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2022 OCT -4 PM 4:41



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: 2 Humphrey St. Marblehead MA 01945 Room: Library-OR-
Zoom Conference join via the web link or Dial in

[https://marbleheadschoo-
org.zoom.us/j/97681201240?pwd=RzhETnJseU4zUmhDZjViMnN4dmwyQT09](https://marbleheadschoo-
org.zoom.us/j/97681201240?pwd=RzhETnJseU4zUmhDZjViMnN4dmwyQT09)

Meeting ID: 976 8120 1240

Password: 005931

Dial in Phone: 1-646-558-8656

Thursday	October	6th	2022	7:00pm
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 and Public Involvement

1. Call to Order
2. Commendations
Massachusetts Association of School Superintendents –M.A.S.S Excellence Award
3. Student Representative – Yasen Colon
4. Public Comment

II. Consent Agenda and Action Items

1. Approval of Minutes:
9/7/2022 and 9/22/2022 (Vote)
2. Appointment of School Nurse (Vote)
3. Review of School Improvement Plans-Brown, Glover and Village Schools (Vote)
4. Marblehead Conservancy Renewal (Vote)

III. Superintendent Report

1. Planning for Success Update-Director of Technology, Stephen Kwiatek

2. Superintendent 2022-2023sy Goals
(Vote)?
3. District Updates

IV. Finance Organizational Support

1. Schedule of Bills

(Vote)

V. School Committee Communications and/or Discussion Items

1. Subcommittee and Liaison Updates
2. Forum Date(s) and Topic(s) Discussion

VI. Closing Business

1. New Business (Not reasonably anticipated by the Chair 48 hours in advance of the meeting.)
2. Correspondence
3. Adjournment

Hybrid Meeting Notice: Members of the public are welcome to attend this in-person at 2 Humphrey St. 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: Sarah Fox
Posted by: Lisa Dimier
Date: 10/3/2022

Village School

School Improvement Plan

2022-2023



#KeepEachOtherWell

Focus Area	Teaching & Learning
District Strategic Objective	Fully align teaching and Learning, Pre k -12 with our multi-tiered system of supports (MTSS) framework to ensure all students meet or exceed academic & social-emotional learning expectations.
District Strategic Initiative(s)	1.1 Develop consistent systems, common assessments, & processes for data inquiry & analysis to support instructional excellence & student growth. 1.3 Align the curriculum by engaging in curriculum mapping that includes scope & sequence.
School Based Goal	Village School will use the aligned scope and sequence to begin the process of mapping out 25% of our curriculum.

Improvement Strategies	Action Steps	Who	Timeline	Resources Needed	Status
Village School will begin the process of mapping out the curriculum as we begin to determine common assessments that support standards-based grading.	Use PLC time to create rubrics Reflect on what we need, and what we have already.	Teachers Administration Curriculum coaches	August 2022- June 2023 (gradual rollout with purposeful time for reflection)	Time Color copies of the scope & sequence for everyone	
Create common rubrics that support standards based grading	Participate in vertical planning in order to determine multiple methods to show mastery. Look at common assessments, score together to calibrate.	Teachers Curriculum coaches Administration	September 2022- June 2023	Time Access or ability to observe other districts Protocols to use to help evaluate common assessments	
Through this process, teachers will collaborate with Brown, Glover and Veterans school staff to align the curriculum and assure standards are addressed.	Schedule time for transitional school staff to work in departments	Teachers Administration Curriculum coaches	March-June 2023	PLC and department time	

Focus Area	Professional Culture
Strategic Objective	Build, strengthen, & support educator capacity and well-being.
Strategic Initiative(s)	2.4 Develop & offer relevant, effective PD throughout the system.
School Based Goal	With the assistance of our coaching staff and teacher leaders, Village will create opportunities to offer relevant PD through staff and PLC's in order to strengthen our teaching and learning.

Improvement Strategies	Action Steps	Who	Timeline	Resources Needed	Status
By working with teacher leaders to define relevant PD for our staff, Village will research and offer PD to support student needs.	Determine teachers and staff with expertise in specific areas. Create a survey to determine what people need to support instruction.	Administration Lead Teachers Coaches	September 2022- June 2023	Time Technology	
Village will begin the process of creating train-the-trainer models to strengthen teacher knowledge and capacity.	Teacher leaders and coaches research and find PD resources relevant to math, ELA, grading and SEL.	Administration, Lead Teachers, Coaches	August 2022- June 2023	opportunities to visit other districts time for PD as set in the district Wednesday calendar.	
Determine areas of need in WIN for teachers to strengthen best instructional practices	set up PD during faculty meetings in relation to WIN strategies. Teachers participate in training on interventions	Coaches Administration Teachers	September 2022- June 2023		

Focus Area	Diversity, Equity & Inclusion
Strategic Objective	Promote equity & ensure inclusion by acknowledging & embedding all forms of diversity throughout the district.
Strategic Initiative(s)	3.2 Embed diversity, equity, & inclusion in the mission, vision, core values, and training of our leadership teams, schools, and the district.
School-Based Goal	Village will re- establish a DEI team for the 22-23 school year. Using the data collected from last year’s consultant, we will target and identify areas for growth for best teaching practices.

Improvement Strategies	Action Steps	Who	Timeline	Resources Needed	Status
By re-establishing the DEI team we will begin conversations and reflections to be sure we are increasing our inclusive practices.	Reflect on curriculum, resources and core novels for varying perspective taking. Build in more time for students to practice social skills, (community meetings, peer mentor/leadership program	DEI team	September 2022- June 2023	Curriculum resources Time	
Analyze data and use it to strengthen inclusive practices.	Look at discipline referrals Determine alternate consequences and strengthen PBIS community expectations	DEI team Administration Teachers	September 2022-	data from survey	
Improve student to student and student/teacher relationships	Organize spirit and awareness days to celebrate neurodiversity. Make announcements in different languages. Educate and provide opportunities to reflect different holiday/cultural events	Teachers Administration DEI team Counselors	August 2022- June 2023	Time SEL resources	

N 42°30'



VILLAGE SCHOOL

W 70°52'

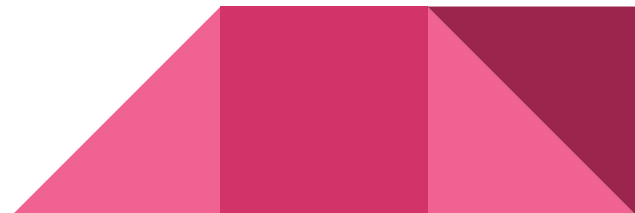
#KeepEachOtherWell

3 MAIN AREAS OF FOCUS

TEACHING AND LEARNING

PROFESSIONAL CULTURE

DIVERSITY, EQUITY, AND INCLUSION



KEY CONCEPTS

Scope & Sequence - A list of concepts and topics covered in a class tied to a calendar

Curriculum Map - Document that aligns standards, skills, and assessments to what is being taught - Can include unit and daily lesson plans, links to resources, and attachments of materials used

WIN - “What I Need.” This is valuable time in the schedule given to allow teachers to work with students individually or in groups based on assessments and data.

Common Assessments - Classroom-based assessments that are used by multiple teachers

Professional Learning Community (PLC) - A team of educators sharing ideas, expertise, and insight based upon data, to create a learning environment where all students can reach their potential

Protocols - Structured approaches to foster candid and powerful conversations



GOAL: Village School will use the aligned scope and sequence to begin the process of mapping out 25% of our curriculum.

1.1 Develop consistent systems, common assessments, & processes for data inquiry & analysis to support instructional excellence & student growth.

1.3 Align the curriculum by engaging in curriculum mapping that includes scope & sequence.

HOW?

Village School will begin the process of mapping out the curriculum as we begin to determine common assessments that support standards-based grading.

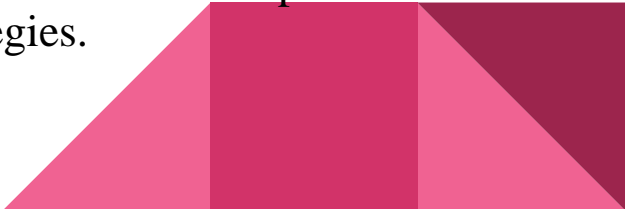
- Use PLC time to create rubrics
- Reflect on what we need, and what we have already.
- Create common rubrics that support standards based grading
- Participate in vertical planning in order to determine multiple methods to show mastery.
- Look at common assessments, score together to calibrate.
- Through this process, teachers will collaborate with Brown, Glover and Veterans school staff to align the curriculum and assure standards are addressed.
- Schedule time for transitional school staff to work in departments

GOAL: With the assistance of our coaching staff and teacher leaders, Village will create opportunities to offer relevant PD through staff and PLC's in order to strengthen our teaching and learning.

2.4 Develop & offer relevant, effective PD throughout the system.

HOW?

By working with teacher leaders to define relevant PD for our staff, Village will research and offer PD to support student needs.


- Determine teachers and staff with expertise in specific areas.
 - Create a survey to determine what people need to support instruction.
 - Village will begin the process of creating train-the-trainer models to strengthen teacher knowledge and capacity.
 - Teacher leaders and coaches research and find PD resources relevant to math, ELA, grading and SEL.
 - Determine areas of need in WIN for teachers to strengthen best instructional practices
 - Develop PD during faculty meetings in relation to WIN strategies.
 - Teachers participate in training on interventions
- 

Goal: Village will re- establish a DEI team for the 22-23 school year. Using the data collected from last year's consultant, we will target and identify areas for growth for best teaching practices.

