



DATE POSTED:

Town Clerk Use Only

2021 SEP 23 AM 9:05

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=5hT6kswajlCtbJVAC2uYOnlpddiv7fE.1>

Meeting ID: 978 8676 2817

Password: 610612

Dial in Phone +1 646 931 3860 US

Thursday	October	1	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
 - b. Commendations
 - c. Public Comment
 - d. Student Representative
- II. District Updates
 - a. Superintendent Update
 - b. Financial Update
 - c. METCO Update
- III. Consent Action and Agenda Items
 - a. Schedule of Bills (vote)
 - b. Meeting Minutes: (9/17/26) (vote)
 - c. Donations: Massachusetts Marine Trades Association (vote)
- IV. School Committee Communication and Discussion Items
 - a. Montreal Field Trip Approval (vote)
 - b. Update on Progress towards Superintendent Goals
 - c. Review Superintendent Formative Evaluation Process

- d. FY27 School Committee Goals
- e. Subcommittee and Liaison Updates

V. Adjournment

THIS AGENDA IS SUBJECT TO CHANGE

Chairperson: Kate Schmeckpeper
Posted by: Kate Schmeckpeper
Date: 9/29/2026



Marblehead Public Schools

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

John Robidoux
Superintendent of Schools

Julia Ferreira
*Assistant Superintendent of
Teaching & Learning*

LisaMarie Ippolito
*Assistant Superintendent of
Student Services*

Michael Pfifferling
*Assistant Superintendent of
Finance & Operations*

MEMORANDUM

TO: Marblehead School Committee
FROM: Michael Pfifferling, Assistant Superintendent for Finance & Operations
DATE: September 28, 2026
RE: District Financial Report FY27

-
- The MPS unexpended / unencumbered balance is \$4,216,829 at the end of September in Fiscal Year 2027.
 - While we have encumbered the majority of salaries, over the month of October, we will be reviewing account lines to ensure all salaries are being paid and encumbered under the correct account. While not yet corrected, we have already identified a handful of employees who are not being paid under their correct lines. This does not affect the bottom line of the report, as their salaries are accounted for, just not necessarily under the correct line. It is our goal to fix these before the next monthly report is issued at the end of October.
 - Know Special Education Tuitions and Transportation have been encumbered, but that typically changes throughout the year as additional students are placed, cost sharing changes come into play, and new students move in or out of the district.
 - Utilities have been encumbered to reflect actual spending in FY26. This could fluctuate slightly based on the severity of the winter heating or summer cooling needs. While we hope to run relatively equal to last year, we have made major improvements to many of our HVAC systems over this past summer.
 - Items highlighted in Yellow under the "Encumbered" column are manually encumbered as they are difficult to encumber in the Munis System.

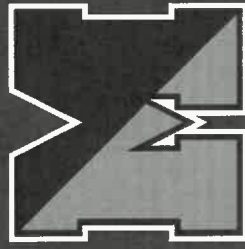
Attached is the line-by-line report for FY27 expenditures vs budget through September 28, 2026.

Respectfully submitted,

MPS METCO

METCO PROGRAM OVERVIEW

METCO 101



MARBLEHEAD PUBLIC SCHOOLS
Moving Forward Together

Program Mission

METCO is a voluntary school desegregation program funded by the Commonwealth of Massachusetts that connects Boston students with schools in suburban communities.

It is a collaboration among 33 school districts and METCO, Inc., with support from private funding.

The program fosters racially, linguistically, and culturally diverse learning environments while expanding educational opportunities for students.



MPSMETCO



MARBLEHEAD PUBLIC SCHOOLS
Moving Forward Together

Program Overview

Student Numbers - 46

K-3

One third grade student

4-6

Three 4th grade students, one 5th grade student

7-8

Seven 7th graders and seven 8th grade students

9-12

Ten 9th grade students, five 10th graders, five 11th graders, and seven 12th grade students

DESE & METCO Inc.

DESE

Enrollment Cap and Admission Policy

METCO Inc.

Applications, and Admissions Policy

MPS

Info session, district tours, grade levels (7 and 9) and registration

MPS METCO Staff



Caja Johnson, M.Ed.
Daquan Abernathy
Latoya Saulters M.Ed.

We are all METCO

METCO

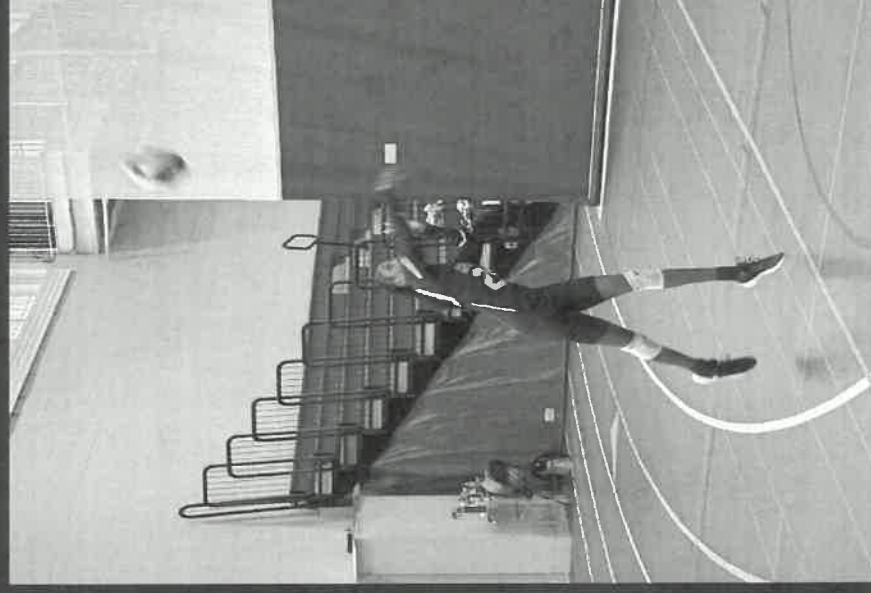
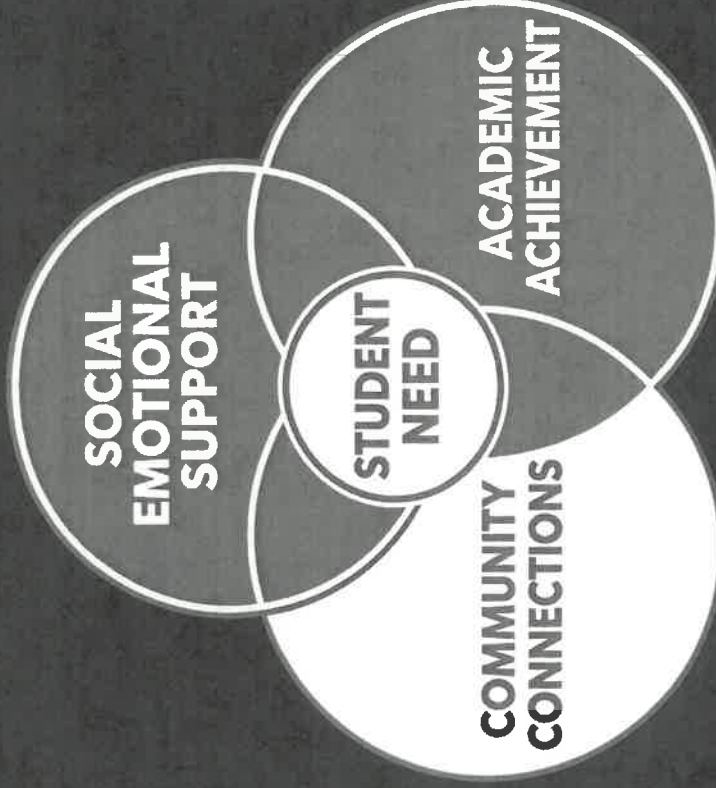
INC. ORGANIZATIONAL LOGO



