time for collaboration -Research of special education models -PD on inclusion and special education practices 	<ul style="list-style-type: none"> -Updated model and allocation of resources -Assessment scores -Stakeholder Surveys 	<p>Year 2-3</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).

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
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<p>1. Disseminate annual reports to parents/caregivers</p> <p>2. Quarterly reports; Visions of the Graduate, grades 9-12</p> <p>3. Explore “Visions of a Learner” K-12</p> <p>4. Public posting of DESE annual school and district report cards related to state assessment results</p> <p>5. Mid-trimester communication to students not making progress towards standards</p>	<p>-Central Office Administrators</p> <p>-Building Administrators</p> <p>-Clerical or administrative staff</p> <p>-Classroom Teacher</p> <p>-Parents/Guardians/Caregivers</p>	<p>-Time</p> <p>-Website</p> <p>-Email trees</p> <p>-Professional development</p>	<p>-MCAS results</p> <p>-Bi-annual reports</p> <p>-Parent reports</p> <p>-School and District report cards</p>	Year 1
<p>6. Analyze and use data to drive decision-making regarding student supports and assessments</p> <p>7. Utilize regular data team meetings to analyze student work</p> <p>8. Annually review student assessment results to prioritize goals, allocate resources, projects and services</p> <p>9. Ensure each school uses balanced system of formative and benchmark assessments to guide instruction</p> <p>10. Investigate and align grading practices across the district</p> <p>11. Ensure uniformity of student support team process across the district</p>	<p>-Central Office Administrators</p> <p>-Building Administrators</p> <p>-Grade level teachers</p> <p>-Leadership Team</p> <p>-Instructional Coaches</p> <p>-PLCs</p>	<p>-Internet</p> <p>-Funding for research-based assessment tools</p> <p>-Digital access</p> <p>-Google suite</p> <p>-Open Architects and/or grading dashboards/platforms</p>	<p>-Results of common assessments</p> <p>-Reporting from Building Administrators</p> <p>-DESE Equitable Access Educator Report</p>	Year 2
<p>12. Communicate achievement data to the community</p>	<p>-Central Office Administrators</p> <p>-Building Administrators</p> <p>-Director of Technology</p>	<p>-Time</p> <p>-Website</p>	<p>-School Committee meeting minutes</p> <p>-Parent Reports</p> <p>-State Reports</p> <p>-Communication from Building Administrators and Central Office</p>	Years 1-3

Objective C: To continue to implement the MA Educator Evaluation System in order to comply with all state regulations and expectations to improve teaching and learning.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
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1. Provide professional development: SMART goals - shared goals -Afford educators the opportunities to model effective strategies -Train new hires during orientation 2. Identify and streamline focus elements for evaluations	-Central Office Administrators -Building Administrators -Staff -Joint Labor Management Committee	-Professional Development time -Funding	-Professional Development agendas -Staff/student survey results -Smart Goals -Reports of PD presentations -Timeline form -Educator evaluations	Year 1
3. Provide teachers ongoing feedback and support on indicators: <ul style="list-style-type: none"> Curriculum and planning Instruction Cultural proficiency Professional collaboration Reflection 	-Central Office Administrators -Building Administrators -Joint Labor Management Committee	-Professional Development time -Training for Administrators in evaluation scoring -Normed expectations for evaluating staff -Vector Feedback Forms	-Professional development agendas -Observations -Attainment of Smart Goals	Year 2
4. Update and improve observation and feedback process by Administrators for Teachers 5. Develop common Administrative goals	-Central Office Administrators -Building Administrators -Joint Labor Management Committee	-Time to develop goals and observations -Ongoing administrator meetings/discussions	-Attainment of Smart Goals -Summative Evaluation reports	Year 1-2
6. Utilize the Marblehead Educator Evaluation System aligned with DESE guidelines	-Central Office Administrators -Building Administrators -Joint Labor Management Committee	-Vector Solution Forms -Meeting time -Training	-Feedback collected from educators and evaluators	Years 1-3

Goal 2: Teacher Quality and Professional Development: To hire, train, and retain highly qualified staff who are proficient in their content areas and with modern instructional technology. Teachers will implement research-based strategies and effective classroom management while utilizing data-driven assessments to bridge learning gaps and customize instruction for diverse needs. By fostering 21st-century skills, such as, critical thinking and social-emotional growth, and participating in collaborative training and formal evaluations, staff will ensure all students are prepared for future success.

