






**Merged School Structures**—Below is a set of structures that are expected to be included in the Sarah Parker Remond Elementary School innovation plan. Resource: [From a Strong Foundation to a Stronger Future](#)—Rennie Center Winter 2026

	<p><b>Multi-age Experiences &amp; Community Building</b></p>	<p>The feeling of inclusivity and “being known” can be achieved through structured multi-age interactions such as community circles, mentoring programs, buddy classrooms, community meetings and celebrations, SEL block, etc.</p>
	<p><b>Content Instruction &amp; HQIM</b></p>	<p>Inclusive instruction paired with content that poses meaningful real-world problems will form the core of academic content blocks. Teachers will personalize instruction within grade-level cohorts and teachers will regroup based on data across the grade-level and within the classroom. Instruction in all content areas will be supported by high quality instructional materials and technology that are aligned to a rigorous interpretation of the state standards so that all students are challenged and supported. The focus will be on inquiry-based instruction that pushes students to forms of deeper learning.</p>
	<p><b>Continuous Progress Model</b></p>	<p><b>CORE:</b> Research shows that students of similar age often show readiness for learning in different ways, specifically one 2nd grader may be ready for accelerated work in math while also exhibiting gaps in reading. Meeting the unique needs of every child is a cornerstone of the revised innovation model. Ideally the Sarah Parker Remond School is committed to working toward a mastery-based model where learning is organized around student readiness as opposed to strict interpretations of seat time as defined by grade levels. Full implementation of a mastery-based system will be a process that will include:</p> <ul style="list-style-type: none"> <li>● Identifying a partner to work with the school to pilot stages of implementation that support the school in making the shifts in practice requisite in a mastery-based model.</li> <li>● Setting the foundation in SY2026-27 for future innovation including: <ul style="list-style-type: none"> <li>○ Use of data to support regrouping within classrooms</li> <li>○ Strategic push-in of additional staff to support gap closing and acceleration</li> <li>○ Leveraging Jumprope as a system for recording access to standards above and below grade-level</li> </ul> </li> </ul> <p><b>PLUS MORE:</b> In addition, meeting the individual needs of students will be amplified through a continuous improvement block that runs concurrently to core instruction where teachers use diagnostic data to further personalize instruction through small group instruction. This instructional block will be fluid, technology-enabled, not-time bound, data informed and grounded in a deep knowledge of the student’s strengths and needs. During the continuous improvement block, teachers leverage computer adaptive programs and small group instruction to both accelerate learning beyond grade-level standards and close gaps based on what the student needs throughout the year.</p>
	<p><b>Community-Embedded Learning</b></p>	<p>The resource-rich location of the Sarah Remond School provides unmatched opportunities for students to connect their learning to a rich sense of place and history in Salem and beyond. Students across grade levels will be provided with extended learning immersions in the community that facilitate engagement in authentic, real-world tasks that require the application of knowledge, skill-building and reflection.</p>
	<p><b>Diagnostic Instruction</b></p>	<p>In addition to knowing children’s interests, hopes and dreams, teachers will employ a responsive teaching approach in which educators continuously assess students’ understanding, skills, and misconceptions in order to identify specific learning needs and adjust instruction in real time so that instruction is just right. Rather than relying solely on end-of-unit assessments, diagnostic instruction uses frequent, low-stakes checks for understanding—such as observations, student work, conferences, and formative assessments—to determine what each student knows, what they are ready to learn next, and where targeted support or enrichment is needed.</p>



## Frequent Feedback

A central feature to the new innovation plan will be frequent opportunities for students to give and receive feedback.

- ***Student-led conferences***, held twice a year, will empower all students to communicate their goals, identities, strengths, and areas of growth to their caregivers.
- Students will ***regularly reflect*** on their work and progress toward their learning and personal growth goals.
- ***Student voice*** will be activated through regular pulse-checks and opportunities for students to share ideas for shaping their learning and how their school operates.