MARBLEHEAD PUBLIC SCHOOLS

Moving Forward Together

METCO Program Goals



METCO[®]
INC. ORGANIZATIONAL LOGO



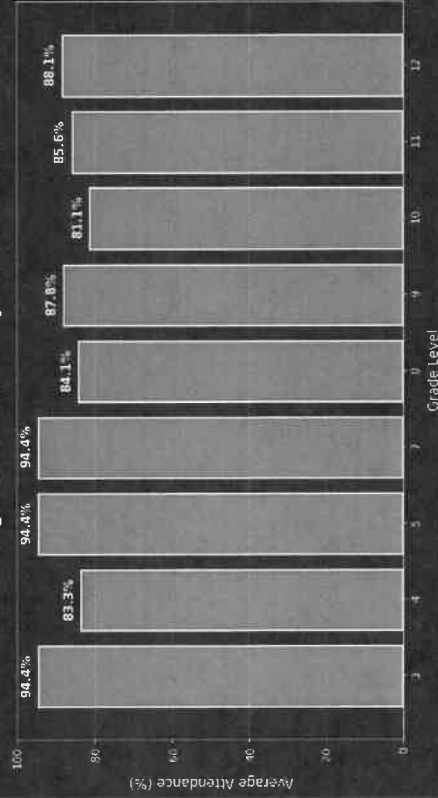
MARBLEHEAD PUBLIC SCHOOLS
Moving Forward Together

MPS METCO Academic Achievement

- 60% of juniors and seniors are taking one or more AP class!!

Average Attendance by Grade Level

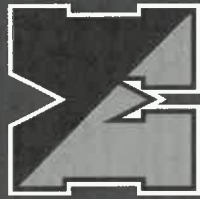
Average Attendance by Grade Level



Academics by Grade Level

MPSMETCO

Community Connections

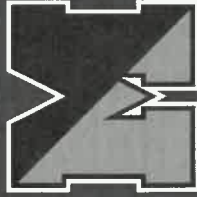


MARBLEHEAD PUBLIC SCHOOLS

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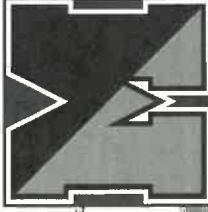
Support: Family,
Student, Staff, and
Community.
It takes a Village



MPSMETCO

MARBLEHEAD PUBLIC SCHOOLS
Moving Forward Together

MARBLEHEAD PUBLIC SCHOOLS
Moving Forward Together



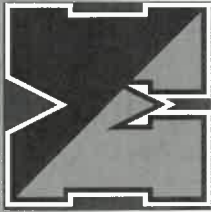
Questions?



Syracuse
University



MPSMETCO



MARBLEHEAD PUBLIC SCHOOLS
Moving Forward Together

THANK YOU!!!

Questions?

Family
Partners

MPS
Leadership
Team

MEM
MRJT

Teachers

SPUR
MFHS

Counselors





Marblehead Public Schools

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Michael Pfifferling
*Assistant Superintendent of
Finance & Operations*

MEMORANDUM

TO: Marblehead School Committee
FROM: Michael Pfifferling, Assistant Superintendent of Finance and Operations
DATE: September 30, 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
0915S27-DW-MSR_Special Warrant	\$247.50
0915S27-DW-MSR	\$2,145,630.59
0929S27 - SS - KG - 2 - Redacted	\$35,659.97
0929S27 - SS - KG - Redacted	\$5,692.61
0929S27 - FS - CF	\$36,959.87
0929S27 - FAC - LM	\$14,708.94
0929S27-DW-MSR - Part 1	\$263,181.42
Total	\$2,502,080.90

Suggested Motion:

Motion to approve the identified schedules of bills totaling \$2,502,080.90 as presented



DRAFT

Marblehead School Committee

Chair: Kate Schmeckpeper

Meeting Date, Time & Location: Thursday, September 17th, 2026, 6pm, MHS Library, 2 Humphrey Street Marblehead MA 01945

SC Members Present: A. Williams, AM. Jordan, K. Schmeckpeper, H. Gwazda, M. Clucas

SC Members Absent:

Agenda/Materials: [Link](#)

Meeting Recording: [Link](#)

Minutes Respectfully Submitted By: Henry Gwazda

Opening, Pledge, and Public Comment (00:01:00–00:02:00)

a. The Chair called the September 17th meeting of the Marblehead School Committee to order at 6 PM, followed by the Pledge of Allegiance.

- A committee member recognized Melissa McGuinness for spearheading the grant proposal for the Brown School outdoor creative play space, as reported in The Current.
- No members of the public came forward for public comment.

Student Representative Update (00:02:00–00:05:00)

a. Aiden Klauber was welcomed as the first student representative to the school committee.

- Aiden Klauber and two classmates will rotate through meetings to share student perspectives.

b. The student representative provided an update on Marblehead High School activities.

- Open house is set for Wednesday, September 23rd, with National Honor Society students assisting.
- Freshman parents were invited to a school counseling presentation at 5:30 in the MHS auditorium beforehand.

c. It was reported that the school counseling department hosted Senior Parent/Guardian Night this past week.

Superintendent and District Updates (00:05:00–00:15:00)

a. Superintendent John Robidoux reported that the start of the school year was going well, with students, educators, and parents engaged.