Core Value Area(s):

- Authentic learning opportunities
- Nurturing, safe educational environments
- Strengthening higher order thinking skills
- Engaging students as active learners
- Accountability in academic excellence and integrity

Objective A: To provide researched-based instructional strategies across the District that align with DESE standards for highly qualified professional development.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
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<p>1. Develop and utilize staff surveys to identify areas of need, utilize survey results to plan faculty meetings and early release days to inform Professional Development planning</p> <p>2. Utilize educator self-assessments</p>	<ul style="list-style-type: none"> -Assistant Superintendent of Teaching and Learning -Instructional Coaches -Building Administrators -Leadership teams -Professional Development Committee 	<ul style="list-style-type: none"> -Technological assistance -Meeting time -Google Forms -Funding 	<ul style="list-style-type: none"> -End of the year survey results -List of professional development activities and agendas -Professional Development feedback -Google Forms results 	<p>Years 1-3</p>
<p>3. Review student achievement data and identify areas of need when planning Professional Development</p> <p>4. Identify/determine areas of focus for Professional Development training informed by data such as student learning experiences (SLE) reports, teacher evaluations and observations.</p> <p>5. Provide Professional Development that promotes anti-racist, culturally responsive learning experiences/meaningful resources</p> <p>6. Provide PD focused on implementing curriculum and new assessment tools</p> <p>7. Ensure PD that continues to focus horizontal and vertical alignment</p>	<ul style="list-style-type: none"> -Assistant Superintendent of Teaching and Learning -Instructional Coaches -Assistant Director of Student Services -Team Chairs -Building Administrators -Leadership teams -Data teams 	<ul style="list-style-type: none"> -Time -Student district and state assessment data 	<ul style="list-style-type: none"> -End of the year survey results -List of Professional Development activities and agendas -Professional Development feedback 	<p>Years 1-3</p>
<p>8. Establish expectations for District-wide Learning Walks process and procedure</p> <p>9. Review input from Learning Walks at Administrative meetings</p>	<ul style="list-style-type: none"> -Assistant Superintendent of Teaching and Learning -Instructional Coaches -Assistant Director of Student Services -Team Chairs -Building Administrators 	<ul style="list-style-type: none"> -Time -Professional Development days -Faculty meetings -PLC meetings 	<ul style="list-style-type: none"> -Agendas from PD Committee -Rosters from professional development sessions -Feedback -PLC agendas 	<p>Year 1-2</p>

Objective B: To continue an on-site professional development model that is collaborative, job-embedded and led by educators who model best practices.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
<p>1. Provide Professional Development, by administrators and instructional staff, that strengthens rigor and relevance in the classroom</p> <p>2. Provide ongoing professional development related to differentiated instruction as part of Multi-tiered System of Supports (MTSS)</p> <p>3. Utilize PLC meetings to provide professional development focused on evidenced-based instructional practices</p>	<ul style="list-style-type: none"> -Assistant Superintendent of Teaching and Learning -Building Administrators -PD Presenters -PD Committee -Instructional Coaches 	<ul style="list-style-type: none"> -Time -Professional Development days -Faculty meetings -PLC meetings 	<ul style="list-style-type: none"> -Agendas from PD Committee -Rosters from professional development sessions -Feedback -PLC agendas 	Years 1-3
<p>4. Develop and implement, annually, a district-wide training for all staff members supporting inclusion related to students with disabilities, English Language Learners, students of color, and LGBTQ+ students</p>	<ul style="list-style-type: none"> -Assistant Superintendent of Student Services -Assistant Superintendent of Teaching and Learning -Instructional Coaches -Assistant Director of Student Services -Team Chairs -ELL Coordinator 	<ul style="list-style-type: none"> -Technology -Training space -Professional Development time 	<ul style="list-style-type: none"> -Annual presentation document -Agenda -Feedback 	Years 1-3

Objective C: To maintain quality trained mentors district-wide in order to provide a two year program to assist in the retention of qualified and effective professional staff as outlined by state standards.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
<p>1. Provide robust and ongoing training opportunities for effective teachers who wish to become mentors</p> <p>2. Provide Professional Development on a yearly basis for those currently trained as lead mentors</p> <p>3. Training for the formulation and maintenance of appropriate Individual Education Plans (IEPs)</p> <p>4. Establish avenues by which to celebrate educators, as well as, ensuring developing educators are supported appropriately to increase their success in the classroom</p>	<ul style="list-style-type: none"> -Assistant Superintendent of Teaching and Learning -Building Administrators -Lead Mentors -Trained Mentors -Assistant Superintendent of Student Services -Assistant Director of Student Services -Team Chairs -Instructional Coaches 	<ul style="list-style-type: none"> -Funding for: <ul style="list-style-type: none"> -Mentor stipends -Mentor coordinator -Lead mentor stipends -Mentoring in action curriculum -Summer training -Leadership Institute -Time 	<ul style="list-style-type: none"> -Survey results from teachers participating in the program -Mentor/mentee logs -Survey regarding Special Education Professional Development 	Years 1-3

Goal 3: Human Resource Management: To identify, attract and recruit effective personnel, and to structure the environment to support, develop, improve, promote and retain qualified and effective professional staff who are successful in advancing achievement for all students.

