



DATE POSTED:

Town Clerk Use Only

2021 NOV -5 PM 3:47

AMENDED AGENDA

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

Marblehead School Committee

Name of Board or Committee

Address: Marblehead High School Library 2 Humphrey Street Marblehead MA 01945

OR

Zoom Conference: <https://marbleheadschoools-org.zoom.us/j/97886762817?pwd=5hT6kswajlCtbJVuC2uYOnlpdiv7fE.1>

Meeting ID: 978 8676 2817

Password: 610612

Dial in Phone +1 646 931 3860 US

Thursday	November	6	2025	6:00PM
Day of Week	Month	Date	Year	Time

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

- I. Initial Business: Call to Order
 - a. Pledge of Allegiance
 - b. Commendations
 - c. Public Comment
 - d. Student Representative
- II. District Updates – Supt. John Robidoux
 - a. Superintendent Update
 - b. Financial Update
- III. Consent Action and Agenda Items
 - a. Schedule of Bills (vote)
 - b. Meeting Minutes: (10/30/2025) (vote)
- IV. School Committee Communication and Discussion Items
 - a. Request to name auditorium
 - b. *MHS Performing Arts Trip to NYC* (vote) *REVISED 11/5/2025*
 - c. Superintendent Evaluation
 - d. Superintendent Goals (vote)
 - e. School Committee Goals (vote)
 - f. Piper Field Lighting Proposal to ZBA (vote)
 - g. Sub Committee & Liaison Updates

V. Closing Business

a. Correspondence

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

Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 3", to discuss litigation, Marblehead School Committee and Marblehead Teachers Association, MUP-25-11555, as an open meeting may have a detrimental effect on the litigating position of the School Committee and the Chair so declares without intent to return to open session.

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

Executive session pursuant to Chapter 30A, Section 21(a)(3), "Purpose 3", to discuss litigation, Marblehead School Committee and Marblehead Teachers Association, MUP-25-11555, as an open meeting may have a detrimental effect on the litigating position of the School Committee and the Chair so declares without intent to return to open session.

VII. Executive Session

Adjournment

Hybrid Meeting Notice: Members of the public are welcome to attend this in-person at 2 Humphrey Street Marblehead MA 01945 or by the remote zoom connection provided. Please note that the in-person meeting will not be suspended or terminated if technological problems interrupt the remote connection.

THIS AGENDA IS SUBJECT TO CHANGE

Chairperson:	<u>Al Williams</u>
Posted by:	<u>Al Williams</u>
Date:	<u>11/2/2025</u>



DATE POSTED:

Town Clerk Use Only

2025 NOV -3 AM 9:58

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

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THIS AGENDA IS SUBJECT TO CHANGE

Chairperson: Al Williams
Posted by: Al Williams
Date: 11/2/25



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: November 3, 2025
RE: District Financial Report FY26

Over the past week, we have encumbered (manually) the following items in the attached report (highlighted in yellow):

- Teacher Leader Stipends (all 5 school locations)
- Electricity (was not previously encumbered fully)
- Stipends (Transportation Coordinator / Student Activities Secretary)
- Diesel and Gasoline vehicle fuel
- Legal
- Matching 403b
- School Resource Officer
- Athletic Trainer Contracted Service

In addition, we reallocated the Special Education Circuit Breaker funds (\$1.56m).

The unknowns as of this date are:

- Unemployment costs
- Athletic Facility Rental Costs
- Supplies
 - Educational Supplies – Schools & District Curriculum
 - Athletics
 - Facilities
 - Custodial
- Overtime
 - Note, Maintenance does not have an OT line, all OT is paid from regular salary line.
We will adjust this in FY27

Although expenditures in a few lines appear abnormal, I currently have no concerns with the final annual outcome.

The September 25, 2025 report indicated an unexpended / unencumbered balance of \$2.827m. The October 31, 2025 balance is \$3.338m. This is attributed to \$1.2m difference in Special Education Tuition due to Circuit Breaker reallocation and encumbering the line listed above. At this point, we should continue to see the unexpended / unencumbered balance drop slowly each month. Any individual month that decreases by more than \$275,000 without a reasonable explanation should be considered a concern.

Attached is the line-by-line report for FY25 expenditures vs budget.

Respectfully submitted,

A handwritten signature in black ink, appearing to be "M. P. H." followed by a long horizontal stroke.