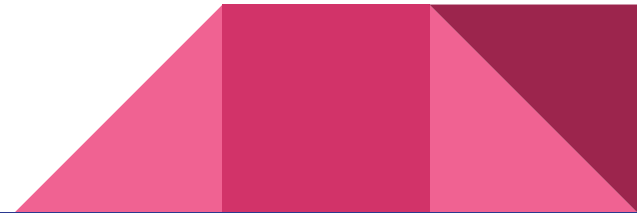
3.2 Embed diversity, equity, & inclusion in the mission, vision, core values, and training of our leadership teams, schools, and the district.

HOW?

By re-establishing the DEI team we will begin conversations and reflections to be sure we are increasing our inclusive practices.

- Reflect on curriculum, resources and core novels for varying perspective taking.
 - Build in more time for students to practice social skills, (community meetings, peer mentor/leadership program)
 - Analyze data and use it to strengthen inclusive practices.
 - Look at discipline referrals
 - Determine alternate consequences and strengthen PBIS community expectations
 - Improve student to student and student/teacher relationships
 - Organize spirit and awareness days to celebrate neurodiversity.
 - Make announcements in different languages. Educate and provide opportunities to reflect different holiday/cultural events
- 

Questions?



Brown/Glover

School Improvement Plan

2022-2023



Focus Area	Teaching & Learning
District Strategic Objective	Fully align teaching & learning, Prek-12, with our multi-tiered system of supports (MTSS) framework to ensure all students meet or exceed academic & social-emotional learning expectations.
District Strategic Initiative(s)	Teaching and Learning 1.1 Develop consistent systems, common assessments, and processes for data inquiry and analysis to support instructional excellence and student growth.
School Based Goal 1	Glover and Brown School will expand MTSS appropriate interventions for specific literacy learning needs as evidenced by implementation during the WIN Block.

Improvement Strategies	Action Steps	Who	Timeline	Resources Needed	Status
Expand the menu of intervention supports and enrichments that aligns with student needs	<p>Reflect on what we already have and determine what we need.</p> <p>Coaches/ School Administration to meet weekly and identify interventions that align with student areas of need</p> <p>Research/ create literacy enrichment opportunities for students</p>	Administrators Teachers and Coaches	August 22-May 23 (The draft list has been developed and will be updated throughout the school year.)	<p>Research based interventions</p> <p>Weekly Administrator/ Coaches Meetings</p>	
Review data and create intervention groups and cycles for WIN time	Use PLC time to review data and identify individual student literacy intervention needs/ enrichment	Teachers, Administrators and Coaches	October- June 2023 Six- eight week check ins to assess student progress	PLC time allotted weekly Time/coverage for teachers to meet with coaches for 1.5 hours every 6- eight weeks (data day)	

Focus Area	Teaching & Learning
District Strategic Objective	Fully align teaching & learning, Prek-12, with our multi-tiered system of supports (MTSS) framework to ensure all students meet or exceed academic & social-emotional learning expectations.
District Strategic Initiative(s)	Teaching and Learning 1.3 Align the curriculum by engaging in curriculum mapping that includes scope & sequence.
School Based Goal 2	Glover and Brown School will align formative and summative assessments with standards to inform standards based report cards.

Improvement Strategies	Action Steps	Who	Timeline	Resources Needed	Status
Teachers will collaborate to align identified report card standards to each trimester's units of study.	Use PLC time to identify standards taught in each trimester and map this on the standards based report card creating a report card "snapshot" with standards for each trimester	Teachers, Coaches, and Administrators Teacher Leaders	October-May 2022-2023	Standards based report cards PLC time IT support to map out report cards with appropriate shading for trimesters	
Grade level teams will examine current formative and summative assessments to align them with standards.	Use PLC time to review current assessments and identify common rubrics.	Teachers, Coaches, and Administrators Teacher Leaders	August 22-May 2023 Work will be ongoing monthly and PLCs will meet to identify common assessments alignment with standards for each trimester	Copies of scope and sequence. PLC time during the school day and 1x monthly after school Copies of current assessment/rubrics	

Focus Area	Professional Culture
Strategic Objective	Build, strengthen, & support educator capacity and well-being.
Strategic Initiative(s)	2.4 Develop & offer relevant, effective PD throughout the system.
School Based Goal	<p>Professional Culture: The Brown and Glover School Staff will engage in multiple opportunities throughout the year to develop and strengthen a positive, engaging, and unified professional culture where staff members thrive as educators.</p> <p>Brown Focus: Regular use of Faculty Meetings to connect, evaluate and share our development as teams to establish and nurture a unified professional culture.</p>

Improvement Strategies	Action Steps	Who	Timeline	Resources Needed	Status
School administration, teachers, leaders and coaches will work together with educators on a monthly basis to provide training and support for MTSS.	<p>Coaches will meet weekly with school administrators to collaborate around PLC work and schedules</p> <p>Teacher leaders will meet weekly with school administrators to plan for weekly PLC grade level meetings</p> <p>Grade level teams will meet weekly with teacher leaders</p> <p>Areas of need will be identified for each grade level</p>	School Administration, Teacher Leaders, Coaches, Teachers	<p>September 2022 Protocols for group norms are established</p> <p>October Areas of need to be established by grade level protocols</p> <p>Grade levels will write grade level goals as related to the PFS</p> <p>November 2022-June 2023 Weekly PLC Meetings to work on MTSS, Data Protocols and standards based assessment alignment</p> <p>Professional Development around areas of need to be provided (Ongoing)</p>	<p>Time for weekly meetings</p> <p>Develop professional development around grade level identified areas of need</p>	
Use of faculty meeting to focus on team building, identifying common ground, and shared beliefs	Engage in activities surveys, feedback and communication to assess professional culture, identify barriers.	Administrator, teachers, staff members	Aug-June	Staff Meeting time, grade level meetings, survey tools	

Focus Area	Diversity, Equity & Inclusion
Strategic Objective	Promote equity & ensure inclusion by acknowledging & embedding all forms of diversity throughout the district.
Strategic Initiative(s)	3.2 Embed diversity, equity, & inclusion in the mission, vision, core values, and training of our leadership teams, schools, and the district.
School-Based Goal	Glover and Brown will re- establish a DEI team for the 22-23 school year. The DEI committee will examine various elements of our curriculum across all disciplines to ensure that students experience the concept of “windows and mirrors” in their learning.

Improvement Strategies	Action Steps	Who	Timeline	Resources Needed	Status
Re-establish the DEI Team and collaborate to ensure we are offering inclusive practices within the curriculum.	Reflect on curriculum, resources to ensure that they include various perspectives. Build inclusive practices into the curriculum, including morning meeting time, and morning announcements	Brown/ Glover Diversity Equity and Inclusion Team	Ongoing throughout the school year	Monthly PFS working time as well as district DEI Team time	

Brown and Glover School Improvement Plans

2022 - 2023



Areas of Focus: Plan for Success

1. Teaching and Learning
2. Professional Culture
3. Diversity, Equity, and Inclusion



Key Concepts

MTSS- **Multi-Tiered Systems of Support**-A system that provides specific instruction and interventions to support students' learning as identified by both formative and summative assessments

WIN-“What I Need”-Time allotted in the schedule to provide interventions and enrichment opportunities to students based on formative data

Scope & Sequence - A list of concepts and topics covered in a class tied to a calendar

Professional Learning Community (PLC) - A team of educators sharing ideas, expertise, and insight based upon data, to create a learning environment where all students can reach their potential

Protocols - Structured approaches to foster candid and powerful conversations



Goal 1 : Teaching and Learning: Develop consistent data cycles and systems for Teaching and Learning with Multi-Tiered Systems Support

Strategic Initiative

Teaching and Learning 1.1 Develop consistent systems, common assessments, and processes for data inquiry and analysis to support instructional excellence and student growth.

1. Weekly PLCs will develop systems and procedures for examining work samples, data, and instructional strategies
2. Continue to develop Intervention Cycles to include definitive beginning, progress monitoring, end and reassessment
3. Establish MTSS appropriate interventions for specific learning needs

Goal 2: Teaching and Learning

Glover and Brown School will align formative and summative assessments to inform standards based trimesterly reporting.

Strategic Initiative

Teaching and Learning 1.3 Align the curriculum by engaging in curriculum mapping that includes scope & sequence.

1. Use PLC time to identify standards taught in each trimester and map this on the standards based report cards
2. Use PLC time to review current assessments and identify common rubrics

Goal 3: Professional Culture: The Brown and Glover School Staff will engage in multiple opportunities throughout the year to develop and strengthen a positive, engaging, and unified professional culture where staff members thrive as educators.

Strategic Initiative

2.4 Develop and offer relevant Professional Development throughout the school system

- 1. School administration, teacher leaders and coaches will work together with educators on a monthly basis to provide training and support for implementing MTSS.**
- 2. Additional Brown Focus: Regular use of Faculty Meetings to connect, evaluate and share our development as teams to establish and nurture a unified professional culture.**

Diversity, Equity, and Inclusion

Goal 4 - Brown and Glover Elementary Schools will reconvene a school-wide DEI committee to evaluate areas for curriculum expansion through the lens of diversity, equity, and inclusion.

Strategic Initiative

DEI 3.2 Examine and work with culturally responsive experts to revise curriculum and assessments to provide equitable learning opportunities, resources, and materials that reflect all students

Focus:

DEI committee will examine various elements of our curriculum across all disciplines to ensure that students experience the concept of “windows and mirrors” in their learning.