- Hispanic Heritage Month began, with age-appropriate celebrations; Rosh Hashanah was observed and no school Monday for Yom Kippur.
- Open houses at Veterans Middle School and Village Elementary were well attended; high school, Glover, and Brown open houses were upcoming.

b. Committee activity was summarized.

- The first Health and Wellness Committee meeting addressed the SERV survey, medication delegation changes, Narcan availability, and e-bike safety.
- The first Safety Committee meeting covered e-bike safety, fire drills, school evacuations, the Protect Act policy, and cybersecurity with Stephen Kwiatek.

c. Upcoming items and follow-ups were noted.

- The Anti-Discrimination Committee would meet September 30th; Robidoux will report back on the DEEP equity audit trajectory once clearer.

d. Beginning with October meetings, school leaders will share MCAS information, Assistant Superintendent Julia Ferreira will give a teaching and learning update, and METCO director Johnson will give a METCO update.

Student Services Update: Special Education Program Standardization (00:15:00–00:40:00)

a. Student Services staff delivered a slide presentation on a framework for standardizing special education programs across the district.

- Goals were consistency, equity, transparency, and quality, so similar needs receive comparable services regardless of school.
- The new Assistant Director of Student Services and out-of-district coordinator was introduced.

b. Four specialized programs were described along a continuum from substantially separate to inclusion, each with distinct student profiles, instructional models, and staffing structures.

- Language-Based serves grades 2 through 12, including dyslexia, using Orton-Gillingham, Wilson, and recent Bravo training.
- Academic Skills, ABA Life Skills, and Therapeutic use multidisciplinary teams, embedded BCBAs, and continuous data collection.

c. Team chairs, special education staff, Victoria Ryan, and Julia Ferreira developed entrance and exit criteria and curriculum tools over the past two years.

- The district entered corrective action and came out six months later through team efforts; compliance remains a priority.



- Continued work included an 18-to-22 program, family-facing brochures and open houses, and curriculum maps.

d. Out-of-district placement figures were reported.

- 13 students were outplaced in collaboratives and 31 in private programming, some under 50/50 cost-share arrangements.
- 7 students, several of them language-based and therapeutic, returned in district this year, credited to Victoria Ryan and team.

e. Committee members asked about staffing and early identification, and thanked staff for transitions between grades and schools.

- The district has 4 BCBAs, a fourth added last year for elementary needs; Caitlyn Hersom covers Village and Bettes.

Consent Agenda Items (00:40:00–00:45:00)

a. A motion was made by Henry Gwazda and seconded by Melissa Clucas to approve the consent agenda, including the identified schedule of bills totaling \$505,887, the meeting minutes from September 3rd, 2026 (with corrections), a donation from the Rotary Club of Marblehead in the amount of \$15,385 for SEL instruction and support at Brown and Glover, grants from the Friends of the Marblehead Public Schools totaling \$93,000, and the school committee operating protocols.

- The motion passed 5-0.

b. Discussion on the consent items covered the following:

- The Rotary Club donation would complement, not replace, existing SEL instruction, funding a dedicated day of SEL support at each school.
- Corrections to the minutes: "Gardner School" to "Glover School," "Al's and How" to "Alves," and "McFadden School" on page 3.

c. It was noted that the operating protocols being voted on had not changed from the prior version.

d. Action item:

- The Chair will send thank you notes to the Rotary Club and the Friends of the Marblehead Public Schools.

Policy ACL Third Reading and Vote (00:45:00–00:45:00)

a. The committee took up the third reading of Policy ACL, Interacting with Law Enforcement Officers Engaged in Civil Law Enforcement, as presented in the packet.



- It was reported that the safety committee was in agreement that the safety meeting and existing processes made sense.

b. A motion was made by Ann-Marie Jordan and seconded by Al Williams to approve Policy ACL, Interacting with law enforcement officers engaged in civil law enforcement, as presented in tonight's packet.

- The motion passed 5-0.

Disposition of Marine Tech Materials (00:45:00–00:47:00)

a. The committee reviewed a September 15th memo on the disposition of marine tech materials.

- The newly hired marine tech teacher inventoried classroom equipment that was no longer needed.
- Items included 10 gasoline and diesel engines, 1 outboard engine, 1 outboard drive, and 2 transmissions taking up classroom space.

b. A motion was made by Al Williams and seconded by Henry Gwazda to declare the 10 gasoline and diesel engines, 1 outboard engine, 1 outboard drive, and 2 transmissions as surplus and authorize their disposal.

- The motion passed 5-0.

FY27 School Committee Goals Discussion (00:47:00–01:15:00)

a. The goals subcommittee, consisting of Al Williams and Ann-Marie Jordan, reported on its meeting earlier that day reviewing the FY25-26 goal areas.

- The subcommittee assessed which of the four goal areas had been achieved and which should carry forward.
- No final FY27 goals were approved; discussion will continue at a future meeting.

b. The committee discussed adopting a consistent SMART goal format (specific, measurable, achievable, relevant, time-bound) across all goal areas, noting last year's four goals were drafted differently by different subcommittees.

c. The committee debated retiring or reshaping the financial transparency goal into a data-informed decision-making goal.

- The subcommittee proposed incorporating the four override-related reporting updates required of the district.
- Concern was raised about keeping goals at the governance level rather than the operational level.

d. The committee discussed MCAS and other data sources, including iReady, IXL, and DIBELS, as potential goal metrics, with concern about avoiding duplicative work for administration.

- John will present enrollment and MCAS data to the committee as part of the data-informed goal.



- Julia and Samreen will help articulate what data points indicate student success.
- e. The committee agreed the elevating educator voices item will not be a formal school committee goal, as the superintendent's roundtables are addressing it, and a staff member will continue developing those roundtables.
- f. The committee agreed on next steps for refining the goal language.
 - The subcommittee will revisit and refine the data-informed decision-making goal language before the next meeting.
 - The Goals Subcommittee will review the current District Improvement Plan to inform goal development.
- g. Committee members will review the revisions posted in the Dropbox before the next meeting, with consensus that any revisions must be discussed in open meeting rather than shared informally beforehand.

Cell Phone and Technology Use Policy Discussion (01:15:00–01:26:00)

- a. Superintendent John Robidoux presented an informal overview of the district's current cell phone and technology practices.
 - K-8 policy is phones off and away throughout the day; high school phones are stored in classroom caddies during instructional time.
 - High school students may use phones at lunch and between classes; newer devices like smartwatches and Meta glasses complicate enforcement.
- b. The committee discussed possible changes and future updates.
 - Members discussed aligning with potential state legislation banning phones, emergency contact concerns, and possibly banning phones during lunch to increase interaction.
 - Assistant Superintendent of Teaching & Learning Julia Ferreira will provide an update on AI protocols at a future meeting; a staff member noted data would be made available.

