

WESTERLY PUBLIC SCHOOLS

2025-2028 STRATEGIC PLAN rev1



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



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 FOUNDATIONAL SKILLS PRACTICE AND INSTRUCTION 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 OR REACH FULL CONSOLIDATION B) BY THE END OF GRADE 3, 80% OF STUDENTS WILL HAVE REACHED FULL CONSOLIDATION	<table> <tr> <th>YEAR 0</th><th>25-26</th><th>26-27</th><th>27-28</th></tr> <tr> <td>71% (GR. 1 AND 2)</td><td>*75</td><td>90%</td><td>100%</td></tr> <tr> <td>35%</td><td>*55</td><td>90%</td><td>100%</td></tr> <tr> <td colspan="4">*ESTIMATED DATA GIVEN SOME OF THE DATA WAS INCOMPLETE</td></tr> </table>	YEAR 0	25-26	26-27	27-28	71% (GR. 1 AND 2)	*75	90%	100%	35%	*55	90%	100%	*ESTIMATED DATA GIVEN SOME OF THE DATA WAS INCOMPLETE											
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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 HQIM 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>*60%</td><td>75%</td><td>80%</td></tr> <tr> <td>NA</td><td>*50%</td><td>75%</td><td>80%</td></tr> <tr> <td>NA</td><td>54%</td><td>75%</td><td>80%</td></tr> <tr> <td>NA</td><td>47%</td><td>75%</td><td>80%</td></tr> <tr> <td colspan="4">*ESTIMATED DATA GIVEN SOME OF THE DATA WAS INCOMPLETE</td></tr> </table>	YEAR 0	25-26	26-27	27-28	NA	*60%	75%	80%	NA	*50%	75%	80%	NA	54%	75%	80%	NA	47%	75%	80%	*ESTIMATED DATA GIVEN SOME OF THE DATA WAS INCOMPLETE			
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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 HQIM 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	<table> <tr> <th>YEAR 0</th><th>25-26</th><th>26-27</th><th>27-28</th></tr> <tr> <td>NA</td><td>*79%</td><td>75%</td><td>80%</td></tr> <tr> <td>NA</td><td>*55%</td><td>75%</td><td>80%</td></tr> <tr> <td>NA</td><td>47%</td><td>75%</td><td>80%</td></tr> <tr> <td>NA</td><td>NA</td><td>75%</td><td>80%</td></tr> <tr> <td colspan="4">*ESTIMATED DATA GIVEN SOME OF THE DATA WAS INCOMPLETE</td></tr> </table>	YEAR 0	25-26	26-27	27-28	NA	*79%	75%	80%	NA	*55%	75%	80%	NA	47%	75%	80%	NA	NA	75%	80%	*ESTIMATED DATA GIVEN SOME OF THE DATA WAS INCOMPLETE			
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GOAL 4 SCIENCE ACHIEVEMENT: GRADES 5, 8 AND 11 STUDENTS MEETING OR EXCEEDING STATE BENCHMARK IN SCIENCE INCREASES FROM 46% TO 70% BY 2028	ADOPT AND IMPLEMENT HQIM IN SCIENCE ENGAGE AN IMPLEMENTATION COMMITTEE ACROSS STAKEHOLDER GROUPS TO DEVELOP AND INITIATE THE IMPLEMENTATION PLAN DEVELOP AND IMPLEMENT A PROFESSIONAL DEVELOPMENT PLAN TO STRENGTHEN LEADER AND EDUCATOR IMPLEMENTATION OF HIGH QUALITY CURRICULUM MATERIALS GIVE, COLLECT, AND RESPOND TO END OF UNIT CURRICULUM BASED ASSESSMENTS AS WRITTEN K-12	A) BY THE END OF 2026 , SELECT AN HQIM TO ADOPT FOR THE 2026-2027 B) BY THE END OF 2026, DEVELOP AN IMPLEMENTATION PLAN THAT INCLUDES ALL STAKEHOLDERS C) BY THE END OF 2027, 100% OF STUDENTS IN GRADES 3-12 COMPLETE CURRICULUM BASED ASSESSMENTS AS WRITTEN D) BY THE END OF 2028, 80% OF STUDENTS IN GRADES 3-12 EARN AN 80% OR BETTER ON END OF UNIT CURRICULUM ASSESSMENTS AS WRITTEN	<table> <tr> <th>YEAR 