

MERSD Strategic Plan Overview

Mission

The Manchester Essex Regional School District (MERSD) provides a high quality, comprehensive, student-centered educational experience that supports students' academic, social, and emotional development and prepares them for a post-secondary educational or service experience, a career, and life as an engaged member of society.

Vision

MERSD, with the partnership and support of member communities, will provide educational opportunities and resources so that all students can realize their individual, unique, and highest potential, achieve academic excellence, value integrity and honesty, and become intellectually curious and critical thinkers.

Core Values

Student Centered

We believe schools must establish a safe environment that supports the development of all students. Schools must engage all aspects of a child's development, including knowledge, a sense of self, emotional well-being, physical health, and skills and strategies to negotiate an ever-changing and unpredictable world.

Student Achievement

We believe MERSD should foster a learning environment that encourages academic achievement, social and emotional freedom and engagement, collaboration and creative problem-solving; the skills to confront new ideas with both rigor and sensitivity, and the awareness to and ability to extend the skills beyond the academic core to include experiential learning, the arts, cultural awareness, and physical and social emotional health.

Equity

We believe our schools must strive to create a just and equitable environment that respects individual differences and the diversity of, our communities, country, and world.

Family & Community Partnerships

Schools are a reflection of their communities. We believe that providing a quality education that prepares our students for an unpredictable world is a shared responsibility, fostered by partnerships among the schools, families, educational non-profits, businesses and the community-at-large.

Resources

We believe the District and our community partners should collaborate to provide the necessary funding to equip our students with the essential critical thinking, analytic, communication, and problem-solving skills they need to be productive, contributing members of our local and global communities and deliver on the promise of our students' potential.

Vision of the Graduate

Empathetic Global Citizen
Responsible Collaborator
Critical Thinker
Effective Communicator
Personally Accountable
Social/Emotional Awareness
Innovative and Creative

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| Theory of Action | | |
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| <p><i>If we</i></p> <p><i>Keep students at the center of decision making and practice</i></p> <p><i>Cultivate a collaborative and inclusive culture</i></p> <p><i>Articulate the relationship between social emotional well-being and student achievement</i></p> <p><i>Engage in two-way communication with our community</i></p> <p>Then...</p> <p><i>Students will realize their individual, unique, and highest potential, achieve academic excellence, value integrity and honesty, and become intellectually curious and critical thinkers.</i></p> | | |
| Strategic Initiatives Priorities | | |
| <p>1. Establish and foster authentic Pre-K-12 learning environment.</p> | <p>2. Integrate social emotional learning into all aspects of the school day to provide.</p> | <p>3. Celebrate and nurture an inclusive and diverse school culture the recognizes the contributions and uniqueness.</p> |
| <p>4. Maintain a sustainable multi-year operational budget and capital improvement plan.</p> | | |
| Strategic Objectives | | |
| <p>Establish and foster authentic Pre-K-12 learning environment.</p> | <p>Integrate social emotional learning into all aspects of the school day to provide.</p> | <p>Celebrate and nurture an inclusive and diverse school culture the recognizes the contributions and uniqueness.</p> |
| <p>1. Train and implement project-based learning and authentic assessment across all grade levels to meet the unique needs of all students. [Student Centered]</p> <p>2. Prioritize and support programming to promote creativity, innovation, and the arts.[Student Centered, Family Community Partnership]</p> <p>3. Train and reinforce the concept of flexible learning across the grade levels to provide individualized learning opportunities for students. [Student Centered, Student Achievement, Equity]</p> <p>4. Implement consistent district data collection and analysis practices across all grade levels to support</p> | <p>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]</p> <p>2. Create a Vertical SEL Team to support the implementation of SEL instruction. [Student Achievement, Student Centered]</p> <p>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]</p> <p>4. Involve families and the</p> | <p>1. Identify and hire Diversity, Equity & Inclusion (DEI) consultant/coach. [Student Centered, Student Achievement, Equity, Family and Community Partnership, Resources]</p> <p>2. Establish a working group. [Student Centered, Student Achievement, Equity, Family and Community Partnership, Resources]</p> <p>3. Conduct a DEI District assessment. [Student Centered, Student Achievement, Equity, Family and Community Partnership, Resources]</p> <p>4. Build on and expand inclusion and anti-bias training for staff</p> |

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| <p>student learning and growth. [Student Achievement]</p> <p>5. Develop community partners to provide opportunities for students to connect learning to real-life application. [Family and Community Partnership]</p> <p>6. Develop a common articulated K-12 curriculum, assessments, tools, and common practices. [Student Achievement]</p> | <p>community in the SEL work that our staff and students are engaged in. [Family and Community Partnerships]</p> <p>5. Investigate a variety of SEL tools, materials, and strategies for staff to integrate into their daily practice. [Student Centered, Resources]</p> | <p>and students.</p> <p>5. Pilot MyCAP at the middle and high school levels to establish ways for students to identify their own needs and uniqueness as learners. [Student Achievement, Student Centered, Equity, Family and Community Partnerships]</p> |
| <p>Ensure funding for a stable, multi-year budget and capital improvement plan through collaboration with town and community partners.</p> | | |
| <p>1. Review personnel efficiencies to improve or adjust delivery of program. [Student Centered, Student Achievement, Equity, Resources]</p> <p>2. Improve HR practices to reflect current and emerging needs and skills. [Equity, Resources]</p> <p>3. Articulate large and small scale operational and facilities capital needs and obligations. [Student Centered, Student Achievement, Equity, Family and Community Partnerships, Resources]</p> <p>4. Continue to evolve the central administrative organization structure to efficiently and effectively support district wide improvement goals. [Student Centered, Student Achievement, Resources]</p> | | |



Every student is at the center of decision-making.