Subcommittee Updates (01:26:00–01:29:00)

- a. The committee received subcommittee updates, including the goals committee, liaison roles, and the policy subcommittee.
 - The policy subcommittee held its first meeting and has additional meetings scheduled, as do the goal subcommittees for October and November.
- b. A liaison update was given on the Special Education Parent Advisory Council (SEPAC).
 - Two contacts, Ann and Jennifer, were identified from the SEPAC website; no response had been received yet.



- Ann-Marie Jordan will attend a SEPAC meeting as soon as one is scheduled; meeting dates remained uncertain and CPAC membership was described as always in flux.

Adjournment (01:29:00–01:29:00)

- a. A motion was made by Ann-Marie Jordan and seconded by Melissa Clucas to adjourn the meeting.
 - The chair called for the motion, asked whether there was any discussion, and then called the vote.
 - The motion carried 5-0.
- b. The meeting adjourned at 7:28pm.



Marblehead Public Schools

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

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LisaMarie Ippolito
*Asst. Superintendent of
Student Services*

Michael Pfifferling
*Asst. Superintendent of
Finance & Operations*

MEMORANDUM

TO: School Committee
Dr. John Robidoux, Superintendent of Schools

FROM: Kristin Morello, Assistant Business Manager

DATE: 09/21/2026

RE: Vote to Accept Donation

We are requesting a vote to accept the following donation to the **Marblehead High School Donation fund**.

1. Cash donation in the amount of **\$5,946.02** from **Massachusetts Marine Trades Association**.

This donation was provided as The Massachusetts Marine Trades Educational Trust (MMTET) funds scholarships for individuals entering the marine field and provides grants for nonprofit youth boating programs. These funds will be utilized by the Marine Service Program.



Montréal & Québec City: A Winter Journey

14 Feb 2027 - 17 Feb 2027 | 4 days

Bienvenue a La Belle Province, where a treasure trove of history and culture await you. Here, the French-Canadian cultural identity is alive and well thanks to the spirited Québécois who continue to promote the French language and preserve their unique way of life.





Day 1 - MARBLEHEAD - QUEBEC CITY

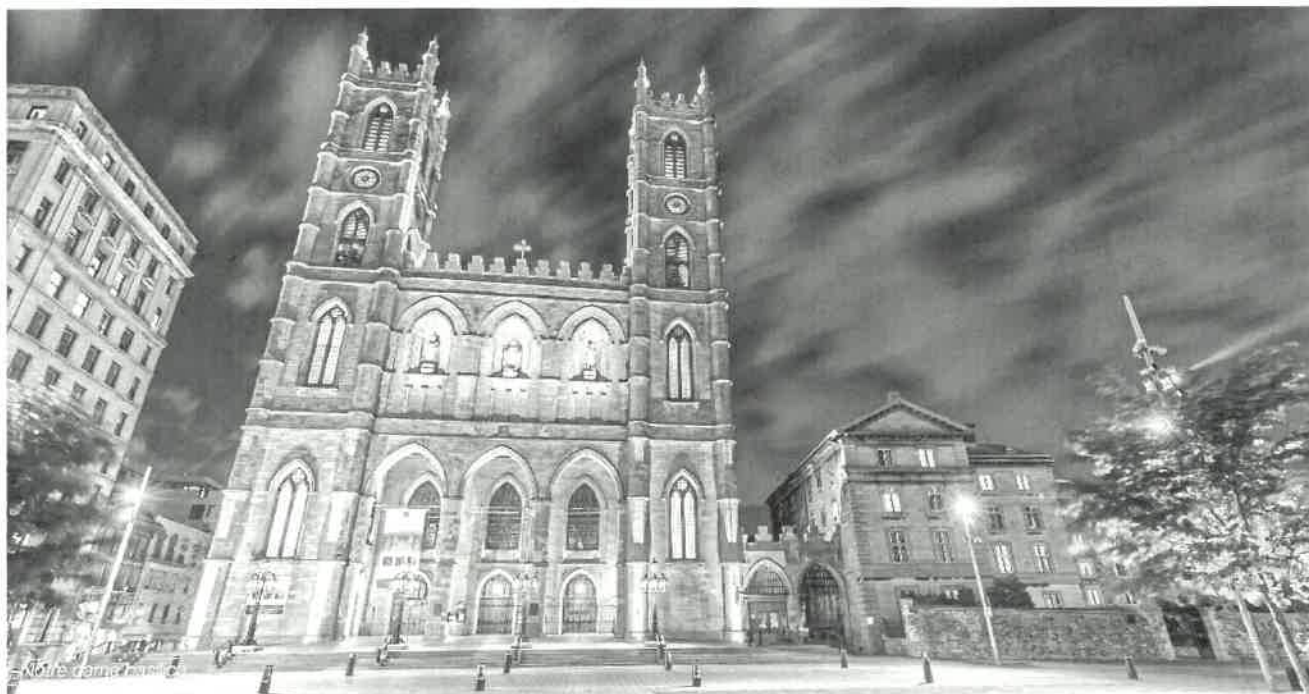
Sunday, 14 Feb 2027

- ❑ Depart from your school to Quebec.
- ❑ **Québec City** enchants visitors with its cobblestone streets, fortified old town, and distinctly French character, offering a charming blend of history, culture, and winter beauty.
- ❑ ***Bienvenue à La Belle Province!*** Upon arrival, you will be greeted by your bilingual **Forum Tour Manager** who will remain with your group for the duration of your stay.
- ❑ Attend **Québec City's Winter Carnival** and experience the magic of this beloved seasonal celebration, complete with Bonhomme effigies, festive traditions, lively entertainment, and the charming winter atmosphere of Old Québec.
- ❑ Embark a **guided walking tour of Old Québec**, a UNESCO World Heritage site. Stroll along the picturesque "Rue Saint-Louis" and admire the town's fortifications.
- ❑ Dinner at a local restaurant.
- ❑ Night accommodation in Québec City.