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9 Widger Road
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*Assistant Superintendent of
Student Services*

Michael Pfifferling
*Assistant Superintendent of
Finance & Operations*

MEMORANDUM

TO: Marblehead School Committee
FROM: Michael Pfifferling, Assistant Superintendent of Finance and Operations
DATE: November 5, 2025
RE: Schedule of Bills for Approval

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

Schedule	Amount
A26-15-FS-CF	\$38,342.72
A26-17-DW-MSR	\$43,890.89
A26-17-FAC-LM	\$39,049.75
A26-17-SS-KG	\$173,264.70
A26-18-DW-MSR	\$186,431.52
A26-18-FAC-LM	\$19,264.38
Total	\$500,243.96

Suggested Motion:

Motion to approve the identified schedules of bills totaling \$500,243.96



Marblehead School Committee Draft Minutes

Marblehead School Committee

Chair: Al Williams

Meeting Date, Time & Location: Thursday, October 30th, 2025, 6pm, MHS Library, 2 Humphrey Street Marblehead MA 01945

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

SC Members Absent:

Agenda: [Link](#)

Materials: [Link](#)

Meeting Recording: [Link](#)

Minutes Respectfully Submitted By: Henry Gwazda

Call to Order

- A. Williams called the meeting to order at 6:01 pm

Commendations (00:00:00–00:02:00)

a. Committee commended Mary Maxfield, Brown School principal, for bringing Lynn Lyons to district

- Thanked Friends of Marblehead Public Schools and PTOs/PCOs for funding
- Parent presentation received positive feedback

b. Committee commended SRO Sean Sweeney for professional work and communication keeping students and staff safe throughout the year

Public Comment

- No public comment

Student Representative Update (00:02:00–00:03:00)

a. Quarter one ended following Thursday; fall sports regular seasons concluding with playoffs beginning next week; football's final regular season game next day at home against Danvers; Powderpuff practicing four times weekly at Getchell's field

b. Seniors working toward post-secondary goals with November 1st admission deadlines approaching; school counseling departments recognized for facilitating student transitions

District Updates (00:03:00–00:11:00)

- a. November schedule updates: Parent teacher conferences November 5th and 12th; professional development November 10th; Veterans Day November 11th
- b. High school achievements and events:
 - Day of Service and Community Evolved Day completed
 - National Honor Society inducted 17 new members: Catherine Andriano, Tessa Andriano, Finn Bowen, Elon Rucker, Tessa Francis, Sasha Ganeser, Emil Gil Duran, Brian Lynn Golden, Avery Prune, Joy Mishulem, Jack Molinari, Ashley Mortensen, Isabel Mortensen, Chloe Rowland, Haley Schmidt, Thomas Spencer, and Luna Valandri
 - Monster Match at Brown School and Indian Mark and Village events held with themed costumes
- c. Professional development and community resources:
 - Lynn Lyons presented anxiety management strategies to staff and parents, returning January for part two
 - Laura Backosh provided mindfulness strategies through Rotary-funded program
 - SNAP benefits impact messaging distributed with resources from counselor Caitlin LeBaron
 - Digital backpack resource created for website and newsletters
 - "Wait Until 8th" cell phone guidance added for parents

Budget Report (00:12:00–00:22:00)

- a. Budget status and payroll systems
 - Second payroll for 10-month staff processed smoothly in SoftRight system
 - Payroll running through SoftRight while general ledger expenses processed through Munis, with plans to consolidate into Munis for automatic salary encumbering
 - Manual purchase orders created to encumber salaries September through June due to system limitations
 - Several salary categories remain unencumbered including lead teacher stipends, custodial overtime, unemployment costs, contractual lane changes, athletic salaries, and 403 match
- b. Special education budget adjustment
 - Out-of-district expenditures showed \$700,000 over budget due to all tuition charged to local budget instead of circuit breaker accounts
 - Issue rectified during meeting week with \$1.7 million in expenses moved from local budget to circuit breaker

- Adjustment expected to restore approximately \$1 million to special education, offsetting previous year's prepaid tuition

c. Financial position and concerns

- District maintains \$2.8 million unexpended, unencumbered balance as of September (\$1.7 million actual available balance considering prepaid tuition)
- Legal expenses concern: Central administration legal services expended \$32,000 in July-August against \$117,000 annual budget
- Monthly monitoring continues to identify potential issues; no spending freeze anticipated unlike previous year

MCAS Report (00:22:00–01:41:00)

a. Assistant Superintendent Julia Ferreira presented district MCAS data with principals providing school-specific analysis

