

MERSD School Improvement Plan
Essex Elementary School
Manchester Memorial Elementary School
2026-2028



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.

School Goals	Resources & Responsibilities	Deliverables (what & when) Measures of Implementation Documentation
NEASC Accreditation: The schools will use the NEASC accreditation process as a framework for continuous school improvement. Following the October 2026 decennial accreditation visit, the schools will analyze the NEASC visiting team's findings and recommendations, identify priority areas for growth, and implement targeted action steps that strengthen teaching, learning, school culture, and student outcomes.	• Principals • Director of Curriculum and Technology • Elementary Teachers	• Fall 2026: Host NEASC Decennial visit • Fall2026-Spring 2027: Review and present revised growth plan to staff • Spring 2027: Staff to collaboratively analyze revised growth plan recommendations and update school goals as needed. • Fall 2028: Implement recommended goal areas
Mathematics: 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. In conjunction with this work, the schools will research, pilot, and evaluate potential new	• Principals • Director of Curriculum and Technology • Elementary Math Curriculum Review Team • Elementary Teachers	• Fall 2026: Evaluate and identify mathematics curriculum materials to pilot in the 27-28 school year. • Spring 2027: Pilot/field test curriculum materials • Spring 2027-Fall 2028: Train staff and implement updated mathematics curriculum materials

mathematics curriculum resources to inform future curriculum adoption and implementation.

Inclusion of authentic mathematics learning opportunities will be explored through the curriculum adoption process.

- Spring 2028: Prepare to develop common curriculum maps for mathematics.

History/Social Science: 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.

The Investigating History curriculum provides an authentic learning experience by engaging students in meaningful historical inquiry, where they analyze evidence, consider multiple perspectives, and apply their learning to understand the past and its connection to the world today.

- Principals
- Director of Curriculum and Technology
- Elementary Investigating History School Champions
- Elementary Teachers

- Fall 2026: Begin implementation of Investigating History at Grade 3 and Grade 4
- Fall 2026-2027: Professional Development for Grades 3-5 teachers in implementation of curriculum
- Spring 2027-Spring 2028: Develop common curriculum maps for Investigating History Grades 3-5

Vision of the Graduate: 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

- Principals
- Director of Curriculum and Technology
- Elementary Teachers

- Fall 2026: Identify where VOG competencies are already reflected in current curriculum and school practices.
- Fall 2026: Organize VOG competencies into a matrix for each school that identifies areas of strength and areas for enhancement - [EXAMPLE \(Draft\)](#)
- Fall 2026-Fall 2027: Staff will write goals to bolster areas of the VOG where needed.
- VOG competencies will be made visible in classrooms through referencing in lessons and in the environment.
- Spring 2028: Establish a sustainable process for maintaining alignment through incorporating VOG into district curriculum review/mapping process and new curriculum adoption process

Strategic Initiative 2

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

School Goals	Resources & Responsibilities	Deliverables (what & when) Measures of Implementation Documentation
RULER: The schools will strengthen the consistent implementation of RULER practices and SEL-informed instruction across grade levels, ensuring that students have regular opportunities to develop and apply emotional awareness, self-regulation, and relationship-building skills.	● Elementary SEL Curriculum Team ● Teachers ● Counselors	● Fall 2026: Identify core practices and expectations across PreK–5 ● Spring 2027: Implement and document core SEL practices through classroom instruction, routines, and schoolwide activities ● Ongoing: Provide staff with professional learning and opportunities to share effective SEL practices. ● Spring 2028: Evaluate implementation, collect staff feedback, and refine practices to promote consistency and student application
SEL Systems: The schools will develop systems for using multiple sources of SEL and school climate data to identify trends, inform tiered instruction, and strengthen supports for students	● Elementary SEL Curriculum Team ● Teachers ● Counselors	● Fall 2026: Identify appropriate sources of SEL and school climate data ● Winter 2027: Establish baseline data related to student regulation, belonging, relationships, and engagement ● Winter 2027-ongoing: Develop a process for reviewing SEL data at the classroom, grade, and school levels ● Winter 2027: Use data to identify areas requiring additional Tier 1 SEL instruction or targeted support ● Ongoing: Monitor the effectiveness of SEL strategies and adjust practices based on student data ● June 2027 and June 2028: Evaluate schoolwide SEL trends annually and identify priorities for the subsequent year

Strategic Initiative 3

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

School Goals	Resources & Responsibilities	Deliverables (what & when) Measures of Implementation Documentation
Investigating History: The schools will implement the Investigating History program that was developed by the Department of Elementary and Secondary Education in grades 3-5. An objective of this program is to present multiple perspectives of historical events to students. The program seeks to teach kids how to think about these events, not what to think about them.	• Principals • Director of Curriculum and Technology • Elementary Investigating History School Champions • Elementary Teachers	• Fall 2026: Begin implementation of Investigating History at Grade 3 and Grade 4 • Fall 2026-2027: Professional Development for Grades 3-5 teachers in implementation of curriculum • Spring 2027-Spring 2028: Develop common curriculum maps for Investigating History Grades 3-5
Inclusivity: Over the next two years, the schools will strengthen an inclusive and responsive school culture that recognizes, values, and supports the unique strengths, identities, and needs of every student. As our student population becomes increasingly diverse, including a growing range of neurodiverse learners, we will enhance staff practices, learning environments, and schoolwide systems to ensure all students continue to experience a strong sense of belonging, meaningful participation, and equitable access to learning and the school community.	• Principals • Special Education Teachers • School Psychologist • School Adjustment Counselor • Classroom Teachers	• Fall 2026: The schools will provide professional learning focused on neurodiversity, inclusive practices, and supporting diverse learning and behavioral needs. • Fall 2026-Spring 2027: Strengthen classroom and schoolwide practices that promote belonging, acceptance, and appreciation of individual differences. • Spring 2027-Spring 2028: Review learning environments, routines, and supports to identify and reduce barriers to student participation and success.

- Fall 2026-Spring 2028: Use student, staff, and family feedback to monitor students’ sense of belonging and identify areas for improvement.
- Fall 2026-Spring 2028: Expand opportunities for students to recognize and celebrate the strengths, perspectives, cultures, and contributions of others.

Strategic Initiative 4
Ensure funding for a stable, multi-year budget and capital improvement plan through collaboration with town and community partners.

School Goals	Resources & Responsibilities	Deliverables (what & when) Measures of Implementation Documentation
Over the next two years, the schools will identify and advocate for the needs of the schools while making responsible and sustainable use of available resources.	● Principals ● Elementary Staff ● School Councils	● Fall 2026 & Fall 2027: Aligned and targeted personnel and materials budgets will be developed and presented to stakeholders (including EES and MMES School Councils) and decision makers.



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