Col. John Robinson School

2026-2027

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 05/08/2026)

	Class #1	Class #2	Class #3	Class #4	Class #5	Class #6	Student Enrollment	Avg Student to Teacher Ratio
Preschool	**18**	**18**					**36**	
Kindergarten	**19**	**21**	**19**	**19**	**20**		**98**	**1:19**
Grade 1	**22**	**24**	**23**	**24**			**93**	**1:23**
Grade 2	**22**	**22**	**24**	**23**	**22**		**113**	**1:22**
Total Student Enrollment	**340**							

School Improvement Plan

School Advisory Council Members:

1) Kevin LaCoste	Principal/Co-chair	Signature: _____
2) Kelley Frazier	Teacher (2024-2026)	Signature: _____
3) Lenore Kost	Teacher (2025-2027)	Signature: _____
4) Amanda Siano	Teacher (2025-2027)	Signature: _____
5) Anshul Singh	Parent(2025- 2027)	Signature: _____
6) Melissa Diglio	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: Center equity in our school by ensuring our teaching, tools, and assessments reflect and support the diverse needs of every student, guaranteeing a high-quality start to their educational journey.	
Initiatives	Action Plan FY27
Implement an Equity-Centered MTSS Framework that utilizes comprehensive data analysis (academic, social-emotional, and developmental) to provide responsive, tiered supports. (SDIP 1.1 & 1.3))	• Establish school based systems for analyzing data • Addition of 3 half days- Collaborative Data Meetings (CDM) to analyze literacy, math and SEL data. • Conduct an audit of current assessment tools and data use practices within our school, comparing findings with the other K-2 schools.
Reduce instructional barriers and promote inclusive practices by implementing UDL principles—engagement, representation, and expression. By designing flexible learning environments and using a variety of instructional tools, we can ensure that PreK–2 instruction meets the diverse cognitive, physical, and linguistic needs of all learners. (SDIP 1.2 & 1.3)	• Introduce or continue varied formative assessments to allow students to “show what they know” through a variety of modalities. • Continue to review lessons to break down barriers and apply engagement, representation and expression tools across curriculum areas.
Increase opportunities for student discourse with consistent high-quality discourse routines to position students as thinkers and meaning-makers. Some examples of these routines include: Think-Pair-Share, Collaborative Conversation, Notice and Wonder, 4Rs,Collect and Display, etc) (SDIP 1.3)	• Support our classroom in developing discourse norms for their classroom community. • Participate in professional development of the new science curriculum which includes the routines in the initiative.

Goal 2: Be an active part of district work using the MSBA Feasibility Study and an organizational structure audit to ensure our physical spaces, grade configurations, and school systems are specifically optimized to provide an equitable, high-quality start for every child	
Initiatives	Action Items FY27
Participate in the MSBA feasibility study including the analysis of physical spaces and grade level configurations along with enrollment and neighborhood lines. (SDIP 2.1)	• Have Robinson staff participate in the district Robinson project visioning sessions. • Work collaboratively with the district leadership team to provide information and make decisions regarding the MSBA feasibility study.
Develop a district wide portrait of a learner prek-12. (SDIP 2.3)	• Represent the voices of the youngest learners in what the portrait of a learner looks like (skills, behaviors) • Collaborate with other grade spans to ensure consistent terminology and vertical alignment of expectations.

Goal #3 Establish a consistent, school-wide approach to ensure that every student masters core competencies in self-awareness and relationship-building, supported by a school culture that models healthy, responsible, and intentional engagement in all aspects of their lives	
Initiatives	**Action Plan FY27**
Prioritize digital wellness and cognitive development by evaluating our PreK-2 technology expectations. (SDIP 1.4)	• Identify a shared definition of digital wellness as well as high quality technology use vs. passive consumption. • Collect data on our current technology use including frequency/ duration of device use, types of activities (apps, videos, assessments), and when it is used (whole group, centers, intervention)
Work collaboratively as prek-5 schools to develop consistency amongst tier 1 instruction and assessments of SEL and anti-bullying curriculum through the implementation of Wayfinder and CASEL standards. (SDIP 3.3)	• Continue looking at what Robinson School is doing and assessing rationale and impact. • Job alike group during PD days and CDMs • Collaborative work with Nicole Laviolette. • Implement Wayfinder Program with consistency • Develop a scope and sequence for “mandatory” lessons
Increase the effectiveness of how student progress is communicated to students and families (SDIP 3.2 & 2.5)	• Participate in the Elementary Report Card committee • Look at Habits of Mind traits and align them to current CASEL standards • Collect feedback from stakeholders around current ways of sharing progress with students and families. • Evaluate how we communicate this information with our families and caregivers.

FY26 Progress on SIP Initiatives

Robinson

- **Equity Audit Review and Data Analysis**
  Reviewed findings from the district Equity Audit, including both district and school-level recommendations, and identified a need for additional time to more deeply analyze student data (CDMs).
- **Implementation of the New Massachusetts IEP and 504 Platform**
  Continued to implement and refine practices aligned with the new Massachusetts IEP, along with the platform used for developing IEPs and 504 plans.
- **Professional Development in Universal Design for Learning (UDL)**
  Engaged in year-long professional development focused on UDL, including dedicated time for teachers to collaborate and implement instructional strategies.
- **Elementary Report Card Development**
  Established an elementary report card team to support the development of a more aligned and meaningful reporting system.
- **Expanded Wellness Programming**
  Successfully implemented Wellness programming two days per week.
- **Adoption of SEL Curriculum**
  Adopted Wayfinder to provide structured SEL lessons and resources for teachers and counselors.