- District performed above state averages in core subjects with moderate growth
- ELA district SGP of 51 placed Marblehead in moderate growth range
- Math showed similar moderate growth patterns above state benchmarks
- Science results at 57% meeting/exceeding expectations vs. 43% state average
- MCAS no longer required for graduation but top 2% eligible for state scholarships

b. Special population performance reviewed under Student Opportunities Act plan

- 36 English learners showed varied growth by grade level, strong in grades 6 and 10
- Special education students showed high growth in ELA grades 5 and 8, low growth in grades 4 and 10
- Special education math results uneven across grades with transition year challenges

c. School-specific results and concerns identified

- High School: 10th grade performance declined due to reduced testing time and attendance issues after graduation requirement removed; remained above state averages and ranked top third for math, top 20% for science
- Veterans Middle School: exceeded state averages in all subjects; ELA ranked top 14% statewide for 8th grade; math ranked top 16% (7th grade) and top 18% (8th grade)
- Elementary schools: Village 5th grade ranked top 20% statewide; Glover 3rd grade ranked top 13% with 17% growth since 2022; Brown showed strong performance with kindergarten attendance impact noted

Consent, Action and Agenda Items (01:41:00–01:47:00)

- a. Missing information from previous meeting minutes addressed due to audio cutting out during consent, action and agenda items portion
- b. Motion by Al Williams, seconded by Henry Gwazda to approve multiple consent items totaling \$1,238,783.41:
 - Approval of identified schedules of bills
 - School committee meeting minutes of October 15, 2025 with discussed edits
 - Policy updates: CA administration goals, CB school superintendent, CVI evaluation of superintendent, CCB line and staff relations, CHCA approval of handbooks and directives
 - Motion passed 5-0, with votes in favor: Jennifer Schaeffner, Kate Schmeckpeper, Melissa Clucas, Henry Gwazda, and Al Williams
- c. Third reading of middle school pathway exploration policy:
 - Motion by Jennifer Schaeffner seconded by Kate Schmeckpeper to approve policy IH8
 - Motion passed 5-0, with votes in favor: Jennifer Schaeffner, Kate Schmeckpeper, Melissa Clucas, Henry Gwazda, and Al Williams

Donations and Policy Approvals (01:46:00–01:53:00)

- a. Sandbox donation at Brown School accepted
 - Committee member met Justin Welch who led donation effort and emphasized value of his community contribution
 - A motion was made by Kate Schmeckpeper and seconded by Henry Gwazda to accept the sandbox donation
 - The motion passed 4-0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Henry Gwazda, and Al Williams
- b. METCO program cash donation accepted
 - A motion was made by Kate Schmeckpeper to accept a \$500 cash donation from Making Ends Meet foundation into the Marblehead Public Schools METCO donation fund
 - The donation was provided as a gift to supply snacks for students and faculty associated with the METCO program
 - The motion was seconded by Henry Gwazda
 - The motion passed 4-0, with votes in favor: Kate Schmeckpeper, Melissa Clucas, Henry Gwazda, and Al Williams

Meeting Minutes Discussion (01:53:00–01:57:00)

- a. Meeting minutes process review

- District contracts with All About Town for AI-drafted minutes from video recordings with timestamps
 - System enables public transparency through clickable timestamps linking to video segments
 - Voice recognition limitations require review for missed votes and motion details
 - Different subcommittees using various systems; committee member suggested establishing consistency
 - Henry Gwazda contacted Joel from All About Town for formatting improvements
 - Committee members encouraged to clearly state motions per Robert's Rules and use roll call votes for accuracy
- b. Meeting minutes preparation responsibilities and standardization
- Secretarial position filled in June discussed these responsibilities and needs resources for support
 - Henry Gwazda responsible for determining minutes preparation methods
 - Committee agreed standardizing systems across all committees with links would be helpful
- c. AI tool evaluation and improvements needed
- Current service costs \$60 per school meeting and provides better results than free alternatives
 - AI-generated minutes do not clearly state motions, often summarizing them generically
 - Minutes should serve as clear record of motions made and voting outcomes
- d. Enhanced meeting procedures and human oversight requirements
- Committee members and clerk should clearly state and write down motions during meetings
 - Motions should be clear and concise, not long and bogged down
 - AI tool output must always be reviewed by humans—never simply accepted without human review

Open Meeting Violation (01:57:00–02:01:00)