Vanessa M. Coonan

EDUCATION

Capital University, Bexley, OH, May 2020
Bachelor of Science in Nursing

WORK EXPERIENCE

North Shore Gastroenterology, Cummings Center, Beverly, MA, July 2022-Present

- Telephone triage and assessment
- Call in prescription refill orders and coordinate patient care with other providers and facilities
- Works with patient population for chronic care management

Davita Dialysis, Select Specialty Hospital, Columbus, OH, January 2021-July 2022
Registered Nurse

- Provided fast paced direct patient care in both inpatient and outpatient dialysis settings
- Frequently assessed and managed patient status in a fragile patient population
- Created long term patient relationships while providing empathetic and compassionate care

CLINICAL EXPERIENCE

Mount Carmel East Hospital, Mother & Infant, Columbus, OH, Spring 2020

Leadership in Practice Practicum

- Performed 24 hour care on infants, including vaccination administration and cardiac testing
- Educated patients on home care for peri area and C-section wounds

Flying Horse Farms, Mt Gilead, OH, July 2019

Rheumatology & G.I. Pediatric Nursing

- Assigned to cabin of 8-10 campers and provided care to designated group
- Ensured that campers, volunteers, and staff were healthy and safe
- Provided essential nursing care, administered medication and assisted with preventative care

Ohio State University Hospital East, Tower 5, Columbus, OH, Spring 2019

Adults with Acute Health Alterations

- Administered prescribed medications and documented accordingly
- Performed a thorough head to toe assessment, focusing on problem areas as needed

Mount Carmel St. Ann's Hospital, 3 North, Westerville, OH, Fall 2018

Foundational Nursing Concepts and Interventions

- Auscultated heart, lung, and bowel sounds as part of a head to toe assessment

CERTIFICATIONS & SKILLS

- BLS, TeamSTEPPS, Pain management, Patient education, Epic Software

August 25, 2022

Hiring Manager
Marblehead High School
2 Humphrey St #1920
Marblehead, MA 01945

Dear Hiring Manager,

I am thrilled to submit my job application for the RN position at Marblehead High School. My applicable, holistic education and two years of nursing experience in both inpatient and outpatient settings have established my capability to utilize the regular tasks of an RN while providing caring and compassionate service to students.

In addition to the nursing skills and knowledge gained during my years working as an RN, I also learned more about myself. I learned that I have a caring heart that strives to comfort others in need. I've learned the value of being able to keep a full heart toward my patients while also keeping time and prioritization in the front of my mind. I've also learned the value of holistic care, considering that wellness comes from the mind, body, and spirit.

As a driven and caring BSN, I look forward to discussing this job position's opportunities and to learn more about Marblehead High School. I appreciate your consideration of me for this position. I can be reached by

[REDACTED]

Thank you for your time!

Sincerely,

Vanessa Coonan (Popeo)



MARBLEHEAD PUBLIC SCHOOLS
OFFICE OF THE DIRECTOR OF EDUCATIONAL TECHNOLOGY
9 WIDGER ROAD.
MARBLEHEAD, MA 01945

STEPHEN M. KWIA TEK
DIRECTOR OF EDUCATIONAL TECHNOLOGY
Tel. (781) 639-3140 X33
Fax. (781) 639-3149

10/3/2022

TO: **Marblehead School Committee**

Technology Update October 2022

Dear School Committee,

The Marblehead Public Schools tech department has been hard at work supporting our students and staff with its technology needs.

PfS Strategic Objective - Provide students and staff with the necessary technology & support to promote successful student outcomes.

We have added more iPads and chromebooks to our elementary schools and now have in classroom devices for 1-1 in grades K-6. We have added additional devices at MVMS and at MHS.

This summer we were able to use the MA state bid list to purchase the 133 Smart Panel systems and we are currently working out the details/timeline for installation. Our staff are excited to receive this updated technology for their classrooms.

PfS Goal for 2022-2023 - 4.5 Review current curriculum for technology to align K-12.

I have started the process of reviewing our current technology curriculum by collecting information from our staff. I will be looking to submit a proposed tech curriculum aligned K-12.

School security is always a concern. We have started using our new Raptor system at all schools for visitor check-ins and at MHS for student tardy entry each day. In addition, we are upgrading our security systems and internal systems listed below.

- MVMS New Security Camera system
- MHS Updated Security Camera system and updated cameras
- Village Updated Security Camera system and additional cameras
- Glover Updated Security Camera system and additional cameras
- Village Updated Swipe badge systems
- Glover Updated Swipe badge systems
- MHS Visitor Check-in Desk with added security entry systems
- Security Awareness Training

Sincerely,

Stephen M. Kwiatek
Director of Educational Technology



Marblehead Public Schools

9 Widger Road

Marbleheadschoools.org

Memorandum

To Marblehead School Committee
From John J. Buckey, Ed.D., Superintendent of Schools, Marblehead Public Schools
Re Superintendent's Goals for 2022 - 2023
Original Date September 22, 2022

I am pleased to submit these goals, which align with our Plan for Success (PfS) and the [Effective Superintendent Leadership Rubric](#). They attend to the needs of Marblehead Public Schools as well as the feedback provided in prior evaluations, including providing a summarized output/action plan from the results of data collected for each goal and how they support student success.

Professional Practice Goal

Connection to the Standard: I-E, II-E, III-C, IV-D

Throughout the 22-23 school year, I will continue to build strong relationships with the School Committee and the teachers' union while developing a high-functioning leadership team of district administrators and principals through my continued participation in the New Superintendent Induction Program. I will continue developing skills in strategy & budget development, data analysis, and instructional leadership.

Key Actions:

1. Attend all sessions and complete all NSIP assignments.
2. Attend conferences for leadership and governance professional development.
 - a. Leading Now Cohort 5
 - b. New England Association of School Superintendents fall conference
 - c. MASS/MASC
 - d. North Shore Superintendents RoundTable - President
 - e. New England Association of Schools & Colleges (NEASC) accreditation visit
 - f. AASA National Conference
3. Meet regularly with my cohort, "consultancy" group, and my assigned coach on a regular basis.
4. Facilitate two book studies with the Leadership Team.
5. Lead a three day summer retreat and a two day mid-year retreat with the Leadership Team
6. Weekly meetings with MEA to address issues
7. Establish a model of shared leadership with building principals/directors facilitating meetings and PD for Leadership Team

Benchmarks & Outputs:

1. Documented attendance and contact with my NSIP peers and coaches
2. Elaboration of lessons, skills, strategies, and leadership gained through participation to support coaching the Leadership Team
3. Notes of a problem of practice for MPS with the consultancy group
4. Book study materials - *Switch & Good to Great*
5. Retreat materials
6. MEA meeting agendas and resolutions
7. Meeting agendas and professional development materials

Student Learning Goal

Connection to the Standard: I-E, II-A, II-B, III-B, IV-D

During the 2022-2023 academic year, I will empower and design opportunities for students and educators to build foundational leadership capacity through opportunities for student voice, choice, representation and advocacy. In doing so I will further develop the diversity, equity and inclusion initiative from PfS while stabilizing and advancing the METCO program.

Key Actions:

1. Support professional development to build capacity for lead teachers K-12 to facilitate student-centered and data-driven Professional Learning Communities models (PLC).
2. Engage in Data Wise discussions with the Leadership Team and school-based PLCs
3. Lead data-driven discussions with the Leadership Team and use data to inform budget priorities that align to PfS
4. Collaborate with the Leadership Team to recruit, hire and support a more diverse staff.
5. Expand and improve programming with METCO students, families, teachers, staff and leadership by creating opportunities for authentic engagement and integration.
6. Weekly meetings with METCO Director & ongoing coaching

Benchmarks & Outputs:

1. Professional development materials from the Lead Teacher Institute
2. Data discussions and presentations
3. FY24 budget built around district priorities and data to support them.
4. A staff that more mirrors the students and families of MPS
5. METCO history as part of new teacher induction program; School Committee meeting at METCO Inc.; METCO liaison as a non-voting member of school committee; increased number of students in METCO across MPS.
6. Improved integration of the METCO program and stabilization of program leadership.

District Improvement Goal #1

Connection to the Standard: I-D, II-A, III-B, IV-B, IV-D

Using Instructional Rounds during the 2022-2023 academic year, I will collaborate with the leadership team and educators to strengthen instructional practices with a focus on equity and inclusion. This work will include the implementation of targeted interventions and supports for all students, including professional development for educators.

Key Actions:

1. Schedule a minimum of two school visits at all five schools each month with the principal, AP and Asst. Supt for Teaching and Learning using the [Optic Focus Element rubric](#) to align observations and to coach leaders in providing targeted feedback.
2. Review the data and analyze the effectiveness of current teaching practices
3. Examine the frequency and use of high-quality teaching practices
4. Support a greater understanding of effective instructional leadership
5. Understand, analyze, disaggregate, and implement data-driven decisions regarding instruction
6. Continue to implement the use of the MASS DESE teacher evaluation rubrics [Resources: Rubrics - Educator Evaluation](#)

Benchmarks & Outputs:

1. Schedule of Instructional Rounds and documented observations
2. Professional Development that aligns with observed needs and district PfS priorities
3. Student-centered conversations that highlight best practices in order to achieve improved outcomes.
4. Professional development for building leaders and directors focused on instructional leadership.
5. Agendas of weekly and monthly PLC meetings that demonstrate use of data in planning interventions.
6. TeachPoint data of observations and feedback to teachers.