Core Value Area(s):

- Sharing communication among all stakeholders
- Working collaboratively with the community
- Nurturing, safe educational environments
- Strengthening higher order thinking skills
- Engaging students as active learners
- Accountability in academic excellence and integrity

Objective A: To attract, identify and retain, qualified and effective professional staff as outlined by state standards.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
1. Ensure that new teachers are properly paired with mentors for two years when indicated 2. Utilize trained mentors to provide support to new teachers 3. Ensure that appropriate Professional Development is in place to assist new teachers with transition to Marblehead	-Assistant Superintendent of Teaching and Learnings -Building Administrators -Mentor Coordinator -Instructional Coaches -Trained Mentors	-Funding for mentors and training	-Survey results from new teachers participating in the program	Years 1-3
4. Maintain mentors at each building	-Assistant Superintendent of Teaching and Learnings -Building Administrators	-Funding for Mentors, Mentor Coordinator, and training	-Mentor training schedules, agendas	Years 1-3
5. Use social media, district-wide communication and enhanced “branding” to attract and retain professional staff	-Central Office Administrators -Building Administrators -Director of Technology -HR Manager	-Digital access	-Data collected from responses	Year 2
6. Utilize local job fairs, collaboration with colleges and universities, School Spring and social media outlets for recruitment purposes 7. Ensure that district is seeking staff members with diversity and equity in mind 8. Provide new administrators with mentorship and guidance that aligns with the district mission and promotes appropriate modeling for success 9. Determine avenues by which staff can provide feedback to administrators to enhance collaboration, communication and alignment of culture-building efforts	-Central Office Administrators -Building Administrators -Director of Technology -HR Manager	-Job fairs -School Spring Subscription -Digital access -Mentors for Administrators	-Resumes -Job applications -Feedback from staff	Year 2

Objective B: To acknowledge excellence in teaching across all grade levels.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
1. Develop new and innovative ways to celebrate faculty members and administrators that model excellence in education 2. Create letters of commendation for specific staff members who attain <i>Exemplary</i> standards on educator evaluation 3. Establish and implement recognition awards for educators 4. Calibrate Educator Evaluation Rubric	-Central Office Administrators -Office of Teaching and Learning -Building Administrators -School Committee	-Input from Building Administrators -Educator Evaluation rubrics	-Educator Evaluation results -Staff Recognition -Spotlight series in School Committee meetings	Year 2-3

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, cultural competency, and policies/procedures that address the needs of all students including a focus on attendance/engagement to ensure students successfully complete their education.

Core Value Area(s):

- Sharing communication among all stakeholders
- Working collaboratively with the community
- Authentic learning opportunities
- Nurturing, safe educational environments
- Strengthening higher order thinking skills
- Engaging students as active learners
- Accountability in academic excellence and integrity

Objective A: 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.”.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
1. Use feedback from students and families in the learning community to guide decision-making around teaching and learning environments 2. Celebrate student spotlights at school committee meetings	-Central Office Administrators -Building Administrators -District-wide Directors/leaders -Parents/Guardians/Caregivers	-Funds for technology -Professional Development time	-Feedback from students -Feedback from parents -Report Cards	Years 1-3
3. Construct student-centered learning experiences that build on students’ assets to make learning relevant and engaging 4. Provide transparent communication of MTSS for parents/caregivers	-Central Office Administrators -Building Administrators -District-wide Directors/leaders -Teachers	-Administrator/Leadership Team meetings -Surveys	-Survey results -District Report Cards -Feedback from Administrators and leaders	Years 1-3