- a. Committee member filed open meeting violation complaint online with state officials on behalf of committee, explaining what happened and previous committee votes
- b. Motion by Jennifer Schaeffner, seconded by Melissa Clucas: adopt corrective action for open meeting violation requiring all school committee members to take mandatory open meeting law training since September 30th or attest that they have taken such training, and

all school committee members shall agree to refrain from violating open meeting law in the future

c. Motion passed 5-0 with votes in favor: Jennifer Schaeffner, Kate Schmeckpeper, Melissa Clucas, Henry Gwazda, and Al Williams

Subcommittee Updates (02:01:00–02:32:00)

a. Facilities Subcommittee Chair Appointment

- Motion by Al Williams, seconded by Melissa Clucas to appoint Henry Gwazda as chairperson of the facilities subcommittee
- The motion passed 5-0 with votes in favor: Jennifer Schaeffner, Kate Schmeckpeper, Melissa Clucas, Henry Gwazda, and Al Williams

b. Communications Subcommittee Report

- Identified need for independent communication tools separate from district's system
- Proposed exploring vendors like MailChimp for opt-in community email list
- Suggested quarterly newsletters and utilizing existing unused Facebook/Instagram pages
- District's current Smore system only reaches enrolled families, not broader community

c. Roofing Subcommittee Timeline Updates

- Bids due November 13th, subcommittee meeting November 14th to vote on recommendations
- School committee vote on contractor selection November 20th, followed by select board approval
- Subcommittee will recommend between liquid applied roofing or membrane replacement based on bid analysis
- HVAC equipment delivery safe for July 1st if contracts signed by January 1st
- Policy subcommittee scheduled November meeting for MASC revisions and meeting with administrators John and Julia to review competency determination policy
- Superintendent's wellness advisory committee began reviewing district wellness policy
- Budget subcommittee met twice with finance committee liaison; all departments directed to prepare level service budgets; timeline includes December preliminary information, January-February work, February voting, March finance committee review, town meeting approval

d. Liaison updates:

- Charter school collaboration discussions initiated for quarterly meetings, school tours, and resource sharing
- Marblehead 2037 comprehensive master plan held first meeting
- Safety committee met with principals, fire chief, police chief, SRO, and charter school representatives

Policy Revisions (02:32:00–02:38:00)

c. Policy rescissions approved:

- A motion was made by Kate Schmeckpeper and seconded by Melissa Clucas to rescind policy CHCA E approval of handbooks and directives, which passed 5-0 with votes in favor: Jennifer Schaeffner, Kate Schmeckpeper, Melissa Clucas, Henry Gwazda, and Al Williams
- A motion was made by Kate Schmeckpeper and seconded by Al Williams to rescind policy CL Administrative reports, which passed 5-0 with votes in favor: Jennifer Schaeffner, Kate Schmeckpeper, Melissa Clucas, Henry Gwazda, and Al Williams

d. Policy revisions approved:

- A motion was made by Kate Schmeckpeper and seconded by Al Williams to revise policy DJ Purchasing, which passed 5-0 with votes in favor: Jennifer Schaeffner, Kate Schmeckpeper, Melissa Clucas, Henry Gwazda, and Al Williams
- A motion was made by Kate Schmeckpeper and seconded by Melissa Clucas to revise policy DJA Purchasing authority, which passed 5-0 with votes in favor: Jennifer Schaeffner, Kate Schmeckpeper, Melissa Clucas, Henry Gwazda, and Al Williams
- A motion was made by Kate Schmeckpeper and seconded by Melissa Clucas to revise policy DJE preparation procurement requirements, changing the threshold from \$50,000 to \$100,000, which passed 5-0 with votes in favor: Jennifer Schaeffner, Kate Schmeckpeper, Melissa Clucas, Henry Gwazda, and Al Williams
- A motion was made by Kate Schmeckpeper and seconded by Melissa Clucas to revise policy JEB entrance age, changing the kindergarten entrance date to September 1st rather than the first day of school, which passed 5-0 with votes in favor: Jennifer Schaeffner, Kate Schmeckpeper, Melissa Clucas, Henry Gwazda, and Al Williams

Community Resources and Executive Session (02:38:00–02:42:00)

a. Community resource document created by Counselor Caitlin LeBaron shared with families

- Listed food pantries: Marblehead Food Pantry, Salem Pantry, Public Market, Marblehead Free Pantry, and Family Table Sinai

