



WESTERLY PUBLIC SCHOOLS

**DECEMBER 3, 2025
SCHOOL COMMITTEE
PRESENTATION**

24-25 STATE ASSESSMENT RESULTS

respect

community

integrity



**WHERE WE CREATE AN INSPIRING,
CHALLENGING, AND SUPPORTIVE
ENVIRONMENT WHERE STUDENTS ARE
ENCOURAGED AND ASSISTED IN
REACHING THEIR HIGHEST POTENTIAL.**

A CLEAR PATH FORWARD

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EVERY FAMILY IN RHODE ISLAND SHOULD BE ABLE TO SEND THEIR STUDENT TO WESTERLY PUBLIC SCHOOLS AND KNOW THAT IF THEY COME TO SCHOOL, WE WILL USE ALL THE TIME AND SPACE WE HAVE WITH THEM, TO GROW THEM INTO A YOUNG ADULT THAT IS READY FOR SUCCESS IN COLLEGE, CAREER, AND IN THE COMMUNITY.

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WESTERLY PUBLIC SCHOOLS

2025-2028 STRATEGIC PLAN



WHERE WE CREATE AN INSPIRING, CHALLENGING, AND SUPPORTIVE ENVIRONMENT WHERE STUDENTS ARE ENCOURAGED AND ASSISTED IN REACHING THEIR HIGHEST POTENTIAL.