5. Articulate and provide families with clear, user-friendly expectations for student learning and behavior in learning experiences	-Assistant Superintendent of Teaching and Learning -Building Administrators -Assistant Superintendent of Student Services -Assistant Director of Student Services -Team Chairs -Parents/Guardians/Caregivers	-Professional Development time -Grade and school level meeting time	-Development of schedule that allows for more opportunities -Feedback from students regarding educational experiences	Year 2
6. Maintain district commitment to addressing equity, diversity, tolerance, acceptance, and belonging 7. Explore opportunities to engage with all families for access to conferences, back to school nights, etc.	-Assistant Superintendent of Teaching and Learning -Building Administrators -Assistant Superintendent of Student Services -Assistant Director of Student Services -Team Chairs -School staff -Students -Parents/Guardians/Caregivers	-Professional Development time -Grade and school level meeting time -Administrator meeting time	-Staff meeting discussions/feedback -Surveys -Student feedback from advisories/meeting with administrators	Years 1-3
8. Find ways to provide students the opportunity to share their voice within their schools and in public forums 9. Ensure students have input into their learning including IEP and 504 Plan development 10. Provide educational opportunities for families/caregivers about special education process and English Language Learner program	-Assistant Superintendent of Teaching and Learning -Building Administrators -Assistant Superintendent of Student Services -Assistant Director of Student Services -Team Chairs -School staff -Student Leadership Teams -Students -Parents/Guardians/Caregivers	-Student Council meetings -National Honor Society -Junior National Honor Society -Project 351 -Student Advisories -SEPAC -ELPAC	-Staff meeting discussions/feedback -Surveys -Student feedback from advisories -School Committee Student Spotlights	Years 1-3

Objective B: To use the most current research-based procedures to keep students and staff safe.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
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<p>1. Implement research-based strategies on student safety inclusive of online safety and use of social media</p> <p>2. Identify and train new staff in ALICE</p> <p>3. Practice ongoing emergency evacuation</p> <p>4. Practice of ALICE Lockdown Protocol</p> <p>5. Review crisis protocols annually</p> <p>6. Enhance student elopement protocols</p> <p>7. Collaborate with town officials to enhance the role of the School Resource Officer (SRO)</p> <p>9. Non-Violent restraint training through Safety Care Training/deescalation</p> <p>10. MBHERP Training (Medical mental behavioral health emergency response)</p> <p>11. Access to Short-term Assessment and Rapid Reintegration (S.T.A.R.R.) Program</p> <p>12. Lock box (Knox box) at each school to house crisis information</p>	<p>-Central Office Administrators</p> <p>-Building Administrators</p> <p>-Police Department</p> <p>-Fire Department</p> <p>-SRO</p> <p>-Faculty</p> <p>-School Nurse</p> <p>-Town Nurse</p> <p>-Town Health Department</p> <p>-ALICE trained faculty members</p>	<p>-Training</p> <p>-Time</p> <p>-Funding</p>	<p>-Log of practice times</p> <p>-District crisis plans</p> <p>-Knox boxes</p> <p>-Surveillance cameras</p> <p>-Connection of surveillance with the Marblehead Police Department</p> <p>-Health Department/Town Nurse reports</p>	<p>Years 1-3</p>
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Objective C: To improve transitions for students at all grade levels as they move from preschool through post-secondary education.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
<p>1. Enhance transition activities incorporating student input</p> <p>2. Administrator evaluation goals focused on transitioning students between buildings</p>	<p>-Central Office Administrators</p> <p>-Building Administrators</p> <p>-Student Services Department staff</p> <p>-School Adjustment Counselors</p>	<p>-Time for collaboration; family, staff community partners</p> <p>-Technology</p>	<p>-New/revised programs to assist students with transitions</p> <p>-Parent/staff feedback</p> <p>-Step-up days</p> <p>-Dates for transition activities</p>	<p>Years 1-3</p>
<p>3. Collaboration of Leadership Teams between schools</p>	<p>-Assistant Superintendent of Teaching and Learning</p> <p>-Instructional coaches</p> <p>-Central Office Administrators</p> <p>-Building Administrators</p>	<p>-Time for collaboration</p>	<p>-Dates and agendas for Administrator meetings</p>	<p>Years 1-3</p>

4. Vertical alignment of academic and social-emotional curriculum from building to building 5. Multi-tiered System of Supports (MTSS) framework, including PBIS and Responsive Classroom practices that are vertically aligned	-Assistant Superintendent of Teaching and Learning -Instructional coaches -Curriculum teams -Building Administrators	-Teacher Collaboration -Curriculum review	-Curriculum Team input/feedback -Curriculum documents -SEI/Wayfinder assessments	Years 1-3
6. Teacher visits between schools 7. Student shadowing and visitation of new schools 8. Kindergarten Orientation 9. Summer learning activities 10. Principal/Central Office open discussion forums with students	-Central Office Administrators -Building Administrators -Teachers -Students -School Counselors	-Schedule visit times	-Step-up days -Student feedback -Staff feedback	Years 1-3

