

MERSD School Improvement Plan
Manchester Memorial Elementary School
 2024-2026 - Updated 9/2025



Every student is at the center of decision-making.

District Strategic Initiative 1 (DSI:1)

Establish and foster an authentic Pre-K-12 learning environment.

1. *Conduct external elementary school level assessments of current practice inclusive of authentic learning self-study. [Student Centered, Student Achievement]*
2. *Define “student centered authentic learning” and develop internal needs assessments for secondary level schools. [Student Centered, Student Achievement]*
3. *Map and deliver a developmentally differentiated professional development plan informed by the outcomes of school-based assessments.*
4. *Strengthen traditional academic program practices to ensure horizontal and vertical articulation. [Student Centered, Student Achievement]*
5. *Develop community partners to provide opportunities for students to connect learning to real-life application. [Family and Community Partnership]*
6. *Prioritize and support programming to promote creativity, innovation, and the arts. [Student Centered, Family Community Partnership]*

| School Goals | Resources & Responsibilities | Deliverables (what & when) Measures of Implementation Documentation |
|--|--|--|
| MMES will continue the process to receive NEASC Elementary Accreditation. This will be done as a collaborative exercise with our EES counterparts. One focus area will be to align the Authentic Learning Experiences at both elementary schools. DSI 1.1, 1.2, 1.3, 1.4 * | <ul style="list-style-type: none"> ● MMES Principal ● MMES Staff | <ul style="list-style-type: none"> ● NEASC Final Report submitted - Sep 24 ● NEASC Priority Areas for Growth submitted - Sep 24 ● NEASC Report to be received - Nov-Dec '24 ● NEASC Steering Committee to review recommendations and present to staff- Jan '25 - Mar '25 ● NEASC Report Shared with Community - Apr '25 ● NEASC Recommendations integrated into SIP Update - Sep '25 ● NEASC progress presented during SIP Presentation - Sep '26 |

MMES will work collaboratively with district staff and EES staff to design a shared MERSD Elementary Teacher Assistance Team consultation model

DSI 1.3, 1.4 *

- MMES Principal
- Director of Student Services
- MMES TAT Team

- Best practice and past practice review - Sep '24-Dec '24
- Current practice overview comparison - Sep '24-Dec '24
- MERSD TAT Consultation Model developed and flow chart created/adjusted - Dec '24-Jun '25
- MERSD TAT Consultation Model presented to staff and implemented- Aug '25-Jun '26

MMES administration will collaborate with EES administration and the Director of Curriculum, Instruction, and Technology to develop and implement a plan for instructional coaching in the area of literacy and mathematics.

DSI 1.3 1.4 *

- MMES Principal
- Director of Curriculum, Instruction, and Technology
- MERSD MTSS Team
- MMES Teachers

- Monthly Meetings with Instructional Coaches - Sep '24- Jun'26
- Monthly Elementary Leadership Meetings - Sep '24- Jun'26
- Collaborative Evaluations completed - May '25 and May '26

MERSD Instructional Coaches will work with teachers to add at least one novel Authentic Learning Activity to each grade level.

DSI 1.1, 1.2 & 1.5 *

- MMES Principal
- Director of Curriculum, Instruction and Technology
- MERSD Instructional Coaches
- MMES Teachers

- Current list of authentic learning activities shared and expanded - Oct/Nov '24
- Additional authentic learning activities implemented, evaluated, and documented Oct '24-Jun '26
- Record of identified authentic learning experiences expanded to include novel grade level experiences - Jun '26

MERSD Instructional Coaches will design and implement an annual Family Literacy Night and Family Mathematics Night to partner with our students' families in each content area.

DSI 1.1, 1.2 & 1.5*

- MMES Principal
- Director of Curriculum, Instruction and Technology
- MERSD Instructional Coaches
- MMES Teachers

- Family Literacy/Mathematics Night Plan Developed - Oct-Dec '24
- Opportunities for grant funding explored - Oct-Dec '24
- Family Literacy/Mathematics Night Plan Implemented - Mar '25
- Family Literacy/Mathematics Night Plan Evaluated and Revised - Jun '25- June '26

MMES administration will collaborate with EES administration to develop and implement a plan for the new Library Teaching Assistant to support students and staff with authentic learning activities

*DSI 1.3 1.4 **

- MMES Principal
- MERSD Librarian
- MERSD Library TA

- Quarterly Meetings with Elementary Library Staff - Sep '24- Jun'26
- Monthly Elementary Leadership Meetings - Sep '24- Jun'26
- Collaborative Evaluations completed - May '25 and May '26

MMES will collaborate with EES administration and staff to align performing arts curriculum and performances.