District Improvement Goal #2

Connection to the Standard: I-B, II-C, III-A, III-B, IV-E

During the 2022-23 school year, I will work with schools and the community to increase my visibility and enhance two-way communication with all stakeholders. This will be evidenced by an increased understanding of our schools by district parents and community members as measured by varied outreach efforts.

Key Actions:

1. Create a Superintendent Advisory Council at MHS, MVMS and Village and meet quarterly to solicit student feedback.
2. Facilitate with the School Committee four public forums
3. Use ThoughtExchange to solicit community feedback
4. Develop the FY24 budget that reflects the needs of the district, addresses community priorities and aligns with PfS.
5. Attend and support school-based events documenting them via our district Twitter account
6. Produce a Weekly Update
7. Participate in Leading Now Cohort 5
8. Work with [Salem State's Expect Program](#) on communications and outreach
9. Host monthly Superintendent Coffees across MPS and invite families and the community

Benchmarks & Outputs:

1. Meeting dates and notes from students' feedback
2. Forum dates and topics
3. Evidence and data from ThoughtExchanges
4. FY24 budget
5. Tweets from events
6. Weekly Updates
7. Materials from Leading Now sessions and examples of communication
8. Examples from work from our Expect students
9. Monthly Coffees at various buildings around different announced topics

Connections to Standards

Standard I: Instructional Leadership	Standard II: Management & Operations	Standard III: Family & Community Engagement	Standard 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 Development	III-B: Sharing Responsibility	IV-B: Cultural Proficiency
I-C: Assessment	II-C: Scheduling & Management Information Systems	III-C: Communication	IV-C: Communications
I-D: Evaluation	II-D: Laws, Ethics and Policies	III-D: Family Concerns	IV-D: Continuous Learning
I-E: Data-Informed Decision Making	II-E: Fiscal Systems		IV-E: Shared Vision
I-F: Student Learning			IV-F: Managing Conflict

DRAFT Indicator Rubric for Superintendent Evaluation

The *Indicator Rubric for Superintendent Evaluation* is an evaluation tool intended to support a shared understanding of effective leadership practice between a superintendent and school committee members.

Designed around the 21 Indicators from the [Standards of Effective Administrative Leadership](#) (603 CMR 35.04), the Indicator Rubric includes descriptions of a superintendent's practice for each *Indicator* and articulates the specific responsibilities that a school committee may be expected to reasonably evaluate. This is a significant departure from the more detailed, *element*-level rubrics associated with other educator roles in the model system for educator evaluation.

While this structural difference results in a shorter, less complex evaluation tool, it does *not* simplify the responsibilities of a superintendent. All 21 Indicators associated with the four Standards of Effective Administrative Leadership remain in place, and the superintendent is still expected to meet expectations associated with each Standard, typically assessed by focusing on one to two Indicators per Standard each year. Describing practice at the Indicator level rather than at the element level acknowledges the following unique components of an educator evaluation process conducted by a school committee:

- **The Role of the School Committee:** The school committee's role is governance, rather than management. A school committee thereby focuses on the *what* and the *why* (governance) of superintendent leadership, rather than the *how* (management). The Indicator Rubric does the same.
- **The Composition of a School Committee:** The school committee as "evaluator" is comprised of multiple individuals, rather than a single evaluator. This demands consensus building, a process made exponentially easier when focused around fewer descriptors of practice.
- **The Focus of a School Committee:** School committee members, many of whom are often non-educators, focus primarily on the outcome of a superintendent's work, rather than the details of implementation. The Indicator Rubric guides committee members to maintain this focus.
- **A Public Process.** The superintendent's evaluation is the only educator evaluation conducted in public. The Indicator Rubric includes the practices to which a committee can reasonably be expected to have access or insight, such that the public process of collecting and evaluating evidence may be conducted with transparency and integrity.

The 2019-2020 Rubric Pilot. DESE is supporting a **year-long pilot of the draft Indicator Rubric** to evaluate its use and impact on the superintendent evaluation process. The objectives of the pilot include:

- ✓ Assess the implementation of the rubric by superintendents and school committees. *Is it accessible and relevant to all involved?*
- ✓ Assess the impact of the rubric. *Does it promote a comprehensive evaluation of superintendent practice? Does it support consistency and transparency in aspects of the evaluation process, including analyzing evidence, providing feedback, and using professional judgment to determine ratings?*

DESE will collect input from pilot districts through a qualitative survey and interview process. For more information on participating as a pilot district, please contact Claire Abbott at cabbott@doe.mass.edu.

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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A: Curriculum	Does not ensure the implementation of standards-based units of instruction across the district (e.g. fails to provide adequate resources or training).	Ensures that most instructional staff implement standards-based units of instruction consisting of well-structured lessons, but curricula in some schools or content areas lack appropriate rigor or alignment to state standards.	Monitors and assesses progress across all schools and content areas to ensure that all instructional staff implement effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes.	Empowers administrators to ensure all instructional staff collaboratively plan, adapt as needed, and implement standards-based units comprised of well-structured lessons aligned to state standards and local curricula. Continually monitors and assesses progress, and provides additional supports as needed. Models this practice for others.
I-B: Instruction	Does not ensure that instructional practices across schools and content areas reflect high expectations for teaching and learning, are engaging and motivating, or meet the diverse learning of all students; or establishes inappropriately low expectations for teaching and learning.	Supports instructional practices in some schools or content areas that reflect high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; but allows lower expectations and/or insufficiently engaging instruction to persist in parts of the district.	Monitors and supports principals and instructional staff through observations and feedback to ensure that instructional 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.	Sets high expectations for the content and quality of instruction and empowers all administrators to do the same, such that instructional practices throughout the district are engaging, inclusive, and personalized to accommodate diverse learning needs of all students. Stays informed of new, evidenced-based instructional practices and provides resources and supports to implement them as needed. Monitors principals and instructional staff in support of these practices through observations and feedback.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-C: Assessment	Does not set expectations around or ensure the use of a variety of formal and informal assessment methods throughout the district.	Encourages most principals and administrators to facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, but assessment use and analysis is inconsistent throughout the district.	Monitors and supports principals and instructional staff through observations and feedback to ensure 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.	Empowers teams of administrators and instructional staff to use a comprehensive system of informal and formal assessment methods to measure each student's learning, growth, and progress toward achieving state/local standards, and to use findings to adjust instructional practice and implement appropriate interventions and enhancements for students. Ensures alignment of assessments to content and grade level standards, and monitors administrators' efforts and successes in this area. Models this practice for others.
I-D: Evaluation	Does not supervise and evaluate administrators in alignment with state regulations or contract provisions, such that: <ul style="list-style-type: none"> • Administrators' goals are neither SMART nor aligned to school and/or district goals, and/or • Administrators rarely provide quality supervision and evaluation to other staff; and/or • Administrators are rarely, if ever, observed and provided with feedback on their own leadership practice. 	Supervises and evaluates administrators in alignment with state regulations and contract provisions, but: <ul style="list-style-type: none"> • Some administrator goals may not be SMART or aligned to school and district priorities; and/or • Observations of and feedback to staff by other administrators is inconsistent or nonspecific; and/or • Observations of and feedback to administrators by the superintendent are inconsistent or nonspecific. 	Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by: <ul style="list-style-type: none"> • Support to all administrators in developing SMART goals aligned to school and district priorities, • Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff, and • Frequent observations of and feedback to administrators on effective leadership practice. 	Provides effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions, as evidenced by: <ul style="list-style-type: none"> • Support to all administrators to develop and attain SMART goals aligned to school and district priorities, and sharing best practices and success with the district community; • Guidance, support and monitoring for all administrators to ensure they observe and provide useful feedback to faculty and staff; • Frequent observations of and feedback to administrators on effective leadership practice. Models this process through the superintendent's own evaluation process and goals.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-E: Data-Informed Decision Making	Gathers limited information on district strengths and weaknesses and writes district and annual action plans that lack data-informed goals.	Identifies multiple sources of evidence related to student learning to assess the district’s strengths and areas for improvement, but these data are not comprehensive and/or analysis is insufficient, such that district and annual action plans lack focused or measurable goals.	Uses multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform district goals and improve organizational performance, educator effectiveness, and student learning. Regularly monitors and shares progress with the community. Supports principals to align school improvement goals to district plans and goals.	Leads administrator teams in identifying and using multiple sources of evidence including state, district, and school assessment results and growth data, educator evaluation data, district culture and climate information, to assess and communicate the district’s strengths and areas for improvement. Involves stakeholders in the creation of district improvement and annual action plans comprised of measurable, results-oriented goals, and empowers principals to develop and implement similarly robust and aligned school plans and goals. Regularly monitors and shares progress with the community.
I-F: Student Learning	<p>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.</p> <hr/> <p><i>There are no associated performance descriptors for the Student Learning Indicator.</i> For administrators, evidence of impact on student learning based on multiple measures of student learning, growth, and achievement must be taken into account by the evaluator(s) when determining a performance rating for Standard I. Evaluators and educators should identify the most appropriate assessments of student learning and anticipated student learning gains associated with those measures when developing the Educator Plan. For superintendents and other district leaders, multiple measures of student learning might include (but should not be limited to) statewide assessments, assessments from curricular materials used in multiple schools, district-created common assessments, or others measures that provide information about student learning across the district.</p>			

