

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
- Nurturing, safe educational environments
- 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

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 8. Ensure instructional practices and activities build a respectful climate and use of class time maximizes student learning 9. Ensure that Administrators model instructional leadership and practices for educators	-Assistant Superintendent of Teaching and Learning -Building Administrators -Leadership Teams -Curriculum Committees -Learning Walks -Instructional Coaches	-Time: Faculty Meeting/In-service -Professional Development related to targeted instructional practices	-Leadership team agendas, meeting outcome documents -Assessment results	Year 2
10. Ensure DESE-endorsed literacy programs and assessments are aligned and maintained within our Multi-tiered System of Supports (MTSS)	-Assistant Superintendent of Teaching and Learning -Building Administrators -Instructional Coaches -Teachers -Curriculum Committees	-Time for collaboration -Professional Development related to literacy program -Literacy Program	-Updated scope and sequence -Curriculum map template -Literacy assessments and data -Technology infrastructure	Year 1
11. Revisit current tools being used for Pre-K curriculum 12. Ensure alignment to MA Frameworks	-Assistant Superintendent of Student Services -Assistant Director of Student Services -Office of Teaching and Learning -Team Chair -Building Principals -PreK Teachers/providers	-Time for collaboration and training -Enhanced sub-separate programming -Funding for curriculum	-Curriculum map	Year 1-2
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	-Assistant Superintendent of Student Services -Assistant Director of Student Services -Office of Teaching and Learning -Team Chairs -Building Administrators	-Time for collaboration -Research of special education models -PD on inclusion and special education practices	-Updated model and allocation of resources -Assessment scores -Stakeholder Surveys	Year 2-3

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
1. Disseminate annual reports to parents/caregivers 2. Quarterly reports; Visions of the Graduate, grades 9-12 3. Explore “Visions of a Learner” K-12 4. Public posting of DESE annual school and district report cards related to state assessment results 5. Mid-trimester communication to students not making progress towards standards	-Central Office Administrators -Building Administrators -Clerical or administrative staff -Classroom Teacher -Parents/Guardians/Caregivers	-Time -Website -Email trees -Professional development	-MCAS results -Bi-annual reports -Parent reports -School and District report cards	Year 1
6. Analyze and use data to drive decision-making regarding student supports and assessments 7. Utilize regular data team meetings to analyze student work 8. Annually review student assessment results to prioritize goals, allocate resources, projects and services 9. Ensure each school uses balanced system of formative and benchmark assessments to guide instruction 10. Investigate and align grading practices across the district 11. Ensure uniformity of student support team process across the district	-Central Office Administrators -Building Administrators -Grade level teachers -Leadership Team -Instructional Coaches -PLCs	-Internet -Funding for research-based assessment tools -Digital access -Google suite -Open Architects and/or grading dashboards/platforms	-Results of common assessments -Reporting from Building Administrators -DESE Equitable Access Educator Report	Year 2
12. Communicate achievement data to the community	-Central Office Administrators -Building Administrators -Director of Technology	-Time -Website	-School Committee meeting minutes -Parent Reports -State Reports -Communication from Building Administrators and Central Office	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
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: • 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
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 2. Utilize educator self-assessments	-Assistant Superintendent of Teaching and Learning -Instructional Coaches -Building Administrators -Leadership teams -Professional Development Committee	-Technological assistance -Meeting time -Google Forms -Funding	-End of the year survey results -List of professional development activities and agendas -Professional Development feedback -Google Forms results	Years 1-3
3. Review student achievement data and identify areas of need when planning Professional Development 4. Identify/determine areas of focus for Professional Development training informed by data such as student learning experiences (SLE) reports, teacher evaluations and observations. 5. Provide Professional Development that promotes anti-racist, culturally responsive learning experiences/meaningful resources 6. Provide PD focused on implementing curriculum and new assessment tools 7. Ensure PD that continues to focus horizontal and vertical alignment	-Assistant Superintendent of Teaching and Learning -Instructional Coaches -Assistant Director of Student Services -Team Chairs -Building Administrators -Leadership teams -Data teams	-Time -Student district and state assessment data	-End of the year survey results -List of Professional Development activities and agendas -Professional Development feedback	Years 1-3
8. Establish expectations for District-wide Learning Walks process and procedure 9. Review input from Learning Walks at Administrative meetings	-Assistant Superintendent of Teaching and Learning -Instructional Coaches -Assistant Director of Student Services -Team Chairs -Building Administrators	-Time -Professional Development days -Faculty meetings -PLC meetings	-Agendas from PD Committee -Rosters from professional development sessions -Feedback -PLC agendas	Year 1-2

