



WE HAVE HEART

Anna Ware Jackson School Improvement Plan 2026–2027

Jackson School Council Membership

Samantha Hinnant, Principal

Stephenie Benedetti, Teacher

Patricia Moore, Teacher

Kevin Cormier, Parent

Brendan Donnelly, Parent

Charlene McEntee, Community Member

Anna Ware Jackson School is a public elementary school serving students in preschool through second grade (PK–2).

School Type	Enrollment	Grades Served	Student/Teacher Ratio
Public	~318	PK – 02	12.4 to 1

School Description

Student Demographics & Diversity The Anna Ware Jackson School serves a diverse student population of approximately 318 students. Our community identity is reflected in the following breakdown:

- **Race/Ethnicity:** 75% White, 11% Hispanic/Latino, 5% Black/African American, 4% Asian, and 5% identifying as Other.
- **High-Needs Populations:** 45.3% of our students are designated as high-needs, which includes:
 - **Low Income:** 30.5%
 - **Students with Disabilities:** 22.3%
 - **English Learners:** 8.8% (10% First Language not English)

Mission Statement

The mission of the Plainville Public Schools is to promote lifelong learning throughout the community and to prepare students to become responsible, contributing members of a changing society by providing a challenging, rigorous educational program.

Core Values

At Anna Ware Jackson School, we are guided by our HEART values:

[H – High Expectations]
 [E – Empathy]
 [A – Acceptance]
 [R – Responsibility]
 [T – Teamwork]

District Strategic Objectives

Strategic Objective #1: Teaching and Learning

Establish, implement, and continue the use of standards-based programs (literacy/math) and investigate, identify, and implement standards-based programs for science/social studies to support an accessible, cohesive, standards-based PK–6 curriculum with effective measures of student achievement.

Strategic Objective #2: Tiered Systems of Support

Maximize the success of all students through the development and implementation of an MTSS model that is adapted to the needs of Plainville.

Strategic Objective #3: Climate, Culture and Well-Being

PriorityAreas	<p>Ensure all students, staff, and family members feel included, valued, and engaged as important members of the school community through the use of equitable and inclusive practices.</p> <p>Strategic Objective #4: Professional Development</p> <p>Develop and implement a professional development plan that provides high-quality professional development opportunities for all staff members.</p> <p>Strategic Objective #5: District Operations</p> <p>Ensure a safe and secure learning and working environment for all by advocating for appropriate funding that will drive effective, efficient systems for all areas of operations districtwide (budget, facilities management, food services, human resources, technology infrastructure). Establish the current safety committee to establish a common focus and measurable outcomes that ensure safe and secure schools.</p>
	<p>Pedagogy: Teaching and Learning</p> <p>Tiered Systems of Support: MTSS/BEST</p> <p>Climate, Culture, and Well-Being</p>

Strategic Objective- Tiered Systems of Support: MTSS

Goal# 1: By June 2027, all BEST/grade-level teams at Jackson Elementary School will routinely use common assessment data — DIBELS , Foundations/UFLI unit assessments, ThinkSRSD writing prompts, Illustrative Math assessments, and/or Social Emotional data collection, to identify student needs and match them to tiered supports by utilizing strategies from the District Curriculum Accommodation Plan (DCAP).

<p>Success will be evidenced by:</p> <p>Professional Learning: The administrative team will deliver tiered professional learning for all staff, focused on Tier 1 HQIM (High-Quality Instructional Materials) as the non-negotiable foundation.</p> <p>DCAP Alignment: All staff will participate in a structured review of the Plainville DCAP, specifically focusing on the pre-referral process and its link to BEST team referrals.</p> <p>Structural Clarity: The establishment of clearly defined BEST team membership,</p>	<p>Key Action Steps:</p> <ul style="list-style-type: none"> • Administer beginning-of-year staff reflection tool to measure growth in MTSS understanding and confidence navigating the pre-referral process • Develop and deliver tiered MTSS professional learning for all staff (led by administrative team), with explicit emphasis on Tier 1 HQIM fidelity as the foundation of the system • Facilitate a structured staff review of the Plainville DCAP, focusing on the pre-referral process, accommodation strategies, and connection to BEST team referrals
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facilitation roles, data collection, and documentation expectations.