*DSI 1.6**

- MMES Principal
- MMES Music Teacher
- MMES Band Instructor

- Common Elementary Music Expectations and Plan Developed - Dec. '24
- Congruent K-5 Winter and Spring Culminating Music Performances Implemented - Dec '24 - Jun '26

MMES Staff will embark on a two-year process of observing job-a-like peers in and out of MMES to learn new strategies for classroom management, instructional delivery, and authentic learning.

*DSI 1.1, 1.4, 1.6 **

- MMES Principal
- MMES Teachers

- School-wide evaluation goal established - Sep '25
- Transparent Classroom List Expanded - Sep '25
- Classroom coverage schedule and sign up created and distributed - Oct. '24 / Oct. '25
- Monthly half day coverage schedule and signup created and distributed to enable visits outside of MMES - Oct. '24 / Oct. '25
- Teacher Goals Submitted and Evaluated - May '25 and May '26

NEASC Priority Area #1 Goal Statement: The schools will collectively articulate a written curriculum in a consistent format, including units of study with guiding/essential questions, concepts, content and skills, instructional strategies, and assessment practices for all grades and all subject areas across the two schools (2.2a, 2.2).*

- MERSD Director of Curriculum
- MMES Principal
- MMES Staff

- Continue curriculum mapping across all content areas following the model created for ELA - June '26 and ongoing
- Use identified beliefs about learning to enhance the curriculum with best practices in content areas - June '26 and ongoing
- Identify opportunities within the curriculum at each grade level where students will have the opportunity to develop, practice, and get feedback on their acquisition of the skills identified in the vision of the graduate - June '26 and ongoing

NEASC Priority Area #2 Goal Statement: The schools will use a dynamic, collaborative, and

- Draft, present, and elicit feedback on a set of common beliefs about learning - Dec '25

inclusive process informed by current research to develop their shared core values and beliefs about learning in alignment with the district vision of the graduate (1.2a, 1.2)*

- MERSD Director of Curriculum
- MMES Principal
- MMES Staff

- Consider ways current instructional practices align or do not align with the draft beliefs about learning, and identify strategies to improve alignment - May '26
- Refine and publish common beliefs about learning - June '26

NEASC Priority Area #3 Goal Statement: The schools will ensure that the vision of a graduate is actively reflected in the school culture and is known and understood by all stakeholders (1.2, 2.1).*

- MERSD Director of Curriculum
- MMES Principal
- MMES Staff

- Ensure the core values, beliefs about learning, and vision of the graduate include the school's commitments to diversity, equity, inclusion, and belonging - May '26
- Create a VOG Matrix for the elementary grades
 - For each of the six VOG areas, identify the specific ways the skills in that area are currently being developed in the elementary curriculum and learning experiences - May '26
 - Identify benchmarks or goals at critical grade levels, such as grades 2 and 5 with key expectation criteria - Beyond May '26
 - Identify aspects of the vision of the graduate that may require additional focus or the development of expanded learning opportunities - Beyond May '26
 - Articulate age- and grade-appropriate expectations for elementary students in each area - Beyond May '26
 - Develop strategies for students to get feedback on their development of the knowledge, skills, and dispositions identified in the vision of the graduate - Beyond May '26
- Integrate the vision of the graduate into the written elementary curriculum documents - May '26 and ongoing
- Ensure the core values, beliefs about learning, and vision of the graduate are actively reflected in the school culture and guide the school's policies, procedures, decisions, and resource allocations - May '26 and ongoing
- Develop and implement a formal process to assess and communicate individual learner progress toward achieving the district's vision of the graduate to learners and their families - May '26 and ongoing

- Develop an annual report on whole-school progress toward learners' achievement of the vision of the graduate -Beyond May '26

Strategic Initiative 2

Integrate social emotional learning into all aspects of the school day.

1. Create a K-12 SEL Leadership model charged with training staff on ways to integrate a variety of strategies to help increase student availability for learning. [Student Achievement, Student Centered, Equity]
2. Create a Vertical SEL Team to support the implementation of SEL informed instruction. [Student Achievement, Student Centered]
3. Design an integration plan and rubric to use to measure effectiveness of SEL integration at the individual student and classroom level. [Student Achievement, Student Centered, Equity]
4. Involve families and the community in the SEL work that our staff and students are engaged in. [Family and Community Partnerships]