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
1. Provide Professional Development, by administrators and instructional staff, that strengthens rigor and relevance in the classroom 2. Provide ongoing professional development related to differentiated instruction as part of Multi-tiered System of Supports (MTSS) 3. Utilize PLC meetings to provide professional development focused on evidenced-based instructional practices	-Assistant Superintendent of Teaching and Learning -Building Administrators -PD Presenters -PD Committee -Instructional Coaches	-Time -Professional Development days -Faculty meetings -PLC meetings	-Agendas from PD Committee -Rosters from professional development sessions -Feedback -PLC agendas	Years 1-3
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	-Assistant Superintendent of Student Services -Assistant Superintendent of Teaching and Learning -Instructional Coaches -Assistant Director of Student Services -Team Chairs -ELL Coordinator	-Technology -Training space -Professional Development time	-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
1. Provide robust and ongoing training opportunities for effective teachers who wish to become mentors 2. Provide Professional Development on a yearly basis for those currently trained as lead mentors 3. Training for the formulation and maintenance of appropriate Individual Education Plans (IEPs) 4. Establish avenues by which to celebrate educators, as well as, ensuring developing educators are supported appropriately to increase their success in the classroom	-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	-Funding for: -Mentor stipends -Mentor coordinator -Lead mentor stipends -Mentoring in action curriculum -Summer training -Leadership Institute -Time	-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
1. Implement research-based strategies on student safety inclusive of online safety and use of social media 2. Identify and train new staff in ALICE 3. Practice ongoing emergency evacuation 4. Practice of ALICE Lockdown Protocol 5. Review crisis protocols annually 6. Enhance student elopement protocols 7. Collaborate with town officials to enhance the role of the School Resource Officer (SRO) 9. Non-Violent restraint training through Safety Care Training/deescalation 10. MBHERP Training (Medical mental behavioral health emergency response) 11. Access to Short-term Assessment and Rapid Reintegration (S.T.A.R.R.) Program 12. Lock box (Knox box) at each school to house crisis information	-Central Office Administrators -Building Administrators -Police Department -Fire Department -SRO -Faculty -School Nurse -Town Nurse -Town Health Department -ALICE trained faculty members	-Training -Time -Funding	-Log of practice times -District crisis plans -Knox boxes -Surveillance cameras -Connection of surveillance with the Marblehead Police Department -Health Department/Town Nurse reports	Years 1-3

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

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
--	---	---	---------------------------	-----------

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

3. Review administrative software, maintenance and IT software, and all other computer systems used within the District. 4. Update to systems and software as needed	-Director of Technology and technology staff	-Funding for improvement to these systems -Time	-Recommendations for and implementation of upgrades and improvements -Add upgrade to system requirements	Year 1
5. Conduct informational budget meetings held at building levels open to staff and parents 6. Ensure transparency throughout the budget process	-Central Office Administrators -Building Administrators -School Councils -Director of Technology -Parents/Guardians/Car egivers	-Budget requests -Budget proposals -Meeting schedule -Time	-Attendance at budget meetings Presentations -Agendas and minutes -Reports to School Committee	Years 1-3
7. Implement MUNIS/ERP AO	-Town CFO -Assistant Superintendent of Finance and Operations -Business Office Staff -Tyler Technologies -Consultants	-Time -Technology training	-Successful Implementation by 7/1/25 -Updated Financial Reporting -Streamlined/Transparent Budget preparation	Year 1

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