- Additional resources: Making Ends Meet, Marblehead Female Humane Society, and Marblehead Counseling Center
 - PTA and PCO food drives recognized for valuable community support work
- b. Step three grievance discussion postponed and rescheduled for later date
- c. A motion was made by Kate Schmeckpeper and seconded by Henry Gwazda to meet in executive session pursuant to Chapter 38, Section 21A3 Purpose 3 to discuss litigation between Marblehead School Committee and Marblehead Teachers Association MUP2511555, as an open meeting may have a detrimental effect on the litigating position of the school committee, without intent to return to open session
- The motion passed 5-0 with votes in favor: Jennifer Schaeffner, Melissa Clucas, Henry Gwazda, Al Williams, and Kate Schmeckpeper
 - The meeting adjourned at 8:42 pm.



MARBLEHEAD HIGH SCHOOL

2 Humphrey Street
Marblehead, Massachusetts 01945-2290
(781) 639-3100
(781) 639-3105 (fax)

To the Members of the Marblehead School Committee,

We, Ashley Skeffington (Drama Director at Marblehead High School) and Henry Christensen (Television Production Teacher and former Technical Director of the district's two theatres), are submitting this letter on behalf of the countless alumni, colleagues, collaborators, and friends of Mr. Gregory Dana to formally request that the unnamed Marblehead High School auditorium be officially dedicated and named *The Gregory Dana Theater*. Together, we have had the privilege of working closely with Mr. Dana in various capacities over the years. Our experience has impressed upon us the extent of his impact on both our students, and upon the broader school community. Greg's fifty-one years of service to Marblehead Public Schools, his unwavering commitment to the performing arts, and his profound dedication to mentorship has left an indelible legacy that extends far beyond the walls of Marblehead High School. It is altogether fitting that we recognize his contributions in this manner and at this time.

Although Mr. Dana officially retired from teaching several years ago, he remained an active and vital presence in our productions, serving as Technical Director for our METG Festival submissions as well as our Spring Musicals up until this fall. In the years following his retirement, Greg continued to work alongside students and staff with the same passion, patience, and precision that defined his lengthy career. A lifetime member of the Massachusetts Educational Theatre Guild, he helped the program navigate the way through every advancement and challenge, always with an eye toward creating opportunities for student artists to learn and shine.

Over the decades, Greg inspired generations of young people—many of whom pursued technical theatre and film at prestigious universities, going on to have successful creative careers. His legacy is measured not only in their professional accomplishments, but in the countless lives he touched, the confidence he instilled, and the community he built through the arts. To dedicate the auditorium in his name is to honor a lifetime of service and to ensure that future generations recognize the foundation he laid for excellence in the performing arts at Marblehead High School. We respectfully ask the committee to approve the dedication of the auditorium as *The Gregory Dana Theater*. Such a tribute would be a fitting and enduring recognition of his extraordinary contributions to Marblehead, and to the thousands of students whose lives he so profoundly shaped.

Thank you for your time and consideration.

Sincerely,
Ashley Skeffington
Drama Director, Marblehead High School

Henry Christensen Television Production Teacher, Marblehead High School

MEMO for the Marblehead School Committee

MHS Performing Arts Department to New York City

WHEN: Friday & Saturday: January 16 & 17, 2026.

WHERE: New York City - see attached itinerary.

HIGHLIGHTS: 2 Broadway Shows, Backstage tour of Radio City Music Hall, Q&A session with Broadway performers and industry professionals.

WHO: This trip is open to all members of the MHS Performing Arts Department.

- Students in Treble Choir, Mixed Choir, Concert Band, Orchestra, and Drama classes.
- Students active in the Drama club (students in the musical/dramafest productions)
- Due to the massive cost of coach buses, we will cap the trip at 50 students (1 coach bus).
 - Registrations are on a first come first serve basis.
 - We'll keep a waiting list and consider adding a second coach should we receive sufficient registrations.

COST: \$795.00 per student.