STANDARD II: Management and Operations

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.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-A. Environment	<p>Fails to establish plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students throughout the district, such that schools and other buildings are not generally clean, attractive, welcoming, or safe.</p>	<p>Oversees plans, procedures, routines, and operational systems that address the safety, health, and emotional and social needs of students, but allows for variation in implementation and/or quality across the district, such that not all students have equitable access to clean, safe, and supportive learning environments.</p>	<p>Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of students throughout the district, as evidenced by:</p> <ul style="list-style-type: none"> • orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; • school and district buildings that are clean, attractive, welcoming, and safe; and • safe and supportive learning environments for all students. 	<p>Empowers all administrators to develop and execute effective plans, procedures, routines, and operational systems to address a full range of safety, health, and emotional and social needs of all students throughout the district, as evidenced by:</p> <ul style="list-style-type: none"> • orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess; • school and district buildings that are clean, attractive, welcoming, and safe; and • safe and supportive learning environments for all students. <p>Assesses efficacy using feedback from students, staff, and families, and other data sources, and makes adjustments as necessary. Models this practice for others.</p>

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-B. Human Resources Management & Development	Does not implement any formal processes for the recruitment and hiring of faculty and staff, and/or fails to provide sufficient induction, development, or career growth supports to educators, as evidenced by an inability to reliably hire and retain educators that meet the learning needs of district students.	Oversees processes for recruitment, hiring, induction, development, and career growth, but systems are inadequately or inconsistently implemented throughout the district, and/or do not consistently promote the hiring, retention, and support of a diverse, effective educator workforce.	Monitors and supports the implementation of a cohesive approach to recruitment, hiring, induction, development, and career growth that promotes high-quality and effective practice , as evidenced by districtwide systems that support: <ul style="list-style-type: none"> Hiring and retaining a diverse workforce; Comprehensive induction supports for new educators; Job-embedded professional development aligned with district goals; and Distributed leadership opportunities to support educator career growth. 	Ensures a districtwide system for recruiting, hiring, and retaining an effective and diverse workforce of administrators and educators who share the district’s mission and meet the learning needs of all students, as evidenced by: <ul style="list-style-type: none"> comprehensive induction supports for all new educators; job-embedded professional learning that (a) reinforces district goals, (b) results in high-quality and effective practice; and formalized distributed leadership and career growth opportunities. Empowers all administrators to implement these systems consistently.
II-C. Scheduling and Management Information Systems	Does not implement systems to ensure optimal use of time for teaching, learning, or collaboration, such that instructional time is inadequate and/or routinely disrupted, and administrators have limited to no opportunities to collaborate around meaningful practice.	Encourages the use of scheduling and management information systems that promote time for teaching and learning, but does not monitor efficacy throughout the district and/or allows for frequent schedule disruptions; provides inadequate time for administrators to collaborate around leadership practice.	Uses systems to ensure optimal use of time for teaching, learning, and collaboration , as evidenced by: <ul style="list-style-type: none"> school schedules that maximize student access to quality instructional time and minimize school day disruptions; and regular opportunities for administrators to collaborate. 	Empowers administrators and teams to contribute to the design and monitoring of district systems that maximize access to quality instructional time for all students, and minimize disruptions and distractions for all school-level staff. Supports ongoing administrator collaboration within and across schools.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
II-D. Laws, Ethics and Policies	Demonstrates lack of awareness or consistent non-compliance with some or all state and federal laws and mandates, school committee policies, or collective bargaining agreements, and/or fails to adhere to ethical guidelines.	May know state and federal laws and mandates, school committee policies, and collective bargaining agreements, but inconsistently complies with some laws or policies, and/or ethical guidelines.	Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines, and provides the resources and support to ensure district-wide compliance.	Provides the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines. Models this practice for others.
II-E. Fiscal Systems	Develops a budget that does not align with the district’s goals or mismanages available resources. Does not communicate budget rationale or financial short falls to staff, community members, municipal stakeholders, or the school committee.	Develops a budget that loosely aligns with the district’s vision, mission, and goals, and/or inconsistently manages expenditures and available resources. Does not effectively communicate budget rationale to staff, community members, municipal stakeholders, and the school committee.	Develops a budget that supports the district’s vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources; and effectively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.	Leads the administrator team to develop a district budget aligned with the district’s vision, mission, and goals that addresses the needs of all students. Allocates and manages expenditures consistent with district/school-level goals, and seeks alternate funding sources as needed. Proactively communicates budget rationale to staff, community members, municipal stakeholders, and the school committee. Provides regular updates on implementation of the budget.

STANDARD III: Family and Community Engagement

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 school and district.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-A. Engagement	Does little to welcome families as members of the district, classroom or school community, or tolerates an environment that is unwelcoming to some families.	Invites families to participate in the classroom and school community , but efforts are limited or insufficient, leading to limited family involvement throughout the district.	Promotes, monitors and supports comprehensive, culturally responsive and collaborative engagement practices that welcome and encourage every family to actively participate in the classroom and school community , and engages community stakeholders to contribute to the classroom, school, and community's effectiveness.	Ensures that all personnel to use culturally responsive and collaborative practices that engage all families to contribute to district, classroom, school, and community effectiveness, including but not limited to families with limited access to technology, and families whose home language is not English. Actively engages stakeholders from all segments of the community, including residents, municipal officials, and business leaders, in furthering the mission of the school and the district. Models this practice for others.
III-B. Sharing Responsibility	Does not ensure that administrators are identifying student learning and development needs and working with families to address them.	Encourages administrators to work with families to address students struggling academically or behaviorally, but does not consistently monitor these activities to ensure that student needs are being met, either within or outside of schools.	Monitors adherence to district-wide policies and practices that promote continuous collaboration with families to support student learning and development both at home and at school , as evidenced by: <ul style="list-style-type: none"> the collaborative identification of each student's academic, social, emotional, and behavioral needs; and connecting families to the necessary resources and services within the school and the community to meet students' learning needs. 	Empowers all administrators to regularly collaborate with families to address each student's academic, social, emotional, and behavioral needs, and to access as needed necessary services within and outside of schools to address those needs. Monitors these processes to ensure all student needs are being met. Models this practice for others.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
III-C. Communication	Does not set clear expectations for or provide support to administrators regarding regular or culturally sensitive communication with families, and/or allows culturally insensitive, inappropriate, or disrespectful communications with families to occur. District communication regarding student learning and performance occurs primarily through school report cards.	May set expectations regarding regular, two-way, culturally proficient communications with families, but allows occasional communications that are culturally insensitive to some families' home language, culture, and values. District communication primarily occurs through school newsletters and other one-way media.	Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance , that is provided in multiple formats and reflects understanding of and respect for different families' home languages, culture, and values.	Supports and empowers all administrators to engage in regular, two-way, culturally responsive communications with families about student learning and performance. District-wide communications with families are provided in multiple formats and respect and affirm different families' home languages, culture, and values.
III-D. Family Concerns	Does not address most family concerns in a timely or effective manner, fails to provide systems or supports for administrators to do the same, and/or allows responses to be inconsistent or insufficient. Resolutions are often not in the best interest of students.	Ensures that most family concerns are addressed as they arise, but responsiveness is inconsistent across the district. Supports administrators to reach solutions to family concerns, but may not ensure equitable resolutions that are in the best interest of students.	Addresses family concerns in an equitable, effective, and efficient manner , and supports administrators to seek equitable resolutions to both academic and non-academic concerns that (a) reflect relevant information from all parties including families, faculty, and staff, and (b) are in the best interest of students.	Ensures that all family concerns are addressed in a timely and effective manner throughout the district; empowers administrators to proactively respond as academic or non-academic concerns arise; and promotes collaborative problem solving processes informed by relevant input from all families, faculty, and staff that result in equitable solutions that are in the best interest of students. Models this practice for others.

STANDARD IV: Professional Culture

Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-A. Commitment to High Standards	<p>Does not encourage high standards of teaching and learning or high expectations for achievement among administrators, as evidenced by:</p> <ol style="list-style-type: none"> 1. a failure to develop or articulate the district’s mission or core values; and 2. an inability or unwillingness to lead administrator leadership meetings that inform school and district matters. 	<p>May articulate high standards for teaching and learning, but expectations are inconsistently applied throughout the district, as evidenced by:</p> <ol style="list-style-type: none"> 1. Mission and core values are present but may not reflect district-wide buy-in, or are rarely used to inform decision-making. 2. Meetings: Leads administrator leadership meetings that address matters of consequence but may not result in meaningful decision-making. 	<p>Fosters a shared commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> 1. Mission and core values: Develops, promotes, and secures staff commitment to core values that guide the development of a succinct, results-oriented mission statement and ongoing decision-making. 2. Meetings: Plans and leads well-run and engaging meetings that have clear purpose, focus on matters of consequence, and engage participants in a thoughtful and productive series of conversations and deliberations about important school matters. 	<p>Established a district-wide commitment to high standards of teaching and learning with high expectations for achievement for all, including:</p> <ol style="list-style-type: none"> 1. Mission and core values: Collaborates with educators and community members to develop, secure and/or promote core values and an aligned mission, and to use them to guide decision making. 2. Meetings: Empowers administrators to share responsibility for leading team meetings that address important district matters, and foster collaborative learning and problem-solving around instructional leadership issues. <p>Models this practice for others.</p>

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-B. Cultural Proficiency	Develops and implements culturally insensitive or inappropriate policies and practices, does not support administrators and staff in building cultural proficiency, and/or fosters a culture that minimizes the importance of individual differences.	Takes pride in having a diverse administration, faculty and/or student body, but some policies and practices are not culturally responsive; and/or provides limited resources for administrators to support the development of culturally responsive learning environments and school culture that affirms individual differences.	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 , as evidenced by the sufficient provision of guidance, supports, and resources to all schools to promote culturally responsive learning environments and school cultures that affirm individual differences of both students and staff.	Leads stakeholders to develop and implement culturally responsive policies and practices that acknowledge the diverse backgrounds, identities, strengths, and challenges of administrators, students and staff. Empowers administrators with time, resources, and supports to build culturally responsive learning environments and collaborates with community members to create a culture that affirms individual differences. Models this practice for others.
IV-C. Communications	Demonstrates ineffectual interpersonal, written, or verbal communication skills at times, such that staff, families and community members, and/or the school committee lack accurate or sufficient information.	Demonstrates adequate interpersonal, written, and verbal communication skills, but outreach to staff, families and community members, and/or the school committee may be inconsistent or unclear.	Demonstrates strong interpersonal, written, and verbal communication skills , as evidenced by regular and informative outreach to staff, families and community members, and the school committee in a manner that advances the work of the district. Regularly seeks and considers feedback in decision-making.	Utilizes and models strong context- and audience-specific interpersonal, written, and verbal communication skills. Actively seeks and incorporates feedback into decision-making and in communicating rationale for the decisions to staff, family, community members and school committee.

