Col. John Robinson School

2025-2026

School Improvement Plan

Kevin LaCoste, Principal
Gina Kutarnia, Assistant Principal

Robinson School Profile

The Colonel John Robinson Elementary School is one of three PK-2 schools in the town of Westford. At Robinson, we strive to promote excellence and to assist students in reaching their fullest potential. In order for this to happen, we know that we must provide students with a safe environment in which to learn. From the moment students and their parents/guardians walk through the doors of our school, it is important to us that they feel welcome and part of a community. We accomplish this goal by teaching and practicing our core values of Safety, Perseverance, Inclusion, Respect, Integrity, and Teamwork (SPIRIT). Students at Robinson demonstrate these core values each day through their words and actions.

As a staff, we are committed to our continued growth as educators. The open concept structure of our building provides us with a unique opportunity to collaborate regularly, and, as such, build in our capacity as a staff. Teachers often bring classes together when introducing a new skill or concept so that students also have a greater chance for collaboration. Staff members at Robinson work diligently to implement research-based best practices, and continually seek ways to build upon their already strong skill set. This is accomplished through school and district based professional development, as well as participation in professional learning communities.

Students who attend the Robinson School are exposed to a variety of learning opportunities. Our staff members believe in the importance of educating the whole child. To that end, students receive direct and explicit lessons in character education. These skills are also practiced and reinforced throughout our school building, and throughout the school day. Each grade level participates in "compassion projects" that support our greater community, such as fundraisers and food/can drives. These experiences emphasize the value of caring for each other. Learning at Robinson includes activities that are applicable to the real world, whenever possible. To better prepare our students for 21st century careers, we know that we must develop, cultivate, and support our students' ability to think critically, to communicate effectively, to create bravely, and to collaborate productively.

Robinson School Enrollment
(As of 05/08/2025)

	Class #1	Class #2	Class #3	Class #4	Class #5	Class #6	Student Enrollment	Avg Student to Teacher Ratio
Preschool	**16**	**18**					**34**	
Kindergarten	**17**	**16**	**17**	**18**	**17**		**85**	**1:17**
Grade 1	**20**	**21**	**21**	**21**	**22**		**105**	**1:12**
Grade 2	**22**	**21**	**21**	**22**	**21**	**22**	**129**	**1:25**
Total Student Enrollment	**353**							

School Improvement Plan

School Advisory Council Members:

1) Kevin LaCoste	Principal/Co-chair	Signature: _____
2) Kelley Frazier	Teacher (2024-2026)	Signature: _____
3) TBD	Teacher (2025-2027)	Signature: _____
4) TBD	Teacher (2025-2027)	Signature: _____
5) TBD	Parent(2025- 2027)	Signature: _____
6) TBD	Parent(2025-2027)	Signature: _____
7) Nick Johnson	Parent(2024-2026)	Signature: _____
8) Vacancy	Community Member	Signature: _____

School Improvement Plan Purpose

School Improvement Plans, as described by the legislation, are created to contain some or all of the following elements:

1. An assessment of:
   - The impact of class size on student performance
   - Student-to-teacher ratios
   - Ratios of students to other supportive adult resources

2. A scheduled plan for reducing class size, if deemed necessary

3. Professional development for the school's staff and allocation of any professional development funds in the school budget

4. Enhance of parental involvement in the life of the school

5. School safety and discipline

6. Establishment of a school environment characterized by tolerance and respect for all groups

7. Extra-curricular activities

8. Means for meeting, within the regular education programs at the school, the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs

9. Any further subjects the principal, in consultation with the school council, shall consider appropriate

Goal #1: To improve curriculum implementation and assessment systems so that every child continues to feel accepted, respected and valued through the lens of diversity, equity and inclusion.		
Initiatives	Progress - FY25	Action Plan - FY26
Participate in and execute recommendations of the district equity audit. SDIP 1.1	• Analyzed data summer '24 • Root Cause Analysis Event Dec '24 • Building based team meeting April '25	• Building Based teams continue to work with AIR to develop specific action items that support recommendations
Through the MTSS process and implementation of the new EL curriculum, identify possible barriers and/or identify ways to engage learners with different learning styles SDIP 1.2	• Building based PD during faculty meetings and select early release led by Principals and CCs to explore Engagement Framework of UDL districtwide. • Development of Engagement "Look Fors" (example of WPS elementary draft). • Adoption of updated IST form.	• Year long professional development focus of UDL - overarching themes as well as further dive into Representation and Action & Expression. • Provide staff opportunities to look at current lessons through UDL lens. • Develop Representation "Look Fors". • Highlight UDL in new staff recruitment and onboarding. • Implement the new IST form. • Improved consistency and effectiveness in tier placement decisions. • Implement revised district DCAP.
Implement the new IEP with fidelity. SDIP 1.3	• Utilize Powerschool resources for New IEP rollout and 504s. • Building level trainings on various parts of the IEP and job specific group trainings by Assistant Principal, Gina Kutarnia • Additional training options being offered on May 6th.	• Accommodations and modifications in the IEP beyond the updated WPS DCAP 2025. • Share out IEP Parent Guide created by WPS leadership. • Continued training with special education staff on portions of the IEP needing additional practice.
Continue to grow a school based Equity committee SDIP 1.3	• School based equity team developed. • Equity team developed a list of action items. • Celebration of Holi, Development of diverse playlist for dance parties, Communications with staff	• Merge this with the Equity Audit initiative.