TOUR COMPANY: Bob Rogers Travel

MARBLEHEAD HIGH SCHOOL BAND, CHOIR & ORCHESTRA

COLLEEN INGLIS, DIRECTOR

DESTINATION: NEW YORK CITY

DATES: JANUARY 16-17, 2026

SUGGESTED ITINERARY AS OF OCTOBER 2025

FRIDAY, JANUARY 16

6:30 AM One (1) 56 pax/passenger arrives **Yankee Line Inc** motor coach arrives at
Marblehead High School 1920 2 Humphrey Street Marblehead, MA 01945

7:00 AM Depart for **New York City, NY**
(228 miles; 4.5 hours drive time; 30 minutes for a stop)

12:00 PM Arrive in New York City at the **Rockefeller Center**
45 Rockefeller Plaza, New York, NY 10111
*Located in the heart of Midtown, **Rockefeller Center** is an Art Deco complex composed of 19 grand buildings and home to **Prometheus**, said to be the best known sculpture and most photographed monumental sculpture in all of NYC! A perfect spot to take some selfies and group pictures as you start your tour.*

Your professional BRT Tour Directors will meet you here

PM Lunch on your own (traveler's expense)
There are lots of great options in the bottom concourse of Rock Center

2:00 PM Walk across the street to **Radio City Music Hall**
1260 Avenue of the Americas, New York, NY 10020

2:30 & PM **Take the Radio City Music Hall Backstage Tour** (back-to-back groups)
2:45 PM On this guided tour, experience an insider's look at the legendary
Radio City Music Hall. Discover art deco masterpieces, learn the secrets
of the "Great Stage"!

Around touring, enjoy free time in the area in chaperoned groups

- **Times Square** is Brightly lit at all hours by numerous billboards and advertisements as well as dining and businesses offering 24/7 service, Times Square is sometimes referred to as "the Crossroads of the World", "the Center of the Universe", "the heart of the Great White Way", and "the heart of the world".
- **Rockefeller Center** NYC's Famous Cultural Landmark and home to **FAO Schwarz**, **Nintendo NY**, **The Shop at NBC Studios**, **PIQtoo**

FRIDAY, JANUARY 16 CONTINUED:

4:00 PM Walk to meet motor coach at hotel **Sheraton New York Times Square**
811 7th Avenue, New York, NY 10019

- 4:30 PM Hotel-check in (as available, option two would be checking in after the show)
- 5:30 PM Walk to **Ellen's Stardust Diner**
1650 Broadway, New York, NY 10019
- 6:00 PM **Enjoy a group dinner with entertainment**
Ellen's is a multi-level themed diner with memorabilia and singing servers!
- 7:00 PM Walk to Theater
- 8:00 PM Curtain up on your first Broadway Show! (\$100.00 ticket budget)
Mama Mia, Outsiders, Six or Heathers to be requested (show time may vary)
- 10:30 PM Walk to hotel
- 10:45 PM Good night!

~ 1 Private nighttime security chaperone at the hotel from 10:30 PM-5:30AM~

SATURDAY, JANUARY 17

- 7:30 AM **Breakfast at hotel**
Chaperones meet box breakfast curbside delivery and distribute to their assigned rooms. Travel Tip: Chaperones bring reusable grocery bags to place box breakfasts in for distribution to your pre-assigned rooms
- 9:00 AM Check out of the hotel & load motor coach
- 9:30 AM Depart for **Broadway Q&A Experience**
- 10:00 AM **Broadway Front Row**
Step into the world of Broadway with this intimate 60-minute Q&A panel. In his open forum, students will witness acclaimed Broadway performers and industry professionals share personal journeys, showbiz anecdotes, and deliver unforgettable performances!

BROADWAY IMAGINED is the premier arts educational experience in New York City. We enhance your travel group's experience through Broadway-caliber workshops taught by Broadway professionals.

- | | | |
|-------|----|--|
| 11:15 | AM | Load motor coach; depart for 6 1/2 Avenue Market
152 W 52nd St, New York, NY 10019 |
| 11:45 | AM | Lunch (traveler's expense)
<i>This spacious food hall with an industrial feel featuring 15+ popular counter-serve eateries</i> |
| 1:00 | PM | Walk to theater |
| 2:00 | PM | Curtain up on your second Broadway Show! (\$100.00 ticket budget)
<i>Mama Mia, Outsiders, Six or Heathers</i> to be requested (show time may vary) |
| 4:45 | PM | Show ends; receive a boxed dinner & load motor coach |
| 5:00 | PM | Depart for home (228 miles; 4.5 hours drive time) |
| 9:30 | PM | Arrive at Marblehead High School – <i>Welcome home!</i> |

**THANK YOU FOR TRAVELING WITH BOB ROGERS TRAVEL AND
MAKING MOMENTS THAT MATTER WITH US!**

End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent:

John Robidoux

Evaluator:

Marblehead School Committee

10/31/25

Name

Signature

Date

Step 1: Assess Progress Toward Goals (Reference performance goals; check one for each set of goal[s].)