Day 2 - QUEBEC CITY - MONTREAL

Monday, 15 Feb 2027

- ❑ Start your day with a buffet breakfast at your hotel.
- ❑ Enjoy a relaxing **Ferry Trip** across the majestic St. Lawrence river and enjoy a sailor's view of the Château Frontenac.
- ❑ Set off on a **guided visit** of 'Onhoüa Chetek8e', a reconstructed Huron Indian village where members of the Huron-Wendat Nation preserve their ancestral lifestyle, history, and traditions.
- ❑ Enjoy some time at **Village Vacances Valcartier**, a famous winter activity center where you will experience **snow rafting, sledding on inner tubes, and crazy carpets!**



- ❑ Visit the **Hôtel de Glace**, the only hotel in North America made entirely out of snow and ice and completely rebuilt every year!
- ❑ Board your private coach and head to Montreal.
- ❑ **Montréal** is a vibrant and cosmopolitan city where French charm, rich history, and modern energy come together in a lively mix of beautiful neighborhoods, renowned cuisine, and dynamic culture.
- ❑ Dinner at a local restaurant.
- ❑ Watch as neo-Gothic architecture mixes with modern art during the spectacular **light show** at the **Notre-Dame Basilica**!
- ❑ Night accommodation in Montréal.

Day 3 - MONTREAL

Tuesday, 16 Feb 2027

- ❑ Have breakfast at your hotel.
- ❑ Stretch your legs on a **guided walking tour** of the Parisian-style quarter, **Le Vieux Montréal** (Old Montréal).
- ❑ Participate in an architectural and historical **scavenger hunt** in Old Montréal! Follow the clues with your team and ask locals to help you find the answers (winning team gets a prize).
- ❑ Enjoy a ride in **La Grande Roue de Montréal**, Canada's tallest observation wheel, offering stunning panoramic views of the city from 60 meters above ground.
- ❑ Visit the **Circus School of Verdun** where you will learn the secrets of different circus arts such as trampoline, juggling, unicycling, and acrobatics. (subject to availability)
- ❑ Tour a traditional **cabane à sucre (sugar shack)** and enjoy an authentic lumberjack meal followed by a session of traditional song and dance led by a local musician.
- ❑ Night accommodation in Montréal.

Day 4 - MONTREAL

Wednesday, 17 Feb 2027

- ❑ Have breakfast at your hotel.



- ❑ Head to Montréal's highest point, **Mont Royal**, and enjoy a panoramic view of the city from the **Belvédère**.
- ❑ Explore the **underground city**, the largest underground commercial complex in the world, filled with restaurants, movie theaters, shopping centers, and even a library.
- ❑ Have lunch at a local restaurant.
- ❑ Board your bus and return to the USA.

Program cost per person*

38+ participants	\$1689
34 - 37 participants	\$1753
30 - 33 participants	\$1834
26 - 29 participants	\$1937

Payment schedule

September 30 2026	\$300
October 31 2026	\$478
November 30 2026	\$478
December 31 2026	Balance

Trip Program includes:

- ✓ Student Plus Plan comprehensive travel insurance - refer to policy for further details of coverage [click here](#)
- ✓ 3 night(s) twin occupancy in quality three star downtown hotels - single beds guaranteed
- ✓ Meals at hotels and local restaurants - Breakfast: 3 / Lunch: 1 / Dinner: 3 (includes one beverage and a vegetarian option)
- ✓ Cultural & leisure activities as per itinerary
- ✓ Service of a bilingual Forum Tour Manager while on tour
- ✓ Local guides as listed in the itinerary
- ✓ Transportation by private coach while in Canada
- ✓ Round-trip private coach transportation from USA to Canada
- ✓ 1 chaperone(s) for every 6 full paying participants - based on single occupancy at the hotel.
- ✓ Tips for your Forum Tour Manager

Trip Program does not include:

- ✗ Cancel For Any Reason (CFAR) optional upgrade \$41.5 - recover 75% of applicable cancellation fees up to 48 hours prior to departure
- ✗ Adult Rooming Supplements:
 - Twin Room guarantee \$50/traveler/night
 - Single Room guarantee \$100/traveler/night
- ✗ Meals not indicated in your itinerary
- ✗ Tips standard guidelines:
 - Local Guides: \$1CAD/traveler/activity
 - All other services are at the discretion of the group
- ✗ Adult Activity Supplement: \$20/traveler/day
- ✗ \$50 non-refundable registration fee

Date of quote: Sep 09, 2026 | Prices are valid until: Sep 30, 2026 | Your Forum Tour Consultant: Alexis B. Borlesteau

* All services listed on the proposal are subject to availability. In the event of not being able to book a desired service or supplier, it will be replaced by a similar item of equal standard and value.

Forum by Prométour and Forum are all used interchangeably.
 Forum by Prométour is a member company of Prométour Inc.
 California Seller of Travel License number: 2061627-40

Superintendent Goal Update October 1, 2026

Goal 1: Professional Practice Goal:

1. Name of Goal:

Further development of building administrators as the instructional leaders of their schools in alignment with district-wide expectations for increased rigor and cohesive practices PK-12

2. Summary/description of goal:

Principals are the instructional leaders of their schools and, as such, need to ensure practices within their individual buildings are meaningful and aligned with district expectations that all students' instructional needs are being met. In a district that has five buildings operating, it is important for those buildings to operate cohesively and not in "silos." This goal is meant to ensure that there is collaboration, communication and alignment of instructional practices both vertically across all grades and horizontally for grades PK-3. Embedded in enhancing the instructional leadership of our building administrators is the expectation that increased rigor is developed to meet the high expectations for Marblehead Public Schools.

3. Why did you choose this goal?

In the absence of cohesive expectations, discussion and collaboration, school building administrators have a tendency to operate their buildings somewhat myopically. This is not done intentionally, but it is something that transpires organically. This goal was chosen in an attempt to ensure that there is cohesiveness across the schools in regard to educational language used, instructional practices that are research-based and substantially similar between buildings, that all students have a pathway from PK-12 that is aligned, and so that transitions between grades and between buildings can become more seamless. This is especially important with the shift in responsibilities for curricular alignment, oversight, and training shifted from previously employed curriculum directors to the Lead Teacher and Instructional Coach model that is currently in place. Building principals are charged with ensuring that all aspects of instruction are managed accordingly and in alignment with district expectations, as well as, helping to determine resources, professional development, and support needed for educators to effectively provide academic and social/emotional instruction to our students.

4. How will you measure this goal?

This goal will be measured, in part, via surveys administered to staff regarding their input into the effectiveness of each building principal as an instructional leader. Implementation of instructional learning walks by principals in each other's buildings

will be a way to create meaningful conversation, feedback and sharing of ideas at bi-weekly administrator meetings. This data will help inform the focus of instructional leadership, encourage collaboration and help establish cohesive practices. This is also a shared evaluation goal for each principal so the success of the goal will be measured by ensuring that I effectively evaluate each principal based upon them providing schedules, feedback forms and any data collected throughout the year.