Goal 2: To improve curriculum implementation and assessment systems so that every child continues to access high quality instruction.		
Initiatives	Progress Year 2 - FY25	Action Plan Year 3- FY26
Implementation of the new K-2 EL curriculum. SDIP 1.3	• Teachers received district and building based PD throughout the year. • Admin. Walkthroughs using engagement form with feedback to teachers.	• Look at UDL features of EL. • Continue to maximize instructional efficiency and evaluate resources. • Evaluate how science and social studies standards are covered in EL.
Revise K through 2 report cards and benchmarks to align with standards and current curriculum. SDIP 3.2	• Some updates were implemented at the beginning of the year. • Staff feedback during staff meetings or PD on current standards and benchmarks. • Task teams focused on overlapping standards in EL, SS and Science. • Additional training options being offered on May 6th.	• Develop and implement a revised report card. • Collect staff feedback on the use of the revised report card. • Collect parent feedback on the understanding of the new report card.
Develop benchmarking for the revised Pre k report card in order to put into effect SDIP 3.2	• Implemented revised pre k report card and benchmarks	• No further action needed.
Based on DIBELS 8, analyze data and identify target areas for small group and whole group instruction and intervention. SDIP 1.3	• Admin, literacy specialist, reading interventionists and teachers analyzed district, school, grade level, and classroom data. • Tier 1,2, and 3 intervention groups were identified throughout the year. • Classroom teachers' progress monitored identified students.	• Merge with MTSS initiative
Through curriculum analysis, identify math standards that need to be supplemented beyond the provided curriculum.	• Developed a LASW protocol for looking at student work. This can be used as part of	• Determine opportunities for professional learning in the area of math

SDIP 1.2 & 1.3	curriculum meeting time next year to examine student work and calibrate expectations ● Offered a University of Westford Course to provide teachers with an opportunity to deepen their understanding of how place value concepts are connected from early counting through working with fractions and decimals. ● Working with teams of staff to create a more clear rubric of the expectations for the Standards of Math Practice to be used to improve the SBRC next year and to guide Professional learning around these standards.	● Offer additional University of Westford courses ● Implement the LASW protocol to use as a routine

Goal #3 To maintain a healthy and supportive school environment that meets the social-emotional and health & wellness needs of our youngest learners through the direct teaching of social, emotional and physical well being.		
Initiatives	Progress - FY25	Action Plan - FY26
Identify and analyze what can be removed from calendars and schedules at the school level while maintaining high expectations and standards. SDIP 3.1	• Continue to have no school for Kindergarten Screenings. • Provide more staff meeting/ curriculum meeting time for collaborative team time.	• This has been embedded in our decision making process.
Work collaboratively as prek-5 schools to develop consistency amongst our execution of the 5 core competencies of SEL to build individual student's toolboxes of coping skills. (DESE). SDIP 3.3	• Began looking at what Robinson School is doing and assessing rationale and impact. • Job alike group during PD days	• Identify MTSS model for social/emotional support. • Redefine our anti-bullying curriculum and provide consistency amongst K-2 students.
Implement DESE's new comprehensive Health and PE standards to improve our student's overall mental, emotional and physical health. SDIP 3.3	• Analyzed whether there is enough time dedicated to PE/wellness. • Analyzed the schedule to determine how to increase time.	• Health and Wellness coordinator and admin. will review and plan implementation of the new Health and PE standards. • Health and Wellness teachers will participate in PD related to new curriculum • Implement PE/Wellness twice a week.
Continue to grow a school based Equity committee SDIP 1.3	• School based equity team was formed. • A list of action items were developed and worked through.	• Merge this with the Equity Audit initiative.

Additional Action Items	
Action Items	**Action Plan**
Build an understanding and use of Collaborative Problem Solving	Develop a school based CPS team to implement CPS strategies and techniques Provide staff with PD to provide an understanding of CPS