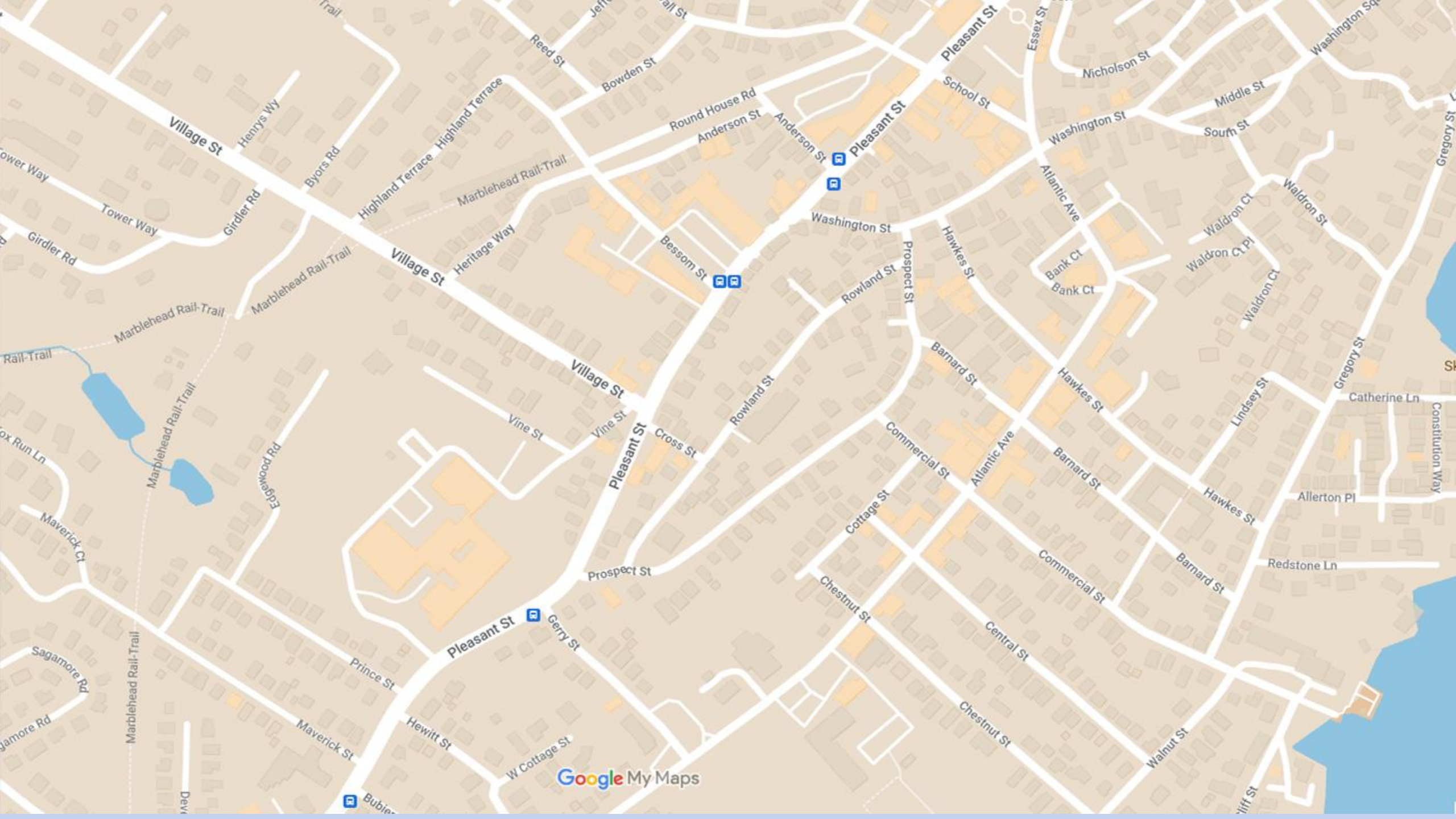
	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-D. Continuous Learning	Accepts the practice of administrators working largely in isolation, without consideration of data and best practices. Does not reflect on leadership practice or demonstrate new ways of thinking about administration and leadership.	Encourages administrators and teams to reflect on the effectiveness of instruction and student learning and use data and best practices to adapt practice, but does not monitor administrators in these practices to ensure consistency or efficacy. Occasionally reflects on their own leadership practice.	<p>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 instruction and achieve improved results, as evidenced by:</p> <ul style="list-style-type: none"> Supporting regular opportunities for administrators and teams to reflect on and collaborate around the effectiveness of a wide range of practices related to instruction and student learning, and Engaging in their own continuous learning to improve leadership practice. <p>Models these behaviors in their own practice.</p>	Develops, nurtures, and models a culture in which all staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results, as evidenced by: <ul style="list-style-type: none"> Empowering all administrators to collaborate and share knowledge and skills of best practices that improve student learning within their own buildings, and Regularly reflecting on and improving their own leadership practice in order to develop new approaches to improve overall district effectiveness.
IV-E. Shared Vision	Does not engage stakeholders in the creation of or commitment to a shared educational vision, such that the vision is not one in which all students will be prepared to succeed in postsecondary education and become responsible citizens and community contributors.	Engages some administrators, staff, students, families, and community members in developing and committing to a shared educational vision focused on student preparation for college and career readiness, civic engagement, responsible citizenship, and community contributions, but stakeholder engagement is limited and/or the vision is unrepresentative of the district community.	Continuously engages all stakeholders in the creation of (or commitment to) a shared educational vision focused on student preparation for college and career readiness, civic engagement, community contributions, and responsible citizenship. ¹	Leads administrators, staff, students of all ages, families, and community members to develop and internalize a shared educational vision around student preparation for college and careers, civic engagement, community contributions, and responsible citizenship. Ensures alignment of school and district goals to this vision. Models this practice for others.