Objective D: To promote positive social and emotional learning and relationships between students, staff, and all members of our educational community.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
1. Continue to foster community partnerships, citizenship and community support 2. Community service/internships for students will continue to be explored and fostered (i.e. Grade 9 Day 0 and Senior projects) 3. Provide opportunities for staff to connect with families/caregivers/students in non-academic settings	-Building Administrators -Faculty -Community members -Businesses -Parents/Guardians/Caregivers	-Time -Community resources	-Staff participation -Community participants	Years 1-3
4. Reevaluate rituals, routines and appropriate responses that create and maintain a safe learning environment where all students feel seen, are heard and respected	-Central Office Administrators -Building Administrators -School Adjustment Counselors	-Time -Funding for curriculum and resources -Professional Development opportunities	-Parent feedback -Educator Evaluation feedback -Decrease in behavioral incidences	Year 2
5. Establish avenues to address online safety, cyberbullying and the use of social media in partnership with parents/caregivers	-Central Office Administrators -Building Administrators -School Adjustment Counselors -Parents/Guardians/Caregivers	-Professional Development opportunities -Wayfinder SEL lessons -Speaker on digital literacy and cell phone safety for parents	-Parent feedback -Decrease in behavioral incidences	Year 2

6. Identify and raise awareness of inequality and celebrate diversity in all schools 7. Work to diversify staff throughout the district	-Central Office Administrators -Building Administrators -School Adjustment Counselors -Guidance	-Professional Development -Curriculum reflective of diverse cultures and backgrounds across grade levels	-Social emotional curriculum/resources at all schools (Wayfinder)	Years 1-3
8. Continue Responsive Classroom approach at elementary school levels 9. Explore Responsive Classroom strategies at middle school level 10. Establish and maintain restorative practices at all grade levels where staff and students understand expectations and natural consequences for behaviors 11. Create and maintain consistent procedures to address student behaviors and consistent restorative practice protocols across schools	-Central Office Administrators -Building Administrators -Identified Staff Members -Parents/Guardians/Caregivers	-Training -Administrator and Staff buy-in -PD in Restorative Practice	-Social emotional curriculum/resources at all schools (Wayfinder)	Years 1-3
12. Social Emotional Learning in the classroom and training for staff 13. Staff PD focused on scenario-based SEL and behavior interventions 14. Strengthen tiered supports within MTSS framework for SEL 15. Continue to enhance and develop in-district programming for students receiving special education 16. Ensure that staff training and resources are in place to support special education program classrooms so that students can be successfully educated with their like-age peers within the least restrictive environment	-Assistant Superintendent of Student Services -Assistant Superintendent of Teaching and Learning -Building administrators -Special educators -Instructional assistants -School adjustment counselors	-Training -Technology -Time -Funding -Trained staff	-SEL curriculum (Wayfinder scope and sequence) -Wayfinder assessments and data collection (grades 3-12) -Specific modified curriculum materials	Years 1-3

Goal 5: Leadership, Governance and Communication: 1. To establish and maintain an administrative team that will continue to implement and continuously evaluate the cost effectiveness and efficiency of policies and procedures that are standards-based, focused on student achievement data, and designed to promote continuous improvement of instructional practice and a high achievement for all students. 2. To promote public confidence, financial commitment and community support by routinely communicating to the public leadership actions and decisions related to the attainment of District and School goals.

Core Value Area(s):

- Sharing communication among all stakeholders
- Working collaboratively with the community
- Authentic learning opportunities
- Nurturing, safe educational environments
- Strengthening higher order thinking skills
- Engaging students as active learners
- Accountability in academic excellence and integrity

Objective A: To foster a culture of shared leadership and decision making practices to enhance effective, transparent communication with all stakeholders.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
1. Positively brand District through social media, common language, spirit wear and enhanced District website 2. Create a store for district-wide Marblehead Public Schools apparel	-Central Office Administrators -Building Administrators -Teachers -Staff -Students	-Time -Technology support and resources	-Newsletters -Ongoing social media posts -Updated website	Year 2-3
3. Solicit parent/caregiver input via survey 4. Solicit staff input via survey and faculty meeting time (with specific tasks integrated)	-Central Office Administrators -Building Administrators -Staff -Parents/Guardians/Caregivers	-Open House -Website -Surveys (Parents/staff/students)	-Parent participation -Survey results	Years 1-3
5. Enhance established community partnerships and seek ways to establish new, meaningful community connections 6. Ensure meaningful communication with, and feedback from, parents/guardians/caregivers	-Central Office Administrators -Building Administrators -Staff -Parents/Guardians/Caregivers -Community partners -School Committee	-Town Library -Community businesses -Recreation and Parks Commission -SEPAC -PTOs/PCOs -ELPAC	-Partnerships with community -Community activities within schools	Years 1-3
7. Develop opportunities for staff, parents/community members to provide input into District and School Improvement Plans	-Central Office Administrators -Building Administrators -Staff -Parents/Guardians/Caregivers -Community partners -SACs	-Provide draft DIP to stakeholders -Seek input via survey	-Input from survey results -SAC meeting postings	Years 1-3

Objective B: Provide opportunities for school community members and key stakeholders to have a voice and provide opportunities for ongoing collaboration..