| School Goals | Resources & Responsibilities | Deliverables (what & when) Measures of Implementation Documentation |
|---|---|--|
| MMES will work with the SEL Leadership Team and EES staff to implement the developed SEL Scope and Sequence. <i>DSI 2.2 *</i> | <ul style="list-style-type: none"> • EES Principal • EES Teachers • SEL Leadership Team | <ul style="list-style-type: none"> • Share Scope and Sequence with EES staff- Sept-Oct 24 • Implement scope and sequence during school day- June 25 • Feedback and refinement to SEL Leadership Team- June 25 • Continued implementation using feedback/revisions- June 26 |
| MMES staff will provide resources for families (via weekly newsletter) to support students who are facing struggles with anxiety and other mental health challenges. This will include a collaboration with a child psychologist with specific expertise in these areas <i>DSI 2.4 *</i> | <ul style="list-style-type: none"> • MMES Principal • MMES Counselor • Director of Student Services • Child Psychologist Consultant | <ul style="list-style-type: none"> • Admin Training - Sep '24 • Staff Training - Dec '24 • Monthly Newsletter Outreach- Nov '24-Jun '26 |
| MMES will design and implement a new MTSS - Positive Behavior and Expectations plan that includes teaching expectations to students, increased student leadership, and recognition system. <i>DSI 2.4</i> | <ul style="list-style-type: none"> • MMES Principal • MMES Counselor • MMES Staff | <ul style="list-style-type: none"> • New Model developed and introduced to staff and students - Sep '24 • Implementation of positive behavior recognition system - Sep '24-Jun '26 • Evaluation and revision of plan - Jun '25 |

Strategic Initiative 3

Celebrate and nurture an inclusive and diverse school culture that recognizes the contributions and uniqueness of all individuals.

1. Identify and hire a consultant/coach to support the district in achieving cultural proficiency in the area of diversity, equity and inclusion. [Student Centered, Student Achievement, Equity, Family and Community Partnership, Resources]
2. Conduct a cultural proficiency, diversity, equity, and inclusion assessment. [Student Centered, Student Achievement, Equity, Family and Community Partnership, Resources]
3. Build on and expand inclusion and cultural competence training for staff and students.

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|---|---|---|
| MMES will implement the “Investigating History” curriculum as it is released by DESE. This will provide more relevant and inclusive perspectives to students when learning about historical events. <i>DSI 3.3*</i> | <ul style="list-style-type: none"> ● MMES Principal ● MMES Teachers ● MERSD Director of Curriculum | <ul style="list-style-type: none"> ● Grade 5 - Sep ‘24-Jun ‘25 ● Grade 3 and 4 - Sep ‘25-Jun’26 (pending DESE release) |
| MMES will collaborate with EES to expose students to authors from diverse backgrounds to increase global awareness and appreciation of diverse cultures. <i>DSI 3.3*</i> | <ul style="list-style-type: none"> ● MMES Principal ● Elementary Librarian ● MMPTO Support | <ul style="list-style-type: none"> ● Hena Kahn - ‘24-’25 ● TBD - ‘25-’26 |
| MMES will implement proactive outreach to families of students who are transitioning into our specialized programs to ensure they have a successful social transition to MMES. <i>DSI 3.3</i> | <ul style="list-style-type: none"> ● MMES Principal ● MMES Counselor ● Director of Student Services ● Specialized Program Staff ● Team Chairperson | <ul style="list-style-type: none"> ● Proactive outreach process to begin - May ‘25/’26 ● Transition Plans developed by counselor/families/team chairperson - May ‘25/’26 ● Transition Plans implemented by counselor/staff - Aug/Sep ‘25/’26 |
| In a proactive approach to increasing student need for movement breaks, sensory breaks, and incentive programs, multiple areas in the school will be established as calm spaces and spaces for physical movement. <i>DSI 3.3</i> | <ul style="list-style-type: none"> ● MMES Principal ● MMES Counselor ● Director of Student Services ● Specialized Program Staff ● MMPTO Support | <ul style="list-style-type: none"> ● Materials and equipment purchased via PTO funds - Aug/Sep ‘24 ● Expectations explained to students and staff - Sep/Oct ‘24 ● Spaces utilized by students under the direction of staff - Sep ‘24 - Jun ‘26 (ongoing) |

Strategic Initiative 4

Ensure funding for a stable, multi-year budget and capital improvement plan through collaboration with town and community partners.

1. *Develop and pass a budget that maintains quality and forward progress maintaining efficient practices but shifting to greater advocacy for increased funding to the District.*
2. *Articulate large and small scale operational and facilities capital needs and obligations. [Student Centered, Student Achievement, Equity, Family and Community Partnerships, Resources]*
3. *Continue to evolve the central administrative organization structure to efficiently and effectively support district wide improvement goals. [Student Centered, Student Achievement, Resources]*
4. *Review personnel efficiencies to improve or adjust delivery of programs. [Student Centered, Student Achievement, Equity, Resources]*

| School Goals | Resources & Responsibilities | Deliverables (what & when) Measures of Implementation Documentation |
|--|------------------------------|--|
| MMES administration will work collaboratively with MERSD district staff to identify materials and staffing gaps in areas highlighted by the NEASC report.* | ● MMES Principal | ● Budget Request - Oct '24-Jun '26 |

DSI 4.1-4*

***Shared goal with EES**