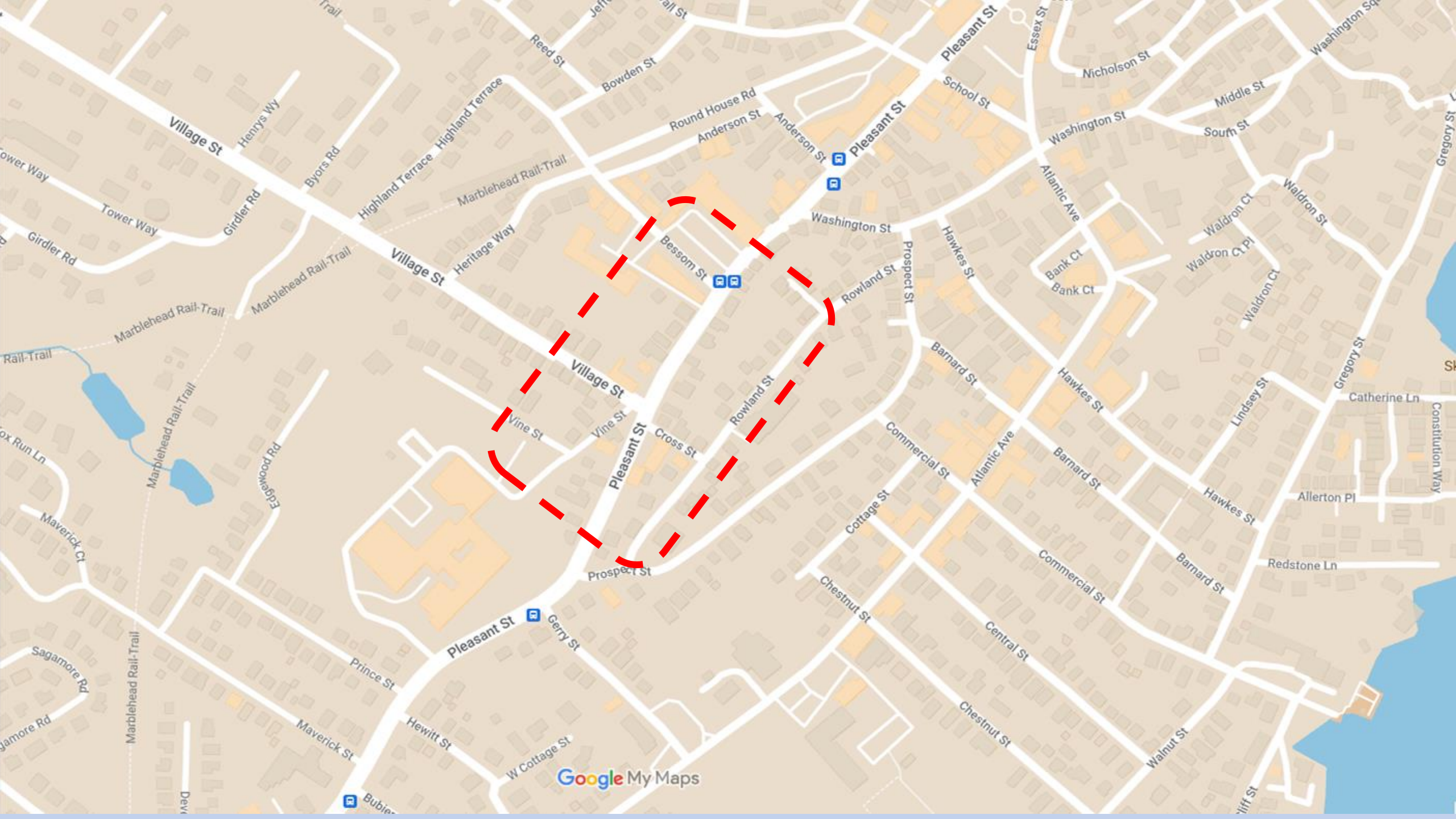
¹ The original Indicator language is modified in this rubric to reflect a more expansive definition of student success that is inclusive of college and career readiness. This definition is reflected in the other model rubrics as well as Massachusetts policies and initiatives to improve outcomes for all students.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
IV-F. Managing Conflict	Does not respond to disagreement or dissent and/or does not address conflict in a solutions-oriented or respectful manner. Does not attempt or fails to build consensus within the district and school communities.	Responds respectfully to most cases of disagreement and dissent, but employs only a limited range of strategies to resolve conflict and build consensus within the district and school communities, with varying degrees of success.	Employs strategies for responding to disagreement and dissent, constructively resolving conflict, and building consensus throughout district and school communities, while maintaining a commitment to decisions that are in the best interest of all students.	Models a variety of strategies for responding respectfully and effectively to disagreement and dissent, and resolves conflicts in a constructive manner such that all parties are able to move forward productively. Regularly strives to achieve consensus within the district and school communities, while maintaining a commitment to decisions that are in the best interest of all students. Empowers and supports administrators to use these approaches in their own leadership.

Pouring Concrete Sidewalks around the Village/Vine/Pleasant Intersection

A description of the impact on walkers and bikers in the area





Concrete Sidewalk Pouring Schedule

- Tuesday, October 11th
 - Concrete Pouring
 - Sidewalk on the North side of Village Street will be poured
 - Sidewalk on the Village Plaza side of Pleasant Street will be poured
 - Impact on students walking/biking
 - Students headed towards Village or MVMS on Pleasant will have to cross at Bessom Street recross at Village Street to walk up Vine to MVMS or Village Street to Village School
- Wednesday, October 12th and/or Thursday, October 13th
 - Concrete Pouring
 - Sidewalk on Vine Street will be poured
 - Sidewalk on Pleasant near the B&B Restaurant will be poured
 - Impact on students walking/biking
 - No middle school walkers/bikers up Vine Street, students will cross Pleasant at Village, and will then go up the front hill of MVMS
 - Students headed to Village will be able to walk/bike along the North Side of Village Street

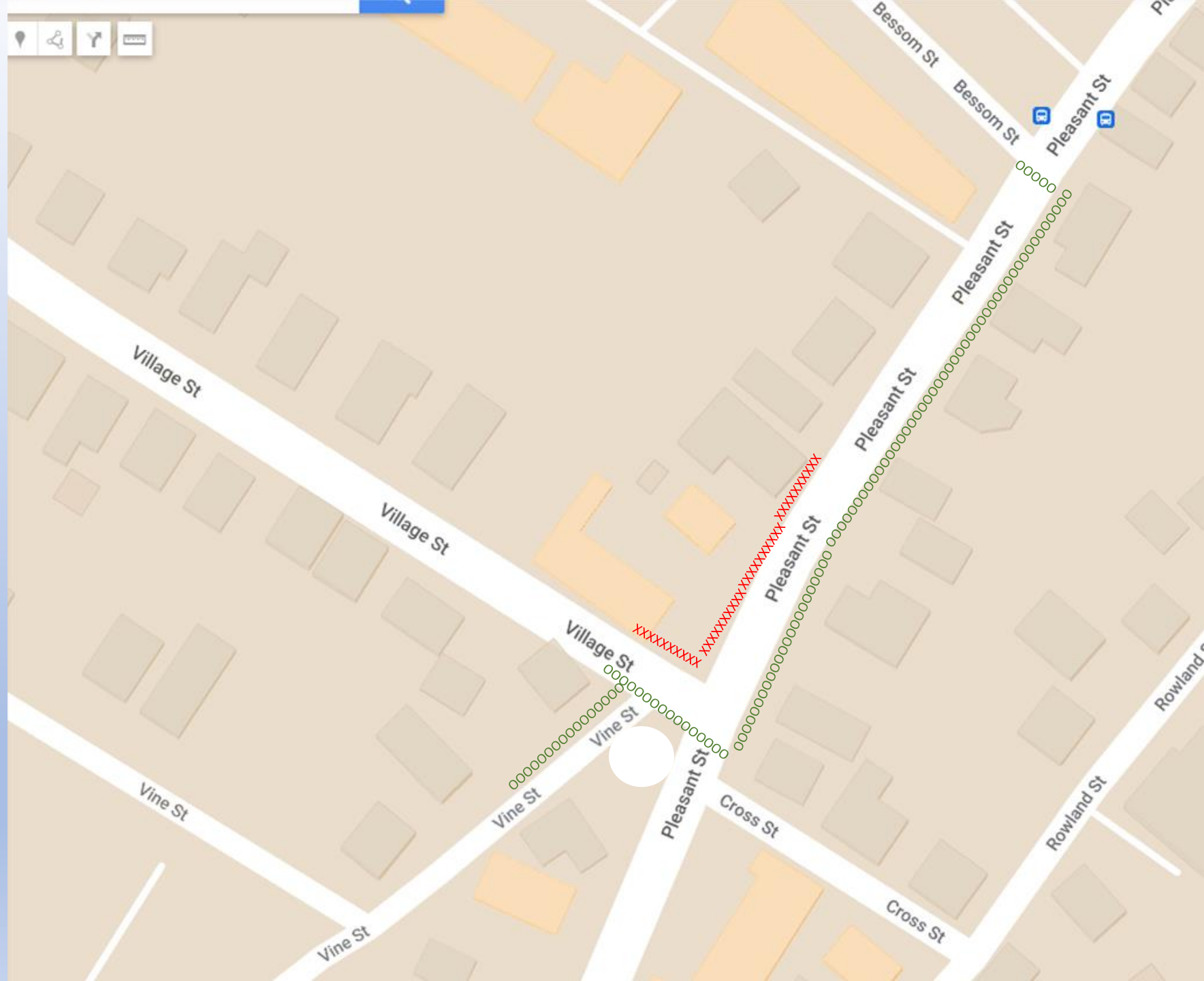
Tuesday, October 11th

Sidewalk being poured,
**CLOSED TO PEDESTRIANS
AND BIKES**

Red X's

Students using Pleasant must
cross at Bessom Street, and
then recross at Village to get
to MVMS or the Village
School