Standardized Protocols: Implementation of documented protocols that specify the required Tier 1 differentiation, accommodation strategies, and student data needed before a BEST team referral.

Staff Confidence: Increased staff understanding in navigating the pre-referral process and making intervention decisions.

- Define and document BEST team membership, facilitation roles, and meeting structure in a shared, accessible format
- Establish and communicate clear referral protocols: what Tier 1 differentiation, accommodation strategies, and student data must be documented before a student is brought to the BEST team
- Embed DCAP language and pre-referral expectations into BEST team meeting agendas and documentation templates
- Expand data meeting focus to include both English Language Arts and Math; establish shared expectations for what math data (e.g., IM formative assessments, universal screening) will be reviewed at each data cycle
- Administer end-of-year staff reflection tool to measure growth in MTSS understanding and confidence navigating the pre-referral process

Current Data/Trends

- Established Data Team Meetings- Beginning, Middle, and End of year focused on ELA
- BEST referral document
- Roles are identified
- Teachers are bringing student work samples & anecdotal data, referencing DIBELS data and some unit assessments
- 28 Students were brought to BEST in SY 25-26, 5 Students Qualified for an IEP, 23 are currently making progress and continuing to be monitored for SY 26-27

Strategic Objective- Pedagogy: Teaching and Learning

Goal #2: By June 2027, Jackson Elementary School will sustain and deepen the integration of **ThinkSRSD** within **Wit & Wisdom** ELA units through a teacher-leader model.

Success will be evidenced by:

Key Action Steps:

<p>Curriculum: Teacher-leaders will develop and share ThinkSRSD replacement lessons for every Wit & Wisdom unit across all grade levels.</p> <p>Collaboration: All grade-level teams will participate in at least two structured peer observations focused on ThinkSRSD strategies.</p> <p>Instruction: All teachers will implement at least one ThinkSRSD writing task per unit.</p> <p>Documentation: Implementation will be verified through student work products, learning walks, and end-of-year staff reflections.</p>	<ul style="list-style-type: none"> • Identify and confirm ThinkSRSD teacher-leaders to anchor the shared implementation model • Trained teacher-leaders develop and share ThinkSRSD replacement lessons across all Wit & Wisdom units per grade level, organized in a shared, accessible format • All grade-level teams will participate in at least two structured peer observations focused on ThinkSRSD implementation, with a debrief protocol • Grade-level meetings used for collaborative lesson review, planning, and debrief — with student work as a regular artifact for discussion • Learning walks focused on ThinkSRSD implementation, with attention to both teacher instructional moves and visible student strategy use • Collect student work samples at least twice per year (fall and spring) to document student use of ThinkSRSD planning tools and genre writing structures within Wit & Wisdom tasks • Administer end-of-year staff reflection tool to document growth in ThinkSRSD understanding and implementation
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Goal #3: By June 2027, Jackson Elementary School will deepen high-quality Tier 1 instruction through the consistent and effective use of unit and lesson internalization protocols

<p>Success will be evidenced by:</p> <p>Instructional Time: Protected core instructional blocks are maintained with integrity across all academic areas.</p>	<p>Key Action Steps:</p> <ul style="list-style-type: none"> • Maintain protected instructional blocks per the master schedule • Utilize curriculum pacing guides across content areas to ensure full coverage throughout the school year. • Provide targeted coaching and feedback for teachers working to
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Internalization Practice: Professional Development on Unit & Lesson Internalization provided to teachers.

Lesson Integrity: Consistent evidence of curriculum-aligned lesson structures in observed classrooms

Data-Driven Planning: Regular use of formative assessment data (IM Checkpoints and Cool-Downs, ELA exit tickets, SEL reflections) to guide instruction and MTSS data team discussions.