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
1. 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 the district website	-Central Office Administrators -Building Administrators -School Advisory Councils (SACs) -School Committee -Parents/Guardians/Caregivers	-Cable Access -Website -Technological support -School Committee meetings -Social media	-School and District Improvement Plans -School Committee agendas, approved plans and policies, live and recorded broadcasts -Public input on School Committee agenda -SAC agendas/minutes	Years 1-3

2. Ensure learning environments are accessible, welcoming, and safe 3. Establish and maintain procedures and routines that meet all safety guidelines from DESE and DPH	-Central Office Administrators -Building Administrators -School Staff -School Nurses -Student Leadership Teams -Parents/Guardians/Caregivers	-Communication/direction from DESE -Collaboration with Town Department of Health -School Nurses -Time to meet	-School and District Improvement Plans -DESE and DPH guidelines -School Nurse established protocols and procedures -Reporting on progress	Years 1-3
4. Communicate with all pertinent stakeholders to share student progress, including, but not limited to, achievement, behavior, and social/emotional learning	-Faculty -Building Administrators -School Council -PTO -Leadership Team -SEPAC -ELPAC -Parents/Guardians/Caregivers -SACs	-Time -Schedule	-Scheduling log -Evidence of communication -Minutes -SAC agendas/minutes	Years 1-3

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.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
1. Implement technology resources and identify need for professional development 2. Improve and streamline District-wide systems, services and operations through the use of enhanced tools and technology	-Central Office Administrators -Director of Technology -Building Administrators -Parents/Guardians/Caregivers	-Funds for purchase of additional technology deemed necessary -Pursue government and private grants for technology improvements	-Meeting agendas and minutes -Yearly report on the state of technology in the District -Staff survey results	Year 1-2
3. 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. 4. Determine equipment usage in the instructional environment for best placement of technology 5. Provide training opportunities to enhance instructional growth and collaboration among educators to enhance teaching and learning	-Assistant Superintendent of Teaching and Learning -Director of Technology and staff -Building Administrators -Staff	-Equipment/Labs -Funding -Resource materials -Pursue government and private grants for technology improvements	-Professional Development offerings and trainings -Monitor technology usage -Oversight of Google Classroom by Building Administrators	Years 2-3

6. Review the appropriate use of technology (i.e. Chromebooks) in the classroom and ensure there is a balance between “screentime” and hands-on, experiential learning	-Assistant Superintendent of Teaching and Learning -Director of Technology and staff -Building Administrators -Staff	-Equipment/Labs -Funding -Resource materials -Pursue government and private grants for technology improvements	-Audit of technology time	Years 1-2
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Objective D: To continue to develop School Improvement Plans that align with the District Improvement Plan and are based upon student achievement data.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
1. Analyze student achievement, growth, and performance and ensure alignment with School and District Improvement Plans 2. Alignment of Building and Central Office Administrator’s individual goals with School and District Improvement Plans	-Central Office Administrators -Building Administrators -School Councils -Guidance -Clerical staff -Staff	-Professional Development time -Faculty meetings -Early release/late start days -School Council meetings	-State assessment results -Student data -Staff survey results -District and state report cards -District Improvement Plan -School Improvement Plans -School Council meeting dates and agendas	Years 1-3

Goal 6: Financial and Asset Management Effectiveness and Efficiency: To engage in a participative, well-documented, and transparent budget process that uses student achievement as a factor in the overall budget. To acquire, and utilize, appropriate resources to provide, and sustain, achievement for all students. To regularly assess the cost effectiveness and efficiency of all financial and capital assets in order to adapt to reasonable changes and unanticipated events.