Green Circles



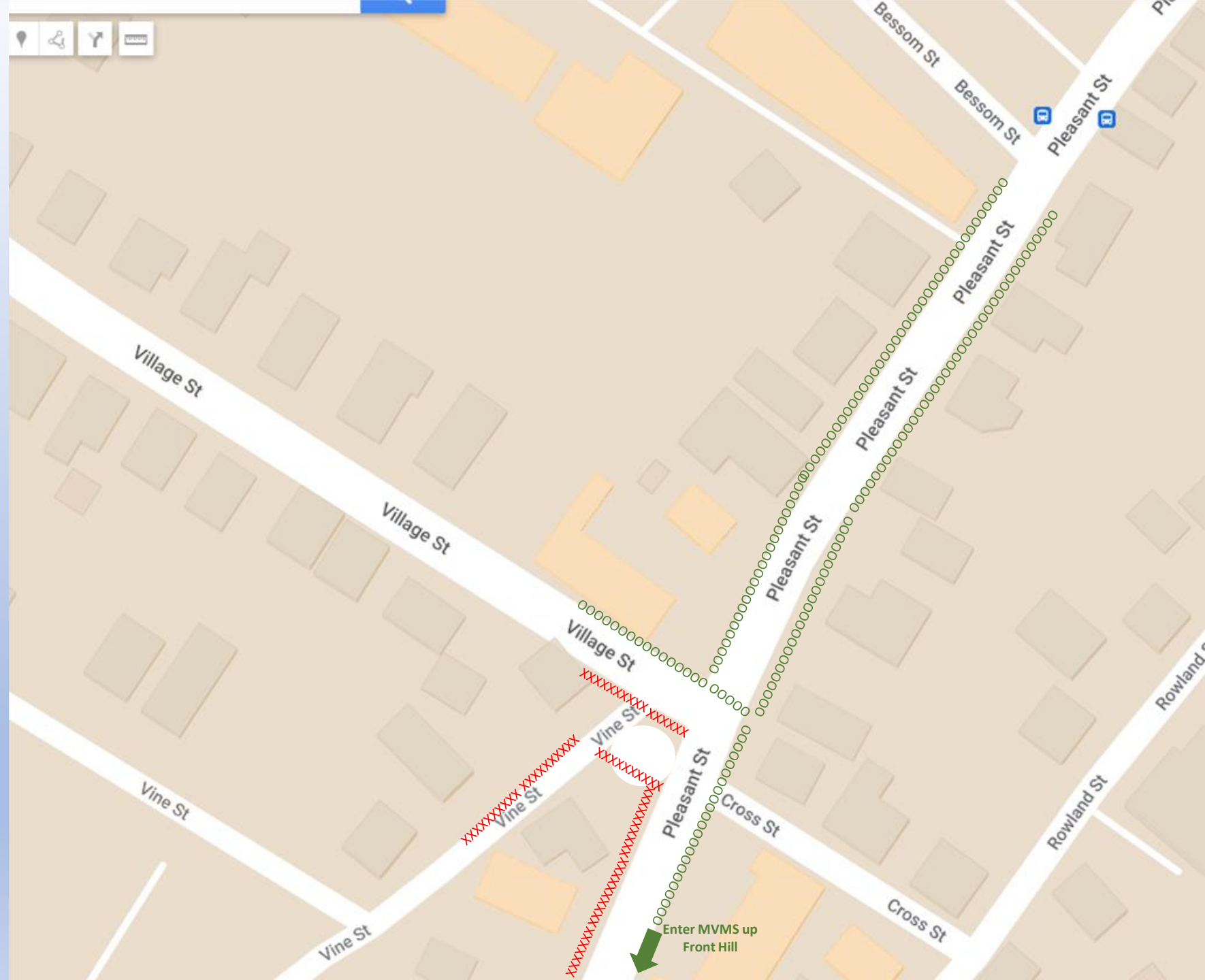
Wednesday, October 12th and/or Thursday, October 13th

Sidewalk being poured
CLOSED TO PEDESTRIANS AND BIKES
NO WALKERS OR BIKERS MAY COME UP VINE STREET

Red X's

Students will enter the MVMS campus via the front hill
Students going to Village can go up the North side of Village St.

Green Circles



Questions?



MARBLEHEAD
PUBLIC SCHOOLS

Business Office
9 Widger Road,
Marblehead, MA 01945
phone: 781.639.3140
fax: 781.639.3149

MEMORANDUM

TO: Marblehead School Committee
FROM: Michelle Cresta
DATE: September 30, 2022
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
22686	\$ 70,811.96
22688	\$ 10,350.50
22689	\$ 32,697.07
22690	\$ 16,846.80
22692	\$ 95,696.67
22696	\$ 92,654.06
22698	\$ 27,750.00
22714	\$ 15,403.71
22715	\$ 438.75
22722	\$ 24,558.63
22723	\$ 46,883.48
22724	\$ 73,063.90
22725	\$ 10,475.67
TOTAL	\$ 517,631.20

Suggested Motion:

Motion to approve the identified schedules totaling \$517,631.20.

Proposed: Curriculum and Instruction and Student Life Subcommittee



Pfs:

Fully align teaching & learning, Prek-12, with our multi-tiered system of supports (MTSS) framework to ensure all students meet or exceed academic & social- emotional learning expectations.

Year II Goals:

1.1 Develop consistent systems, common assessments, & processes for data inquiry & analysis to support instructional excellence & student growth.

1.2 Expand & refine instruction to ensure the taught curriculum is consistent & equitable for all students.

Meeting I	Understanding the District's Scope and Sequence
Meeting II	Standards based reporting
Meeting III	What is data telling us?
Meeting IV	Planning for an informed budget

On Oct 3, 2022, at 12:09 PM, MarbleheadParents2022 <marbleheadparents2022@proton.me> wrote:

Good afternoon, Mr. Fox -

A petition was started by a few parents to see if there was any interest in changing the current PE "changing of clothes" requirement. PE happens almost daily for two quarters of the year at MVMS. Students need to bring an extra change of clothes with them every day no matter what - at minimum a shirt. Then they change before and after PE. Please consider making it optional, and holding the students accountable for coming dressed appropriately. Thank you.

<https://www.ipetitions.com/petition/please-make-changing-clothes-for-pe-optional>

The reason for this petition is to respectfully ask that students who attend Marblehead Veterans Middle School be allowed to make their own choice about changing before and after PE. If a student would like to get changed prior to PE, they should be allowed. If a student is already dressed appropriately to participate, then they shouldn't be required to change. Changing wasn't required during COVID - why go back?

1-It adds stress for being late to class.

2-There's much anxiety about publicly changing in a room that's unsupervised. Our children have been through a lot in the last two years, and they don't need another layer of stress.

3 - Marblehead High School, Marblehead Community Charter Public School and Village do not require changing.

Keep P.E. stress free! The five minute change time can be used for a break for 7th and 8th grade. They only have a single lunch break for the entire day - taking a 5 minute break while classmates change offers a chance to decompress.

This is a great opportunity to make some positive changes, without being required to change any clothes!

- 49 Nicole Greenway - September 24, 2022, 4:46 PM
- 48 Bernadette Peebles - September 23, 2022, 1:58 AM
- 47 Tara S - September 23, 2022, 1:09 AM
- 46 Jennifer Stockbridge - September 22, 2022, 10:40 PM
- 45 James Slavet - September 22, 2022, 9:28 PM
- 44 Nicole Parkman - September 22, 2022, 12:36 AM
- 43 Courtney Munroe - September 21, 2022, 10:11 AM
- 42 MaryGrace Kane - September 21, 2022, 2:21 AM
- 41 Kristen Black - September 21, 2022, 1:28 AM
- 40 Julie Peach - September 21, 2022, 1:08 AM
- 39 Funda Shafer - September 21, 2022, 12:30 AM
- 38 Jessica Merriam - September 21, 2022, 12:08 AM
- 37 Susan Barr - September 21, 2022, 12:08 AM
- 36 Tanya Braganti - September 20, 2022, 11:52 PM
- 35 James Horgan - September 20, 2022, 11:51 PM
- 34 Jen Roszell - September 20, 2022, 11:23 PM
- 33 Araceli Kane - September 20, 2022, 9:39 PM
- 32 Kerry Horgan - September 20, 2022, 9:07 PM
- 31 Stephanie Siden - September 20, 2022, 8:50 PM
- 30 Helen Riegle - September 20, 2022, 8:42 PM
- 29 Ana Fernandes - September 20, 2022, 8:26 PM
- 28 Lisa Hogue - September 20, 2022, 8:26 PM
- 27 Barbara Burke - September 20, 2022, 4:25 PM
- 26 Mandy Caruso - September 20, 2022, 4:24 PM
- 25 Sunny Choi - September 20, 2022, 3:05 PM
- 24 Sue Waller - September 20, 2022, 2:19 PM
- 23 Sally Moores - September 20, 2022, 2:01 PM
- 22 Olivia Dolce - September 20, 2022, 1:22 PM
- 21 Tricia Gardella - September 20, 2022, 1:17 PM
- 20 Erica Corrigan - September 20, 2022, 1:10 PM
- 19 Lily Sanchez - September 20, 2022, 12:52 PM
- 18 Elizabeth Dwyer - September 20, 2022, 12:36 PM
- 17 Emily DeWitt In today's world, athleisure wear is standard attire for most students. Our children aren't wearing uniforms or formal clothing or shoes. The intimate nature and logistics of changing outfits and shoes within a short period of

time in an unsupervised environment imposes unnecessary stress on some students. Let it be optional with the extra time given to teach students about personal hygiene and how their physical health keeps them mentally healthy as well! A

“recommendation” would accommodate all students equitably. September 20, 2022, 12:33 PM

16	Corinne Cole	-	September 20, 2022, 12:33 PM
15	Jessica McConnell	-	September 20, 2022, 12:32 PM
14	Kate Swanson	-	September 20, 2022, 12:10 PM
13	Kim	-	September 20, 2022, 12:09 PM
12	Jennifer OLeary	-	September 20, 2022, 11:18 AM
11	Carmen Reid	-	September 20, 2022, 11:18 AM
10	Stephanie Sullivan	-	September 20, 2022, 11:10 AM
9	Gina Hartley	-	September 20, 2022, 10:51 AM
8	Jennifer Eaton	-	September 20, 2022, 10:47 AM
7	Samantha Rosato	-	September 20, 2022, 10:41 AM
6	Jessica Fontela	-	September 20, 2022, 10:40 AM
5	Michelle Duffy	-	September 20, 2022, 10:29 AM

4 Erin Noonan Optionality makes the most sense for where we are in 2022. Middle school students really need bodily autonomy, are already experiencing enough sources of puberty related discomfort, most all wear athleisure clothes anyway, and we can recognize the both the gender identity issues, non-hetero based sexuality, as well as abundance of access to cameras and internet. Students can be held accountable for performance and footwear/clothing on gym days without mandating changing. Let’s do better and be sensitive to the realities and zeitgeist of the time. September 20, 2022, 3:16 AM

3	Kimberly Poitevin	-	September 20, 2022, 3:08 AM
2	Carrie McGovern	-	September 20, 2022, 2:30 AM
1	Beth DeSimone	-	September 20, 2022, 2:20 AM