respect community integrity

GOALS	STRATEGIES	SUCCESS METRICS	SUCCESS METRICS BY YEAR																								
GOAL 1 READING FOUNDATIONAL SKILLS: GRADE 3 STUDENTS MEETING OR EXCEEDING STATE BENCHMARK IN ELA INCREASES FROM 47% TO 70% BY 2028	EVERY K-2 STUDENT WILL HAVE AMPLE AND ALIGNED PRACTICE TO THEIR MICROPHASE IN A DAILY LED TEACHER SMALL GROUP EVERY K-2 STUDENT WILL HAVE DAILY DIFFERENTIATED ADAPTIVE FOUNDATIONAL SKILLS PRACTICE AND INSTRUCTION THROUGH LEXIA PROVIDE 1 OR MORE STUDENT CENTERED COACHING CYCLES FOR EVERY TEACHER K-2 REVIEW AND RESPOND TO BOY, MOY AND EOY BENCHMARK ASSESSMENT DATA WITH TIER 1 AND TIER 2 SUPPORTS	A) EVERY STUDENT K-2 WILL GROW THREE MICROPHASES IN SPELLING AND DECODING SKILLS UNTIL REACHING FULL CONSOLIDATION B) BY THE END OF GRADE 2, 100% OF STUDENTS WILL HAVE REACHED FULL CONSOLIDATION C) EVERY STUDENT IN K-2 WILL GROW 3 LEXIA LEVELS BY THE END OF THE YEAR.	<table> <tr> <th>YEAR 0</th><th>25-26</th><th>26-27</th><th>27-28</th></tr> <tr> <td>71% (TIER 1 AND 2)</td><td>85%</td><td>90%</td><td>100%</td></tr> <tr> <td>39%</td><td>85%</td><td>90%</td><td>100%</td></tr> <tr> <td>72%</td><td>85%</td><td>90%</td><td>100%</td></tr> </table>	YEAR 0	25-26	26-27	27-28	71% (TIER 1 AND 2)	85%	90%	100%	39%	85%	90%	100%	72%	85%	90%	100%								
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GOAL 2 READING ACHIEVEMENT: GRADE 4-12 STUDENTS MEETING OR EXCEEDING STATE BENCHMARK IN ELA INCREASES FROM 42% TO 70% BY 2028	PROVIDE DAILY GRADE LEVEL INSTRUCTION, WITH THE ADOPTED HDM AS INTENDED GIVE, COLLECT, AND RESPOND TO END OF UNIT CURRICULUM BASED ASSESSMENTS AS WRITTEN K-12 PROVIDE SUPPORT FOR FULL IMPLEMENTATION OF ALL BLOCK IN GRADE 3-5 (TIME IN SCHEDULE, MATERIALS, TRAINING) REVISIT PACING, SCOPE AND SEQUENCE OF ELA UNITS IN 6-12 TO ENSURE APPROPRIATE INSTRUCTIONAL TIME FOR THE UNITS TO BE IMPLEMENTED AS INTENDED STRENGTHEN THE USE OF CURRICULUM BASED SCAFFOLDS AND SUPPORTS TO MAINTAIN THE INTENDED RIGOR OF THE CURRICULUM	A) 80% OF K-2 STUDENTS WILL EARN AN 80% OR BETTER ON END OF UNIT CURRICULUM BASED ASSESSMENTS IN ELA EACH QUARTER B) 80% OF 3-5 STUDENTS WILL EARN AN 80% OR BETTER ON END OF UNIT CURRICULUM BASED ASSESSMENTS IN ELA EACH QUARTER C) 80% OF 6-8 STUDENTS WILL EARN AN 80% OR BETTER ON END OF UNIT CURRICULUM BASED ASSESSMENTS IN ELA EACH QUARTER D) 80% OF 9-12 STUDENTS WILL EARN 80% OR BETTER ON END OF UNIT CURRICULUM BASED ASSESSMENTS EACH QUARTER	<table> <tr> <th>YEAR 0</th><th>25-26</th><th>26-27</th><th>27-28</th></tr> <tr> <td>NA</td><td>80%</td><td>85%</td><td>90%</td></tr> <tr> <td>NA</td><td>80%</td><td>85%</td><td>90%</td></tr> <tr> <td>NA</td><td>80%</td><td>85%</td><td>90%</td></tr> <tr> <td>NA</td><td>80%</td><td>85%</td><td>90%</td></tr> </table>	YEAR 0	25-26	26-27	27-28	NA	80%	85%	90%	NA	80%	85%	90%	NA	80%	85%	90%	NA	80%	85%	90%				
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GOAL 3 MATH ACHIEVEMENT: GRADE 3-12 STUDENTS MEETING OR EXCEEDING STATE BENCHMARK IN MATH INCREASES FROM 32% TO 70% BY 2028	PROVIDE DAILY GRADE LEVEL INSTRUCTION, WITH THE ADOPTED HDM AS INTENDED GIVE, COLLECT, AND RESPOND TO END OF UNIT CURRICULUM BASED ASSESSMENTS AS WRITTEN K-12 IMPLEMENT, MONITOR AND RESPOND TO QUARTERLY KNOWLEDGE CHECKS IN ALEKS REVISIT PACING, SCOPE AND SEQUENCE OF MATH UNITS IN 6-12 TO ENSURE APPROPRIATE INSTRUCTIONAL TIME FOR THE UNITS TO BE IMPLEMENTED AS INTENDED STRENGTHEN THE USE OF CURRICULUM BASED SCAFFOLDS AND SUPPORTS TO MAINTAIN THE INTENDED RIGOR OF THE CURRICULUM	A) 80% OF K-2 STUDENTS WILL EARN AN 80% OR BETTER ON END OF UNIT CURRICULUM BASED ASSESSMENTS IN MATH EACH QUARTER B) 80% OF 3-5 STUDENTS WILL EARN AN 80% OR BETTER ON END OF UNIT CURRICULUM BASED ASSESSMENTS IN MATH EACH QUARTER C) 80% OF 6-8 STUDENTS WILL EARN AN 80% OR BETTER ON END OF UNIT CURRICULUM BASED ASSESSMENTS IN MATH EACH QUARTER D) 80% OF 9-12 STUDENTS WILL EARN AN 80% OR BETTER ON END OF UNIT CURRICULUM BASED ASSESSMENTS IN MATH EACH QUARTER E) 80% OF STUDENTS MEET QUARTERLY KNOWLEDGE CHECK TARGETS	<table> <tr> <th>YEAR 0</th><th>25-26</th><th>26-27</th><th>27-28</th></tr> <tr> <td>NA</td><td>80%</td><td>85%</td><td>90%</td></tr> <tr> <td>NA</td><td>80%</td><td>85%</td><td>90%</td></tr> <tr> <td>NA</td><td>80%</td><td>85%</td><td>90%</td></tr> <tr> <td>NA</td><td>80%</td><td>85%</td><td>90%</td></tr> <tr> <td>NA</td><td>80%</td><td>90%</td><td>90%</td></tr> </table>	YEAR 0	25-26	26-27	27-28	NA	80%	85%	90%	NA	80%	85%	90%	NA	80%	85%	90%	NA	80%	85%	90%	NA	80%	90%	90%
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THE FACES OF OUR SCHOOLS: OUR DISTRICT'S DEMOGRAPHICS