5. What will the evidence be that demonstrates meeting this goal?

Evidence of meeting this goal will be the administration and review of staff surveys along with the completion of scheduled learning walks by each principal, by sharing of their experiences within our bi-weekly administration meetings, and by providing feedback regarding instructional practices throughout the district as indicated within each principal's educator evaluation.

6. What is the timeline for this goal? (start, benchmarks, end)

Each principal will schedule at least two learning walks at each other's building between October and June. At each bi-weekly administrator meeting, principals will share experiences of their instructional learning walks so that there can be a more in-depth analysis by the administration team of our shared practices. By the end of the school year, each principal will have done an instructional learning walk at each other's building twice and shared feedback, insights, and thoughts with the team. By the end of January, each principal will have met with me to provide mid-year progress on this goal and by June, feedback will be provided as a part of each principal's educator evaluation. Staff surveys will be administered in the spring and the feedback will be reviewed and shared with each principal, which will help inform areas of strength and identify any areas of growth while also assisting with providing a basis for establishing future goals. Over the course of the next 18 months, I will ensure that I have addressed this goal and the benchmarks and share quarterly reports of changes to practices that may result from ongoing observations, discussions and results of the surveys

Standards and Indicators:

IV. Professional Culture

IV-D: Continuous Learning

IV-E: Shared Vision

Progress toward Goal 1:

Based on shared evaluation goals, each building principal conducted Learning Walks in the other school buildings. The Learning Walks are a point of reflection for the administration team where the team shares experiences, thoughts, and ideas on an ongoing basis during scheduled admin team meetings. These rich discussions help to establish consistency in instructional practice and allow each principal to understand what is transpiring in the other

buildings. This supports aligned practice, cohesive expectations, communication, collaboration, and increased capacity for culture shifts across schools and the district as a whole.

For the 26-27SY, the administrator team has decided to implement district-wide learning walk protocols for all educators as the next logical step from previous years' administrative learning walks. This next iteration of learning walks helps create a culture where sharing student engagement practices within our classrooms becomes the expected norm. This decision will allow educators to examine how students engage in teaching and learning and share engagement practices with one another to build capacity in this area. In this initial phase, every educator in the district will visit at least one other classroom where specific processes take place among the teachers, with a facilitator encompassing "look-fors" during the observation and an orchestrated debriefing among all participants.

Feedback and discussion will take place during Professional Learning Communities (PLCs), professional development time, and faculty meetings, allowing district administrators to use educator feedback to strengthen instructional leadership and increase instructional rigor by aligning practices across grade levels. The learning walks will enhance educator practices specific to student engagement. This initiative ties to goals and objectives within the District Improvement Plan (DIP) under Professional Culture and will be a part of School Improvement Plans (SIPs) as well.

Goal 2: District Improvement Goal:

1. Name of Goal:

Enhancement of practices related to the hiring, training and retention of licensed Marblehead Public Schools educators

2. Summary/description of goal:

This goal is being created to address the hiring, training and retention of licensed educators in Marblehead Public Schools. Our goal is to hire high performing and highly qualified educators and ensure that they are provided the appropriate training, support and resources so that they remain in the district and become part of the fabric of our educational community for an extended period of time. There are many facets to creating a school culture in which people want to belong and this goal will explore ways in which we can enhance accountability, establish solid educational programming, grow leaders, and provide meaningful and sustainable mentorship and support for new and veteran staff.

3. Why did you choose this goal?

Retention of staff is always something that needs to be addressed in any workplace. Marblehead has a reputation for providing high academic standards, but positionality among the north shore communities can inhibit the longevity of staff. It is incumbent upon the administration to ensure that there is cohesive, collaborative and meaningful support in place for our educators so that they can manage their learning spaces in the most efficient and effective manner to foster student success. Exploring these factors and determining ways that we can engage our educators more productively is why this goal was established.

4. How will you measure this goal?

Measurement of this goal will be done through oversight of the HR department's specific tracking of hiring from year to year and by providing opportunities for, and tracking of, exit interviews for staff that leave the district. The data collected will help establish trends and inform hiring and retention practices. Reviewing data from our Lead Mentors as a part of our robust mentor program will assist in tracking the training that is being provided and will help to ensure that the training is helping to make meaningful gains in retention of our educators. We will measure the success of this goal, in part, by targeting a 10 % decrease in the number of departures of licensed educators throughout the next 18 months.

5. What will the evidence be that demonstrates meeting this goal?

Evidence of meeting this goal will be the creation of a systemic tracking system, feedback from our Lead Mentors, development of an exit interview process and by culling data related to hiring and departure of staff throughout the district. Quarterly reporting of the progress on this goal will also provide evidence of meeting this goal.

6. What is the timeline for this goal? (start, benchmarks, end)

Over the next 18 months, systems will be created and implemented so that by the end of this goal period hiring and retention practices will be in place that are meaningful and tangible. The data collected throughout the next year and a half will assist in ensuring that this goal is met in a timely manner.

I. Instructional Leadership

I-E: Data-Informed Decision-making

II. Management & Operations:

II-B: HR Management and Development

IV. Professional Culture:

IV-A: Commitment to High Standards

IV-E: Shared Vision

Progress toward Goal 2:

Human Resources created a tracking sheet that outlines resignations, retirements, and non-renewals. This was the first year the data was captured in a focused way, so we had no meaningful comparative data to establish trends. This will be an ongoing focus as we move forward.

I conducted several exit interviews with staff willing to do so. Before the end of the last school year, I met with five departing staff members (four resignations and one non-renewal) to gather feedback, thoughts, and reasons for leaving Marblehead Public Schools. Two resignations were due to staff changing career paths; one was unhappy with how their job evolved from when they were hired to the end of the year; and the staff member who was non-renewed wanted to share thoughts on how they could have been supported differently. All the information we gathered helped us determine how we can do better, what supports are needed, how to allocate resources appropriately, and how to provide ways to get feedback/input "in the moment" so we can be proactive rather than reactive.

My plan is to make this part of our practice, rather than a separate evaluation goal, now that we have a fully engaged HR Manager and have worked through many previous practices that were not cohesive, consistent, or outlined in a way staff could follow. Our hiring practices are much more streamlined with a structure that we created and implemented last school year and communication between buildings and departments is much clearer and effective. We still have areas for growth with the new Munis system, but I am confident we are in a much better

place. The Human Resources portion of the DIP clearly establishes goals and objectives for Marblehead Public Schools so we can hire and retain highly qualified educators, administrators, and staff.

