

***Colonel John Robinson School  
Improvement Plan  
2023-2024***



Kevin LaCoste, Principal | Scott Middlemiss, Assistant Principal

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### **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 21<sup>st</sup> 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 04/06/2023)**

	<b>Class #1</b>	<b>Class #2</b>	<b>Class #3</b>	<b>Class #4</b>	<b>Class #5</b>	<b>Student Enrollment</b>	<b>Average Student to Teacher Ratio</b>
<b>Preschool</b>	<b>20</b>	<b>19</b>				<b>39</b>	<b>1:19.5</b>
<b>Kindergarten</b>	<b>22</b>	<b>21</b>	<b>22</b>	<b>21</b>	<b>20</b>	<b>106</b>	<b>1:21.2</b>
<b>Grade 1</b>	<b>22</b>	<b>23</b>	<b>22</b>	<b>22</b>	<b>22</b>	<b>111</b>	<b>1:22.2</b>
<b>Grade 2</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>21</b>	<b>19</b>	<b>100</b>	<b>1:20</b>
<b>Total Student Enrollment</b>	<b>356</b>						

## School Improvement Plan

### School Advisory Council Members:

1) Kevin LaCoste	Principal/Co-chair	Signature: _____
2) Lisa Cantin	Teacher (2022-2023)	Signature: _____
3) Patricia Eastman	Teacher (2021-2023)	Signature: _____
4) Julie Renaud	Teacher (2021-2023)	Signature: _____
5) Amy Burnell	Parent (2021-2023)	Signature: _____
6) Jennifer Zahine	Parent (2021-2023)	Signature: _____
7) Amy Lundquist	Parent (2022-2024)	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



## Highlighted Goal

**Goal 1:** We will increase the knowledge of diversity, equity and inclusion, as well as implement instructional practices to meet the needs of all students in order to strengthen a sense of belonging of all staff and students.

Strategy	Timeline	Responsible Parties	Resources Required	Success Measures
Participate in and execute recommendations of the district equity audit. SDIP 1.1		Central Office Administrators, Building Administration	District Equity Audit results	Execution of school based recommendations.
Continue to provide staff with opportunities and materials to increase their understanding of culturally responsive instructional practices SDIP 2.4	2023-2024 school year	Building Administration Staff	School Budget & PD Opportunities	Professional development staff feedback surveys & New materials inventory
Continue to evaluate classroom libraries, mentor text and the school library to assure there are windows and mirror book representations SDIP 1.1	2023-2024 school year	DEI Coordinator, Librarian, Building Administration Staff	School Budget	Expanded and inventoried library collection
Expand the use of the resource Anti-Bias Building Blocks to reinforce building safe and comfortable classroom environments and understanding and appreciating differences. SDIP 2.4	2023-2024 school year	Classroom Teachers, Guidance Counselors		Staff feedback surveys
Annual celebration of Neurodiversity Week in March SDIP 1.3	March 2024	Building Administration Staff	Neurodivergent Resources including websites, books, videos & slideshows	Agenda with activities Lesson plans Expanded book collection in the library
Begin to identify possible barriers in the learning	23-24 School Year	Robinson school staff	UDL framework	Celebration of strategies in feedback Completed ISTs

environment" and/or Identify ways to engage learners with different learning styles SDIP 1.2				
Provide a developmentally appropriate overview of Westford Climate Roadmap to students SDIP 4.2	23-24 school year	Building Administration	Community Meeting presentation	Student completion of follow up activities.



## Highlighted Goal

**Goal 2:** To improve math and language arts proficiency by implementing research based practices while using data to inform instruction.

Strategy	Timeline	Responsible Parties	Resources Required	Success Measures
Implementation of the new K-2 literacy curriculum SDIP 1.2 & 1.3	Through the end of the 23-24 school year	Classroom Teachers Literacy Specialists Literacy Curriculum Coordinator Building Administration	New Curriculum	Participation in the literacy pilot to support a decision of curriculum Training and professional development for implementation of the curriculum at a Tier 1 level Evaluative feedback on success of implementation Ongoing coaching
To revise the pre-K through 2 progress reports to align with standards and benchmarks SDIP 3.2	Fall 2023	Curriculum Coordinators Building Administration Classroom Teachers	Substitute Teachers	Revised benchmarks to support the report card Revised pre k report card
Continue to provide staff with education and training on science of reading practices, and how to embed them in the existing curriculum SDIP 1.3	2023-2024 school year	Curriculum Coordinator Literacy Specialists Building Administration	Professional Development Days Curriculum Meetings	Walk through evaluative observations Literacy data
Based on the newly implemented DIBELS 8, expand the implementation of progress monitoring, data analysis, and identification of interventions for Tier 1 students. SDIP 1.3	2023-2024 school year	Building Administration Literacy Curriculum Coordinator Literacy Specialists Classroom Teachers		Progress monitoring booklets/data charts Grade level data team meeting agendas

Expand the use of the iReady Mid Year Diagnostic to inform Tier 1 instruction as well as Tier 2 and 3 intervention. SDIP 1.3	2023-2024 school year	Mathematics Curriculum Coordinator Building Administrators Classroom Teachers Math Interventionists	Curriculum Meetings	Students will increase proficiency as indicated on the MA Standards Report or the Instructional Grouping Report
Utilize the iReady Growth Report to inform instruction and use the Tools for Instruction with students in small groups. SDIP 1.3	2023-2024 school year	Mathematics Curriculum Coordinator Building Administrators Classroom Teachers Math Interventionists	Curriculum Meetings	Students demonstrate 40-60% progress toward typical growth





### Highlighted Goal

**Goal 3 :** To maintain a supportive school that meets the social-emotional needs of our youngest learners through the direct teaching of core values, the balance of school related pressures, and the assessment of students' SEL skills throughout the school year.

Strategy	Timeline	Responsible Parties	Resources Required	Success Measures
Identify and analyze what can be removed from calendars and schedules at the school level while maintaining high expectations and standards. SDIP 3.1	2023-2024 school year	Central office administrators		Staff and parent surveys.
Implement activities and programs that support the district wide core values (S.P.I.R.I.T.) SDIP 3.3	2023-2024 school year	Teachers, PTO, Building administration		School associated groups (PTO, Early Arrival, etc.) support S.P.I.R.I.T through their work.
Continue to implement Panorama surveys and collaborate with adjustment counselors to analyze data and create action plans. SDIP 3.3	2023-2024 school year	Teachers, Adjustment counselors, Building administration		Analysis of student panorama data and historical data to make plans for struggling students and tier 1 instruction to support social emotional needs.  Utilize the Panorama Playbook lessons to target needs.  Analysis of staff surveys to develop plans to support a sense of belonging of staff.