TOTAL K-12: 2,077 STUDENTS

MALE: 49%

FEMALE: 51%

FREE OR REDUCED: 42%

STUDENTS WITH DISABILITIES: 18%

MULTI-LANGUAGE LEARNERS: 4%

MCKINNEY VENTO IDENTIFIED: 2%

WHITE: 77%

BLACK OR AFRICAN AMERICAN: 1%

**NATIVE HAWAIIAN OR OTHER PACIFIC
ISLANDER: 1%**

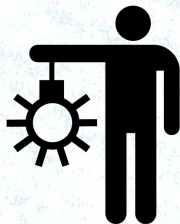
ASIAN: 3%

AMERICAN INDIAN OR ALASKA NATIVE: 1%

HISPANIC: 10%

TWO OR MORE RACES: 8%

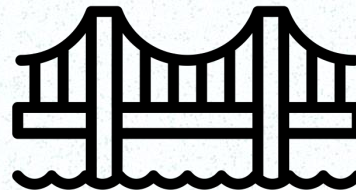
FRAMING OUR DATA



Bright Spots

These are your **successes and strengths** — areas where implementation, instruction, or student outcomes are moving in the right direction.

Think of these as *“what’s working that we want to sustain and scale.”*



Gaps to Close

These are your **areas for focus and improvement** — the *next opportunities* to strengthen outcomes and support teachers and students.

Think of these as *“where we need to tighten alignment, deepen practice, or provide support.”*

DCS ENGLISH LANGUAGE ARTS



BRIGHT SPOTS

Overall proficiency is rising in grade 4, with an increase from **34.6% (Spring 2024) to 50% (2025)**.

Consistent year-over-year improvement (combined grades 3 & 4)

- 2023 → 44%
- 2024 → 46%
- 2025 → 49% (*Approaching the pre-pandemic level of 60%.*)

Stronger reading and language performance in Grades 3 & 4 compared to writing

- **Grade 3:** Reading 58%, Language 57%
- **Grade 4:** Reading 66%, Language 58%



GAPS TO CLOSE

Achievement & Growth concerns:

- All levels especially special education
- 42% of students show **low growth**, 47% **typical growth**, & 11% at **high growth**.

Writing remains a significant weakness:

- Gr 3 Writing: **29%** & Gr 4 Writing: **32%**
- Writing **lags behind reading & language**.
- **Idea development** is weaker than **conventions** - a need for instruction in generating, organizing, and expanding ideas in writing.

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BRIGHT SPOTS

Steady improvement in overall proficiency, rising from **50% (Spring 2023) to 54% (2024), and 59% (2025).**

Strong performance by grade level:

- **Grade 3:** 62.5% proficient & **Grade 4:** 54% proficient
- Gr 3 shows **minimal red**, with more students **exceeding**

High proficiency in specific Grade 3 domains:

- Operations & Algebraic Thinking: **73%**
- Measurement & Data: **67%**
- Numbers & Operations: **64%**

Consistent Grade 4 domain performance:

- All domain areas between **58–65%** proficient.



GAPS TO CLOSE

Achievement & Growth concerns:

- All levels especially special education
- 40% of students show **low growth**, 40% **typical growth**, & 20% at **high growth**.

Need to reduce students in the red and increase students in green/blue.

Grade 3 Geometry

- This domain is a relative weakness at **50%**.

Increase proficiency across all math domains,

- To ensure more balanced performance for both grades.

SES ENGLISH LANGUAGE ARTS



BRIGHT SPOTS

- Positive Trend in ELA Proficiency: The school demonstrated forward momentum, increasing ELA proficiency rates from 30.6% in Spring 2024 to 35.2% in Spring 2025.
- 49% of students achieved High Growth in ELA during Spring 2025, with an additional 28.6% showing Typical Growth.
- Grade 3 Reading Nears 50%: Nearly half of Grade 3 students (49%) showed growth in Reading, (Reading 49%, Language 38%).
- Grade 4 is over 50%: More than half of Grade 4 showed growth in Reading: (Reading 60%, Language 48%).



GAPS TO CLOSE

- Writing proficiency represents the most urgent academic gap. Grade 3 currently shows only 7% proficiency, while Grade 4 is performing marginally better at 26% proficiency.
- Compared to the relative strengths shown in Reading and Language domains, Writing is clearly a targeted area.
- Vocabulary knowledge and application are a noted weakness as well as conventions (grammar, punctuation, etc.). A priority is the explicit teaching of academic vocabulary and word acquisition.

SES MATH



BRIGHT SPOTS

- **Grade 3:** A strong majority of Grade 3 students (60%) demonstrated proficiency in Operations and Algebraic Thinking, indicating effective development of essential problem-solving and mathematical reasoning skills.
- **Full Participation:** We achieved 100% participation from both Third and Fourth Grade students.
- Nearly half of participating students (40%) showed high growth.