Goal 3: District Improvement Goal:

1. Name of Goal:

Continuation of the development of the Marblehead School District Improvement Plan (DIP) 2026-2029

2. Summary/description of goal:

Massachusetts requires the establishment and implementation of a District Improvement Plan (DIP) for public schools in three year increments. The DIP is sometimes referred to as a strategic plan.

3. Why did you choose this goal?

Marblehead currently has a “Plan for Success” in place which is due to be revamped in the 2026-2027 school year. It is important that a new plan is created and that the plan ensures input and feedback from all stakeholders. Each School Improvement Plan is supposed to align with the DIP and that will be the focus as we develop the updated plan for the district.

4. How will you measure this goal?

This goal will be measured by the steps outlined to complete the plan and the completion, approval and dissemination of the plan itself. The district administrators and building administrators have provided input to the plan. The document that will be shared with staff and the School Committee (hopefully by the end of December). Once that input is integrated, the document will be sent to secondary students and parents/caregivers for input (end of January-February). The final pieces to the plan development will be to garner further feedback from the School Committee and present the plan in public for final approval and dissemination (April/May School Committee meeting). Stakeholder input into the creation of the plan will, by virtue of each step in the process, measure the goal as the plan is developed. The new plan will be much more comprehensive and will include specific goals, benchmarks and objectives. Ultimately, School Committee approval and dissemination of the plan will measure and monitor the progress of this goal.

5. What will the evidence be that demonstrates meeting this goal?

Evidence of meeting this goal will be the completion of each of the aforementioned steps and by the final plan being presented to the School Committee in the spring based upon data collected from student, parent, caregiver, community and staff surveys.

6. What is the timeline for this goal? (start, benchmarks, end)

The District Improvement Plan is in process with stakeholder input being solicited. Currently, district administrators have provided their input. Staff and community members will have the opportunity to provide their input. The proposed DIP will then be brought to the school committee for input and feedback prior to final acceptance of the plan in order to be implemented for the start of the 2026-2027 school year.

Standards and Indicators:

I. Instructional Leadership

I-B: Instruction

I-E: Data-Informed Decision-making

II. Management & Operations:

II-A: Environment

II-E: Fiscal Systems

III. Family & Community Engagement:

III-A: Engagement

III-C: Communication

IV. Professional Culture:

IV-A: Commitment to High Standards

IV-E: Shared Vision

Progress toward Goal 3:

The District Improvement Plan (DIP) has been developed as planned with input/feedback from administrators, parents/caregivers, staff, and school committee members. This 3-year plan is now the blueprint for creating each School Improvement Plan (SIP) and outlining goals and objectives under the six categories identified by DESE that we will address in an ongoing way to ensure consistency across the district so that we are all moving forward together.

School Advisory Councils (SACs) at each school will be able to use the DIP as a backdrop to working on the individual school goals so that the SIPs dovetail with the DIP in meaningful ways. As decisions are made at both the building and district level, the DIP will guide us to remain cohesive and consistent across all domains outlined in the plan.

School district governance is tied directly to the DIP through educator evaluation goals that align with administrators, superintendent, and school committee goals. Aligning reporting of student achievement and growth through local and statewide assessments to objectives within the DIP ensures the plan is not just a static document, but one that allows all stakeholders to engage meaningfully across all aspects of district governance.

Goal 4: Student Learning Goal:

1. Name of Goal:

Identifying meaningful ways to assess and enhance/improve students' academic achievement and social/emotional growth PK-12

2. Summary/description of goal:

It is incumbent upon administrators to ensure that we have ways to assess student achievement and growth beginning in the early grades and carried through graduation. In the absence of MCAS as a graduation requirement, it is even more important that we address ways to ensure students are meeting standards and that their achievement is accurately documented in multiple ways. Over the next 18 months, I will work with administrators, data team members and our instructional coaches to collect pertinent student data focusing on areas of strength and identifying areas of growth and development in order to ensure that district assessments are providing meaningful data to affect positive student achievement and growth. Along with ensuring that the district has the appropriate assessment tools in place, this goal will also explore ways to ensure that the curricular materials and resources are supported by our budget and are implemented with the proper training for educators.

3. Why did you choose this goal?

Educators are generally good at knowing where their students' strengths and areas of growth lie, however, having specific measures of academic achievement and social/emotional growth is important to ensure that student outcomes are aligned with our high expectations. It is important to share, with our educational community stakeholders, the ways in which student growth and achievement is measured, what tools we are using across the district, and how those tools are chosen and utilized. It is equally important to ensure that the budget supports the curriculum, assessments, training and resources required for educators to successfully implement programming and assessments across the district.

4. How will you measure this goal?

This goal will be measured by review and sharing of data derived from district assessments including, but not limited to: DIBELS, iReady, IXL, MCAS, and common assessments. Specific data points will be identified and discussed with stakeholders to determine areas of focus. Meetings and discussion with administrators, data team members, guidance and our instructional coaches will help inform the data collection and review process. Professional development is key, especially when new curricular material/assessments are implemented, so ensuring that feedback from educators regarding PD provided will help measure effectiveness of this goal. Student outcomes on assessments will measure the success of this goal based upon comparison to previous assessment periods and how our students compare to similar districts.

5. What will the evidence be that demonstrates meeting this goal?

Evidence toward the achievement of this goal will be provided through data gathered from the aforementioned assessments through mentor meetings, data team meetings, input from administrators, assessment results and ongoing conversations with instructional coaches and building-based educators and administrators. Utilizing scores on AP exams, SATs, ACTs and assessments of special education students will also be important evidence toward completion of this goal. Comparing student growth year over year and in comparison to similar districts will be a way to measure the success of the assessment tools, curricular material, resources provided and student achievement moving forward. Reporting the data culled to the School Committee quarterly will assist in providing evidence of meeting this goal in an ongoing manner.

6. What is the timeline for this goal? (start, benchmarks, end)

Data is collected and reviewed from assessments throughout the year and will be reported to the school committee quarterly. Report cards, progress monitoring and state/district assessment results will provide benchmarks as well. Over the course of the next 18 months, I will ensure that there will be cohesive, research-based assessments that provide student achievement data highlighting areas of strength and areas of growth that will be continually addressed.

Standards and Indicators:

I. Instructional Leadership

I-C: Assessment

I-D: Instruction

I-E: Data-Informed Decision-making

II. Management & Operations:

II-C: Scheduling & Management Information Systems

Progress toward Goal 4:

Research-based assessments are in place throughout the district. These are aligned with the reviewed and adopted curriculum and provide data points to tailor instruction for our students.