Professional Growth: Documented Learning Walks showing increased proficiency in lesson facilitation and student engagement across content areas.

master the lesson structures of each core curriculum as needed.

- The Principal will use the DESE Observation Tool to capture internalization indicators and lesson-structure fidelity across content areas and sharing trends and actionable feedback with teams.
- Formally include Tier 1 instructional data as a standing agenda item for all BEST team and data meetings to ensure core instructional needs are addressed first.

Current Data/Trends for Goals 2 & 3

Reading (DIBELS):

- As of MOY 2025–26, 68.5% of K–2 students are at or above benchmark (37% At Benchmark, 32% Above Benchmark), with 19% Well Below and 13% Below.
- This reflects within-year growth from 65.2% at BOY 2025–26, and is up from approximately 55% at MOY the prior year.
- By grade: Kindergarten 73%, Grade 1 65%, Grade 2 67% at or above benchmark.

Math (STAR):

- As of Winter 2025–26, 55% of students in Grades 1–2 are proficient (Meeting or Exceeding benchmark); 45% remain Not Meeting or Partially Meeting.
- This reflects an increase from approximately 49% at the same point last year, with continued growth within this year (roughly 50% in fall to 55% in winter).
- By grade: Grade 1 57%, Grade 2 53% proficient. Domain data shows the greatest need in Measurement & Data and Number & Operations in Base Ten.

Strategic Objective-Climate, Culture, and Well-Being

Goal #4: By June 2027, Jackson Elementary School will foster deep community trust and collaborative partnerships by increasing the percentage of families who rate their sense of welcome,

belonging, and institutional transparency at 5 out of 5 from 78% to 85%, as measured by the annual Family Needs Assessment Survey.

<p>Success will be evidenced by:</p> <p>Family Needs Assessment: Annual Family Needs Assessment: Welcome/Belonging rating of 5/5 increases from 78% (2026 baseline) to 85% by June 2027</p> <p>Parent Input: Post-event family satisfaction surveys showing an average rating of 4.5/5 or higher</p> <p>Communication: Families reporting communication confusion decreases from approximately 18% (2026 baseline) to under 8% in end-of-year survey</p>	<p>Key Action Steps:</p> <ul style="list-style-type: none">• Host evening curriculum events to increase accessibility for working families.• Design and deliver a SEL Family Workshop in partnership with the School Adjustment Counselor (e.g., Managing Big Emotions, Building Friendships, Navigating Conflict)• Assess current communication tools, review the strengths and challenges with our current practices, and identify methods for streamlining communication• Provide onboarding support for families who experience technology access barriers, including a short tutorial video and walk-in help sessions
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<p>Current Data/Trends</p>	<ul style="list-style-type: none">• 78% of families rated their sense of welcome/belonging 5/5; 9% rated it 3 or below• ~47% of families across all grades requested SEL/social-skills support — the top cross-grade priority• Communication fragmentation: families reported juggling Seesaw, ClassDojo, email, Facebook, and the school website to track information• Working families reported being excluded by events scheduled during the workday
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Appendix A: Evidence towards goals

GOAL	ACTION STEPS	STATUS
By June 2027, all BEST/grade-level teams at Jackson Elementary School will routinely use common assessment data- DIBELS, Foundations/UFLI unit assessments, ThinkSRSD writing prompts, Illustrative Math assessments, and/or Social Emotional data collection - to identify student needs and match them to tiered supports, including strategies from the district's DCAP.		[Met / Partially Met / Not Met]: [Brief description of what was accomplished]
By June 2027, Jackson Elementary School will sustain and deepen the integration of ThinkSRSD within Wit & Wisdom ELA units through a teacher-leader model.		
By June 2027, Jackson Elementary School will deepen high-quality Tier 1 math instruction through the consistent and effective use of the Illustrative Mathematics curriculum.		
By June 2027, Jackson Elementary School will increase the percentage of families who rate their sense of welcome and belonging at 5 out of 5 from 78% to 85%, as measured by the annual Family Needs Assessment Survey.		