GAPS TO CLOSE

- **Foundational Skills (Grade 3):** To ensure students have the necessary foundation for future success, instructional efforts must be focused on boosting proficiency across all Grade 3 domains, where current mastery levels hover near 50% or below.
- **Grade 4 Math Concepts:** Targeted remediation and accelerated instruction are necessary in Grade 4 Geometry and Operations and Algebraic Thinking, as less than half of students (45%) are currently meeting proficiency standards in these areas.

SSS ENGLISH LANGUAGE ARTS



BRIGHT SPOTS

- Increase from Spring 2024 to 2025 from 42% to 49%
- 44% of students showed high growth
- Increase each year 2023 (41%), 2024 (42%), and 2025 (49%) (pre-pandemic 63%)
- Gr 3 Reading 58%, Language 54%
- Gr 4 Reading 68%, Language 59%



GAPS TO CLOSE

- Writing Gr 3 - 24% & Gr 4 - 32%
- Writing is a weakness compared to reading and language areas
- Idea development is a weakness compared to conventions

SSS MATH



BRIGHT SPOTS

- Increase from Spring 2024 to 2025 from 52% to 56% proficient
- Increase each year 2023 (47%), 2024 (52%), and 2025 (56%) (pre-pandemic 67%)
- Gr 4 Number & Operations Fractions 69%, Measurement & Data 69%, Numbers & Operations 71%
- 54% high growth only 2% low growth



GAPS TO CLOSE

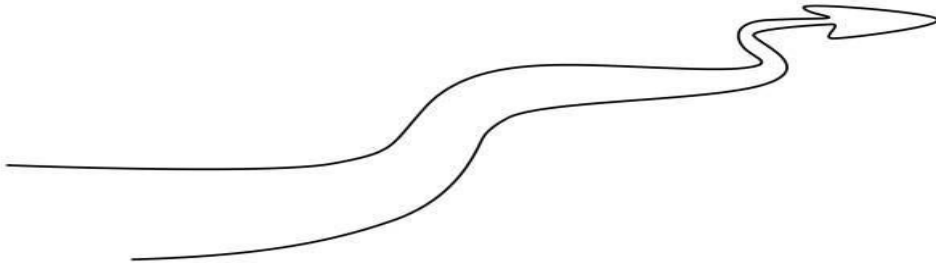
- Gr 3 showed proficiency in all domains between 46% and 66%
- Gr 4 Geometry 62%, Operations and Algebraic Thinking 66%

CLEAR PATH FORWARD - ELA

- Fidelity and Integrity to HQCM
- Focus on K-2 EL Skills block (decoding/encoding)
- Focus on 3-4 ALL Block (grammar, usage, mechanics)
- Focused Weekly Common Planning Time
- Grade Level Day PD
- Looking at Student Work
- Alignment of Data to the Strategic Plan

CLEAR PATH FORWARD - MATH

- Fidelity and Integrity to HQCM
- Focused Weekly Common Planning Time
- Grade Level Day PD
- Looking at Student Work
- Alignment of Data to the Strategic Plan



WMS ENGLISH LANGUAGE ARTS



BRIGHT SPOTS

- Increase from 2024 to 2025 from 36.6% to 40.1% proficient
- Grade 5 cohort increased from 30.7% in 2024 to 41.7% in 2025 proficient
- Grade 7 cohort increased from 33.3% in 2024 to 41.1% in 2025
- Grade 8 cohort increased from 30.7% in 2024 to 44.7% in 2025
- Grade 5 had the highest high growth at 41.5%



GAPS TO CLOSE

- Writing is relative weakness compared to reading and language areas.
- Idea development is a gap to close compared to conventions area
- HQIM Implementation

WMS MATHEMATICS



BRIGHT SPOTS

- Increase from 2024 to 2025 from 28.7% to 36.8% proficient
- Grade 6 cohort increased from 32.9% in 2024 to 44.4% in 2025
- Grade 7 cohort increased from 30.5% in 2024 to 40.2% in 2025
- Grade 7 had the highest high growth at 48.1%



GAPS TO CLOSE

- Grade 5 Number and Operation in Base Ten
- Grade 5 Implementation of HQIM
- Grades 6-8 Expressions and Equations
- Grades 6-8 Implementation

CLEAR PATH FORWARD- ELA

- Grade 5 following elementary model to increase time for ELA
- Grade 5 implementation of ALL Block
- EL in grades 6-8 more tightly aligning to timelines and reporting end of unit scores
- Bimonthly CPT with administration
- Updated Grading Policy
- Retention/Promotion Policy