MCAS data from each school is reviewed with the school committee annually. This year, our Assistant Superintendent of Teaching and Learning, Julia Ferreira, will share additional data collected through the Office of Teaching and Learning to highlight areas of student achievement and areas of need that we will focus on more specifically. School-based data teams, administrators, and PLCs review assessments and assessment data on an ongoing basis and will continue developing educational strategies to enhance instructional practices in the classroom. I will ensure we report quarterly data from various assessments across grade levels so the

committee and the community are apprised of the instructional practices in place to help our students meet the rigor and academic expectations of Marblehead Public Schools.

Administrator Formative Assessment Form 2026-2027

NAME:

AUTHOR:

JOB TITLE:

DATE:

LOCATION:

SCHOOL:

SUBJECT:

GRADE:

SHARE: Off ▼

Performance on Goals - Progress Rating

* Student Learning Goal:

- ☐ Exceeded
- ☐ Met
- ☐ Significant progress
- ☐ Some progress
- ☐ Did not meet

* Professional Practice Goal:

- ☐ Exceeded
- ☐ Met
- ☐ Significant progress
- ☐ Some progress
- ☐ Did not meet

* School Improvement Goal:

- ☐ Exceeded
- ☐ Met
- ☐ Significant progress
- ☐ Some progress
- ☐ Did not meet

Performance on Each Standard

* Standard I: Instructional Leadership

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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Comments and analysis (recommended for any formative assessment rating; required for overall ratings that differ from prior Summative Evaluation Rating):

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*** Standard II: Management and Operations**

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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Comments and analysis (recommended for any formative assessment rating; required for overall ratings that differ from prior Summative Evaluation Rating):

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*** Standard III: Family and Community Engagement**

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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Comments and analysis (recommended for any formative assessment rating; required for overall ratings that differ from prior Summative Evaluation Rating):

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*** Standard IV: Professional Culture**

Exemplary	Proficient	Needs Improvement	Unsatisfactory
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Comments and analysis (recommended for any formative assessment rating; required for overall ratings that differ from prior Summative Evaluation Rating):

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Signature of Evaluator:

Sign

Administrator Response:

Administrator may indicate a response to the content of this form.

Signature of Administrator:

* Signature of the administrator indicates acknowledgement of this report; it does not necessarily denote agreement with the contents of the report.

Sign



Governance Dashboard 2026-2027

Vision

SC will strengthen its use of relevant, timely, understandable data to inform governance decisions, monitor progress toward district goals, and communicate district performance to the community.

Why

We want a consistent, governance-appropriate way to look at district data without duplicating the administration's job of collecting, analyzing, and managing operational data. The purpose is to give the Committee a simple, repeatable way to see whether the district is moving toward the priorities it's adopted.

Goals

1. Define the dashboard. By 12/26, work with John to pick a limited set of high-value indicators, their sources, appropriate comparisons, and a reporting cadence. Measures should track trends and progress toward adopted goals, not just isolated data points. See addendum for suggested and draft dashboard indicators.
2. Review dashboard on a set schedule.
3. Communicate findings. After major reviews, give the community something concise and accessible on the significant trends, progress, areas needing attention, and the limits of the metrics we're using.

How we'd know this is working

- An adopted dashboard/framework naming the measures, definitions, sources, comparison groups where relevant, and reporting frequency
- Quarterly agenda items or reports showing we actually reviewed the agreed measures
- Committee materials or minutes showing the data got used in a policy, budget, strategic, or evaluation discussion
- Public-facing summaries after major reviews
- A year-end check on whether the dashboard is still useful and what to add, drop, or refine for next year

Who does what

Administration: collects, analyzes, explains, recommends

Committee: understands, questions, monitors, governs, communicates

Addendum: Possible indicators

I. Student outcomes

- Early literacy (DIBELS): percent at benchmark plus grade/cohort trend, 3x a year

- Math (iReady, IXL, or whatever assessments administration picks): achievement and growth by grade band, 3x a year
- MCAS: achievement, growth (SGP), and comparison to similar districts, annual
- Secondary readiness: graduation rate plus AP/SAT/ACT indicators, annual
- Student experience and belonging: a stable survey measure, still to be determined, annual
- Possibly enrollment data, particularly is paired with other contextual demographic data. The enrollment numbers are on everyone's mind, but its a more complicated discussion than just one metric can communicate.

II. People

- Educator retention: retention/departure rate and reason categories where useful. Ties to the 10% departure-reduction target in John's HR goal
- Staffing capacity: vacancies, hard-to-fill roles, time-to-fill, quarterly

III. Finance and operations

- Budget performance: year-to-date actual versus budget by cost center, forecast variance, quarterly
- Capital and facilities: milestone, budget, and risk status for adopted priorities, quarterly

IV: Strategic execution

- District Improvement Plan progress: Red Amber Green status and milestones for each major DIP goal, quarterly
- Superintendent goal progress: status against agreed evaluation goals, tied to the evaluation cycle

For each indicator we'd want to see the current result, a trend (already addressed challenges with this, but it's a goal), a target where one is actually adopted, a comparison to the state or carefully chosen peer districts, depending on what's appropriate, a breakdown by student group or grade band where that works, and a short note from administration on anything unusual.

Suggested rhythm:

Q1 (fall): prior-year MCAS and year-end outcomes, enrollment/staffing, opening budget position, DIP baseline

Q2 (winter): first interim academic measures, HR retention/hiring, budget forecast, DIP milestones

Q3 (spring): mid/late-year academic measures, staffing outlook, budget development implications, DIP progress

Q4 (year end): year-end outcomes as available, budget close/forecast, goal completion, review of the dashboard itself for next year

Additional Background

Things to define with John before we adopt anything. His goals name possible assessment sources but don't say which specific metric from each should become a Committee-level indicator, so we probably shouldn't lock in technical measures tonight and should instead ask

administration to recommend the most valid ones and explain how to interpret them.

- Exact early-literacy and math measures and benchmark definitions
- What "similar districts" comparison actually makes sense and when peer comparison is appropriate. The cohort I used in the past was MHD, Swampscott, Hamilton-Wenham, Manchester-Essex, Bedford, and Natick. I think it makes sense to build in some of the DESE-recommended districts as well.
- A workable student-experience/belonging measure, if that stays a priority
- Which secondary-readiness indicators are stable and actionable enough for governance
- How the new 2026-2029 DIP will report its own benchmarks, so we're not duplicating