Professional Practice Goal(s)	☐ Did Not Meet	☒ Some Progress	☐ Significant Progress	☐ Met	☐ Exceeded
Student Learning Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☒ Met	☐ Exceeded
District Improvement Goal(s)	☐ Did Not Meet	☐ Some Progress	☐ Significant Progress	☒ Met	☐ Exceeded

Step 2: Assess Performance on Standards (Reference Performance Ratings per Standard; check one box for each Standard.)

	Unsatisfactory = Performance on a standard or overall has not significantly improved following a rating of <i>Needs Improvement</i>, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both. Needs Improvement/Developing = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. Proficient = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance. Exemplary = A rating of <i>Exemplary</i> indicates that practice significantly exceeds <i>Proficient</i> and could serve as a model of practice regionally or statewide.	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership		☐	☐	☒	☐
Standard II: Management and Operations		☐	☐	☒	☐
Standard III: Family and Community Engagement		☐	☐	☒	☐
Standard IV: Professional Culture		☐	☐	☒	☐

End-of-Cycle Summative Evaluation Report: Superintendent

Step 3: Rate Overall Summative Performance (Based on Step 1 and Step 2 ratings; check one.)

☐ Unsatisfactory
 ☐ Needs Improvement
 ☒ Proficient
 ☐ Exemplary

Step 4: Add Evaluator Comments

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*.
Comments:

Professional Practice Goal: Establishment of a consistent district-wide culture for the development of appropriate staffing patterns to meet the needs of our students.

As noted in his self-assessment, Superintendent John Robidoux made partial progress toward this goal during the evaluation period. While some steps were taken to address staffing patterns, a comprehensive, district-wide approach to developing and implementing consistent staffing practices was not fully achieved. Notably, compiling concrete staffing data remains a critical tool to inform and drive the FY27 budget process. Central administration is functioning as a team. John's direct reports speak very well of his management style.

District Improvement Goal: Creation of Marblehead School District Improvement plan (2025-28).

Superintendent John Robidoux has initiated the development of the district improvement plan, with completion expected by this winter and a formal presentation to the School Committee for approval. The expected date of implementation is July 1, 2026. The plan currently has a structured outline, and John has actively engaged his direct reports to inform its construction. Ongoing and robust stakeholder input, including from the School Committee, remains essential to ensure the plan's relevance and effectiveness. Additionally, the identification and use of appropriate data metrics will be critical for measuring the plan's outcomes throughout its implementation. Continued focus on these areas will strengthen the impact and sustainability of the improvement plan.

Student Learning Goal: Ensuring that students have a voice in their teaching and learning.

Superintendent John Robidoux devoted significant attention to this goal as part of his broader effort to cultivate a district culture of openness and listening. This commitment was reflected by building principals, who demonstrated their progress in this area during spring presentations to the School Committee. While some principals embraced student voice initiatives more fully than others, the district made meaningful strides overall. The building principals are looking to continue to increase opportunities for student voice in the 2025/2026 school year which is evidence of his success in implementing this goal.

Summary:

This evaluation reflects an assessment of Superintendent John Robidoux, who served both as an interim and, for a short time, as the permanent Superintendent of Schools. John entered the Marblehead School District during a period of significant turmoil, culminating in an illegal teachers' strike. Throughout this challenging time, John demonstrated professionalism, calmness, integrity, and diplomacy. He was placed in the difficult position of supporting the School Committee in contract negotiations as the leader of the administration team, while also working to establish a productive, professional relationship with union leadership. His efforts in balancing these responsibilities are commendable.

Following the strike, John worked diligently to reunite staff and students, refocused the district on teaching and learning, and prioritized academic rigor and student achievement. His steadfast commitment to the district and its students in the face of extraordinary circumstances is greatly appreciated. I am grateful for John's willingness to commit to the district with a long-term contract, and I applaud his leadership during this period of transition and recovery.

John's commitment to strengthening district culture and climate is evident in his establishment and leadership of the Superintendent's Anti-discrimination Committee. This effort directly responded to a specific demand from the school community to address anti-Semitism in the district and is a model for Superintendents across the Commonwealth.

John does an excellent job of working to build relationships within the district and his "moving forward together" motto demonstrates his understanding of the importance of repairing and rebuilding trust among stakeholders. John is a very agreeable superintendent, frequently saying that his administration will "make it work." John could advocate more directly for what he believes is in the best interest of the district. School Committee members can then rely on his professional expertise to inform their decision making.