CLEAR PATH FORWARD- MATH

- Grade 5 following elementary model to increase time for math instruction
- Grade 5 facilitating Number Corner and strategic study.
- Curriculum more tightly aligning to timelines and reporting end of unit scores
- Bimonthly CPT with administration
- Updated Grading Policy
- Retention/Promotion Policy

WHS ENGLISH LANGUAGE ARTS



BRIGHT SPOTS

- Increase from 2024 to 2025 from 56% to 66% proficient on the SAT
- WHS SAT scores higher than state, national and global averages
- 67% of 10th graders scored proficient on the PSAT 10
- WHS PSAT 10 scores higher than state, national and global averages
- PSAT 10 scores exceeds our 2026 SIP target



GAPS TO CLOSE

- The largest gap in performance is between IEP and non-IEP students.
- Conventions is the lowest score on average

WHS MATHEMATICS



BRIGHT SPOTS

- Increase from 2024 to 2025 from 18% to 42% proficient on the SAT
- WHS SAT scores higher than state, national and global averages
- 29% of 10th graders scored proficient on the PSAT 10
- WHS PSAT 10 scores higher than state average



GAPS TO CLOSE

- The largest gap in performance is between IEP and non-IEP students.
- The PSAT 10 scores are 6 points away from our 2026 SIP target

CLEAR PATH FORWARD- ELA

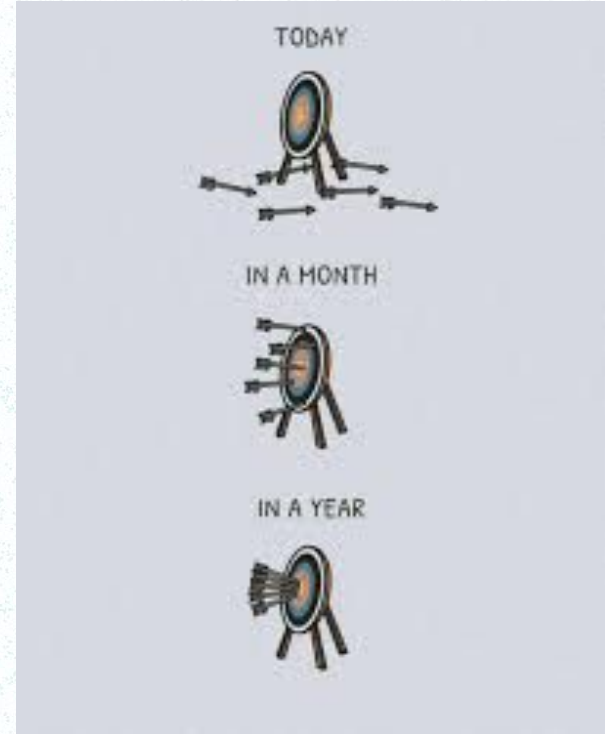
- Continued focus on fidelity of HQIM implementation
- Leveraging Khan Academy to reinforce skills
- Improved collaboration between ELA and special educators
- Improving feedback through the implementation of the new grading policy

CLEAR PATH FORWARD- MATH

- Continued focus on fidelity of HQIM implementation
- Continued focus on fidelity of ALEKS implementation
- Using data to improve our approach to intervention in Math Lab
- Improved collaboration between Math and special educators
- Improving feedback through the implementation of the new grading policy
- Focus on pacing and common assessments

CONSISTENCY

The power of consistency lies in its ability to produce remarkable results through small, repeated actions over time. Whether it's in fitness, learning, business, or personal growth, consistent effort compounds like interest—slow at first, but eventually exponential. It builds habits, creates momentum, and develops trust in oneself and from others. Even on days when motivation fades, consistency acts as a quiet force that keeps progress moving forward. Ultimately, it's not the intensity of effort once in a while, but the discipline to show up regularly that separates success from stagnation.





NO EXCEPTIONS: WE LEAD FOR HIGH IMPACT



HIGH QUALITY INSTRUCTIONAL MATERIALS

We implement the materials with fidelity and integrity.
We anchor our instruction in the assessments as written.
We utilize the built-in scaffolds and supports within the program's instructional design.



ACCESS

We ensure students have access to grade level materials and tasks in our content area.
We leverage the science of reading and the science of learning to plan support that scaffold up to the level or rigor instead of lowering rigor.
We align our work with the compelling college and career opportunities that WPS is offering.



SUCCESS & EXCELLENCE

We are realigning and redefining what success and excellence look and sound like in adult actions and behaviors.
We are recentring on coherence and consistency in teaching and learning as the true measure of our success