Core Value Area(s):

- Sharing communication among all stakeholders
- Working collaboratively with the community
- Accountability in academic excellence and integrity

Objective A: To continue developing a transparent, comprehensive and understandable budget through an open, participatory process.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
1. Build capacity within the community for ongoing support of the school budget 2. Develop and manage a budget aligned with the District’s vision, mission, and goals that addresses the needs of all students	-Central Office Administrators -Building Administrators -Assistant Superintendent of Finance and Operations -Identified community members -School Committee -Finance Committee -Parents/Guardians/Car egivers	-Time -Finance Board meetings -School Committee meetings - School Committee Sub-Committee meetings	-Successful budget build feedback and annual passing at town meeting -Meeting agendas and minutes -Use of the District website for transparency -Link to School Committee meetings on District website	Years 1-3

<p>3. Review administrative software, maintenance and IT software, and all other computer systems used within the District.</p> <p>4. Update to systems and software as needed</p>	<ul style="list-style-type: none"> -Director of Technology and technology staff 	<ul style="list-style-type: none"> -Funding for improvement to these systems -Time 	<ul style="list-style-type: none"> -Recommendations for and implementation of upgrades and improvements -Add upgrade to system requirements 	<p>Year 1</p>
<p>5. Conduct informational budget meetings held at building levels open to staff and parents</p> <p>6. Ensure transparency throughout the budget process</p>	<ul style="list-style-type: none"> -Central Office Administrators -Building Administrators -School Councils -Director of Technology -Parents/Guardians/Caregivers 	<ul style="list-style-type: none"> -Budget requests -Budget proposals -Meeting schedule -Time 	<ul style="list-style-type: none"> -Attendance at budget meetings Presentations -Agendas and minutes -Reports to School Committee 	<p>Years 1-3</p>
<p>7. Implement MUNIS/ERP AO</p>	<ul style="list-style-type: none"> -Town CFO -Assistant Superintendent of Finance and Operations -Business Office Staff -Tyler Technologies -Consultants 	<ul style="list-style-type: none"> -Time -Technology training 	<ul style="list-style-type: none"> -Successful Implementation by 7/1/25 -Updated Financial Reporting -Streamlined/Transparent Budget preparation 	<p>Year 1</p>

Objective B: To identify and utilize non-traditional sources of revenue by building partnerships with the community, businesses, colleges and universities, including seeking grants and leveraging community stakeholder expertise..

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
1. Seek sources of funding from partnerships outside of the School District 2. Research and apply for grants to supplement the school budget and provide additional opportunities for students and teachers.	-Central Office Administrators -Building Administrators -Athletic Director -Facilities Director -Food Service Director	-Appropriate funding -Collaboration with community partners -Time -Advertising from local businesses at District sports fields	-Additional sources of revenue -Grant applications -Funding awarded -Incentive program -Student teacher and supervising teacher feedback	Years 1-3

Objective C: To continue to make regular, timely, accurate and complete financial reports to the School Committee, Administration, staff and public and to file all required local, state and federal reports accurately and on time.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
1. Provide quarterly budget reports to the School Committee in open meeting	-Assistant Superintendent of Finance and Operations -School Committee	-Budget software -School Committee meeting	-Documentation of quarterly reports -School Committee agendas and meeting minute	Years 1-3
2. Adhere to the state superintendent schedule/checklist in all reporting categories	-Central Office Administrators -Data Manager -Director of Technology	-Budget software -Aspen X2 -DESE security portal	-Documentation of state reports	Years 1-3

Objective D: To maintain and enhance the use of efficient accounting software that integrates and actively tracks the District-level financial information and expenditures.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
1. Ensure the District Policy Manual reflects fiduciary responsibility as per guidelines of the Department of Education with approval by the School Committee	-Central Office Administrators -School Committee	-Internal control manual for federal grants -Budget software -Funding -Student activities -Fiscal management -Policy Manual	-Annual audit -Alignment with Town Financial reporting -Approved School District Budget	Years 1-3

Objective E: To continue to procure independent financial auditing services annually and to share the results of these audits and consistently implement the recommendations.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
1. Employ, annually, an audit firm consistent with the town 2. Monitor and maintain local and revolving funds via secure data management, accessible and transparent practices 3. Comply with DESE End of the year Report	-Central Office Administrators -Data manager -School Committee	-Financial/Budget -Infinite Visions Software Solutions -Independent Audit firm funded by the District	-Documentation of audit reports -Alignment with Town Financial reporting	Years 1-3

Objective F: To continue to have a long-term capital plan, inclusive of preventative maintenance, that clearly and accurately reflects the future capital development and improvement needs, including all aspects of educational and program facilities and that the plan is reviewed and revised as needed with input from all appropriate stakeholders.