In conclusion, it is important that John builds upon the district's practices around data-driven decision making to equip administrators, school committee members, and other advocates and stakeholders to explain and justify the district's needs.

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Superintendent's Performance Goals

Superintendents must identify at least one student learning goal, one professional practice goal, and two to four district improvement goals. Goals should be SMART and aligned to at least one focus indicator from the Standards for Effective Administrative Leadership.

Goals	Focus Indicator(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal		Ensuring that students have a voice in their teaching and learning.	☐	☐	☐	☒	☐
Professional Practice Goal		Establishment of a consistent district-wide culture and development of appropriate staffing patterns to meet the needs of our students	☐	☒	☐	☐	☐
District Improvement Goal 1		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.	☐	☐	☐	☒	☐
District Improvement Goal 2			☐	☐	☐	☐	☐
District Improvement Goal 3			☐	☐	☐	☐	☐
District Improvement Goal 4			☐	☐	☐	☐	☐

Standards and Indicators for Effective Administrative Leadership			
Superintendents should identify 1-2 focus indicators per Standard aligned to their goals.			
I. Instructional Leadership	II. Management & Operations	III. Family & Community Engagement	IV. Professional Culture
I-A. Curriculum	II-A. Environment	III-A. Engagement	IV-A. Commitment to High Standards
I-B. Instruction	II-B. HR Management and Development	III-B. Sharing Responsibility	IV-B. Cultural Proficiency
I-C. Assessment	II-C. Scheduling & Management Information Systems	III-C. Communication	IV-C. Communication
I-D. Evaluation	II-D. Law, Ethics and Policies	III-D. Family Concerns	IV-D. Continuous Learning
I-E. Data-Informed Decisionmaking	II-E. Fiscal Systems		IV-E. Shared Vision
I-F. Student Learning			IV-F. Managing Conflict



Superintendent's Performance Rating for Standard I: Instructional Leadership

Rate each focus indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
I-A. Curriculum: Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-B. Instruction: Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-C. Assessment: Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-D. Evaluation: Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
I-F. Student Learning: Demonstrates expected impact on student learning based on multiple measures of student learning, growth, and achievement, including student progress on common assessments and statewide student growth measures where available. ☐ Focus Indicator (check if yes)	The Student Learning Indicator does not have corresponding descriptions of practice. Evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account when determining a performance rating for this Standard.			
OVERALL Rating for Standard I: Instructional Leadership The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.	☐	☐	☐	☐
Comments and analysis (recommended for any overall rating of Exemplary, Needs Improvement or Unsatisfactory):				

Superintendent's Performance Rating for Standard II: Management & Operations

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)	U	NI	P	E
II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard II: Management & Operations The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.	☐	☐	☐	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Superintendent's Performance Rating for Standard III: Family and Community Engagement



Rate each focus indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-B. Sharing Responsibility: Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-C. Communication: Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
III-D. Family Concerns: Addresses family and community concerns in an equitable, effective, and efficient manner. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
OVERALL Rating for Standard III: Family & Community Engagement The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.	☐	☐	☐	☐

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):



Superintendent's Performance Rating for Standard IV: Professional Culture

Rate each focus Indicator and indicate the overall Standard rating below. (*Focus Indicators are those aligned to superintendent goal(s).)

	U	NI	P	E
IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐
IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐

IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐	☐
IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community. ☐ Focus Indicator (check if yes)	☐	☐	☐	☐	☐
OVERALL Rating for Standard IV: Professional Culture The education leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.	☐	☐	☐	☐	☐
Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):					

**Marblehead Public Schools
Administrator Evaluation Goals
2025-2026 School Year**

Name: John J. Robidoux

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.

Standards and Indicators:

IV. Professional Culture

IV-D: Continuous Learning

IV-E: Shared Vision

**Marblehead Public Schools
Administrator Evaluation Goals
2025-2026 School Year**

Name: John J. Robidoux

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 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 professional development committee 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 a decreased amount 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, development of an exit interview process and by culling data related to hiring and departure of staff throughout the district.

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 from our professional development committee 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

**Marblehead Public Schools
Administrator Evaluation Goals
2025-2026 School Year**

Name: John J. Robidoux

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 (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 feedback from the School Committee and then 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

Marblehead Public Schools
Superintendent Evaluation Goals
2025-2026 School Year

Name: John J. Robidoux

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. 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 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.

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 provide student achievement data that will highlight 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