Improvement Strategies	Persons Responsible	Resources Needed	Data Points	Intended Timeline
1. Implement and monitor Capital Improvement plan that addresses the state's established costs of: Emergency/at-risk General and preventative maintenance -1 to 2 years -3 to 5 years -6 to 10 years	-Central Office Administrators -Building Administrators -School Committee -Facilities Director	MCCPO-certified staff -Superintendent -Director of Finance -Building Administrator input -Maintenance Department input -Facilities Director oversight	-Documented Capital Improvement Plan -School Committee reports -Meeting agendas and minutes -School Improvement Plans -District Improvement Plan -Custom energy audit reports	Years 1-3
2. Manage the high school roof replacement project 3. Manage approved Projects 4. Preventive maintenance of facilities and equipment for programming (i.e. woodshop, marine tech,etc)	-School Committee Facilities sub-committee -Assistant Superintendent of Finance and Operations -Facilities Director	-Sub-committee meeting time -Funding from the town -OPM, Schematic Design vendors -Ongoing meetings -Capacity -Documentation -Tracking Tool	-Sub-committee meeting minutes -Town vote and acquisition of required funding -OPM and Schematic Design team documentation, plans and execution of project -Closed Projects -Improved Facilities	Years 1-3

5/18/26, 7:11 AM

Marblehead Public Schools Mail - Fwd: Congratulations from Commissioner Martinez



Lisa Manning <manning.lisa@marbleheadschoools.org>

Fwd: Congratulations from Commissioner Martinez

1 message

John Robidoux <robidoux.john@marbleheadschoools.org>
To: Lisa Manning <manning.lisa@marbleheadschoools.org>

Sat, May 16, 2026 at 6:50 AM

Can you put this email from Commissioner Martinez in the SC folder, please? We'll have it as correspondence.
Thank you.

John J. Robidoux
Superintendent of Schools
Marblehead Public Schools
(781) 639-3140



----- Forwarded message -----

From: **Bettencourt, Helene H. (DESE)** <Helene.H.Bettencourt@mass.gov>
Date: Fri, May 15, 2026 at 10:52 AM
Subject: Congratulations from Commissioner Martinez
To: robidoux.john@marbleheadschoools.org <robidoux.john@marbleheadschoools.org>



135 Santilli Hwy, Everett MA 02149 Voice: (781) 388-3000 TTY: 1-800-439-2370 www.doe.mass.edu

May 15, 2026

John Robidoux
Superintendent
Marblehead Public Schools
9 Widger Road
Marblehead, MA 01945

robidoux.john@marbleheadschoools.org

Dear John Robidoux,

Congratulations on your school's good work on reducing chronic absenteeism!

We recently released chronic absenteeism data through March 1, 2026, and your district was one of 55 districts that decreased chronic absenteeism by at least 5 percentage points or more over their March 2025 chronic absenteeism rate.

Thank you for your attention to this important subject, which is a foundation for students' success. I would appreciate it if you would use this survey to share with us the strategies and practices that your district put in place that have led to this improvement.

In the meantime, I hope you will share your district's accomplishment with your School Committee, and I hope your school community takes pride in what you have all achieved!

Sincerely,



Pedro Martinez
Commissioner



Pedro Martinez (Pronouns: he, him)

Commissioner

Massachusetts Department of Elementary and Secondary Education

Serving pre-K through adult learners

781-338-3111

Pedro.Martinez@mass.gov

135 Santilli Highway, Everett, MA 02149

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**A PROCLAMATION OF THE MARBLEHEAD SCHOOL COMMITTEE REGARDING THE
FY27–FY29 OVERRIDE**

WHEREAS, the Marblehead Public Schools have successfully closed a \$3.7 million gap for FY27 through the elimination of 18.25 FTE positions and the one-time prepayment of \$1.5 million in special education out-of-district tuition; and

WHEREAS, the one-time options utilized in FY27 cannot be repeated in FY28, creating a structural requirement for new revenue to fund educational expenses; and

WHEREAS, Tier 1 of the proposed override (\$6.2M school-side) provides the funding necessary to maintain existing staff and programs and fund special education obligations through FY29; and

WHEREAS, Tier 2 (\$7.2M school-side) builds upon Tier 1 by funding Full-Day Kindergarten and establishing a sustainable lifecycle for student classroom technology; and

WHEREAS, Tier 3 (\$8.5M school-side) provides the most comprehensive fiscal solution by establishing a recurring school building capital fund and an in-district 18-22 Special Education program to manage long-term costs;

NOW, THEREFORE, BE IT RESOLVED, that the Marblehead School Committee officially supports the adoption of Tier 3 as the designated funding level to ensure the fiscal and operational stability of the school district through 2030.