0</th><th>25-26</th><th>26-27</th><th>27-28</th></tr> <tr> <td>NA</td><td>SELECTED K-8</td><td>IMPLEMENTATION 1</td><td>IMPLEMENTATION 2</td></tr> <tr> <td>NA</td><td>PLAN BEING DEVELOPED</td><td>IN DEVELOPMENT</td><td>PLAN INITIATED</td></tr> <tr> <td>NA</td><td>NA</td><td>100%</td><td>100%</td></tr> <tr> <td>NA</td><td>NA</td><td>75%</td><td>80%</td></tr> </table>	YEAR 0	25-26	26-27	27-28	NA	SELECTED K-8	IMPLEMENTATION 1	IMPLEMENTATION 2	NA	PLAN BEING DEVELOPED	IN DEVELOPMENT	PLAN INITIATED	NA	NA	100%	100%	NA	NA	75%	80%
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GOAL 5 GRADUATION: 95 % OF ENROLLING 9TH GRADERS WILL GRADUATE WITH THEIR 4 YEAR COHORT	PROVIDE DAILY GRADE LEVEL INSTRUCTION, WITH THE ADOPTED HQIM AS INTENDED. GIVE, COLLECT, AND RESPOND TO END OF UNIT CURRICULUM BASED ASSESSMENTS AS WRITTEN 6-12 STRENGTHEN THE USE OF CURRICULUM BASED SCAFFOLDS AND SUPPORTS TO MAINTAIN THE INTENDED RIGOR OF THE CURRICULUM IMPLEMENT REVISED GRADING POLICY TO IMPROVE QUALITY AND ACCURACY OF GRADING AND FEEDBACK	A) 95% OF 9TH GRADERS ENTERING WHS FOR THE FIRST TIME IN 25-26 WILL BE ON TRACK TO GRADUATE IN 2030 B) 95% OF 9TH GRADERS ENTERING WHS FOR THE FIRST TIME IN 24-25 WILL BE ON TRACK TO GRADUATE IN 2029	<table> <tr> <th>YEAR 0</th><th>25-26</th><th>26-27</th><th>27-28</th></tr> <tr> <td>NA</td><td>TBD</td><td>90%</td><td>90%</td></tr> <tr> <td>NA</td><td>TBD</td><td>90%</td><td>95%</td></tr> </table>	YEAR 0	25-26	26-27	27-28	NA	TBD	90%	90%	NA	TBD	90%	95%								
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GOAL 6 POST SECONDARY SUCCESS: 75% OF STUDENTS LEAVING WESTERLY HIGH SCHOOL IN 2029 WILL EARN A POST SECONDARY CREDENTIAL BY GRADUATION	INCOMING STUDENTS WILL IDENTIFY A GOAL TO SUCCESSFULLY COMPLETE EITHER A CTE PATHWAY, SCORE A 3 OR BETTER ON AN AP TEST AFTER TAKING THE CORRESPONDING AP COURSE, PASS AND EARN CREDIT IN A DUAL ENROLLMENT COURSE, ACHIEVE PASSING SCORES TO EARN THE SEAL OF BI-LITERACY, OR EARN A PATHWAY ENDORSEMENT BEFORE THEY GRADUATE. SCHOOL COUNSELORS WILL ASSIST STUDENTS AND THEIR FAMILIES WITH CREATING A FOUR YEAR PLAN FOR TAKING COURSES ALIGNED TO CHOSEN POSTSECONDARY CREDENTIAL, WITH THE CONSIDERATION THAT A STUDENT'S PLAN MAY CHANGE OVER TIME. THE ILP WILL TRACK PROGRESS TOWARDS THE COMPLETION OF THE STUDENT'S POSTSECONDARY CREDENTIAL. SCHOOL COUNSELORS WILL REVIEW PROGRESS TOWARDS THE COMPLETION OF THE STUDENT'S POSTSECONDARY CREDENTIAL WITH EACH STUDENT PRIOR TO SELECTING COURSES FOR THE NEXT SCHOOL YEAR.	A) 100% OF FRESHMEN WILL HAVE IDENTIFIED A GOAL TO EARN A POSTSECONDARY CREDENTIAL BY THE END OF THEIR FIRST QUARTER AT WESTERLY HIGH SCHOOL. B) 90% OF STUDENTS WILL HAVE BEEN ENROLLED IN AT LEAST ONE COURSE THAT SUPPORTS THEIR GOAL TO EARN A POSTSECONDARY CREDENTIAL BY THE END OF THEIR SOPHOMORE YEAR. C) 80% OF STUDENTS WILL HAVE BEEN ENROLLED IN THE FINAL COURSE ALIGNED TO THEIR GOAL TO EARN A POSTSECONDARY CREDENTIAL BY THE START OF THEIR SENIOR YEAR.	<table> <tr> <th>YEAR 0</th><th>25-26</th><th>26-27</th><th>27-28</th></tr> <tr> <td>NA</td><td>92.4%</td><td>90%</td><td>100%</td></tr> <tr> <td>NA</td><td>67%</td><td>90%</td><td>100%</td></tr> <tr> <td>NA</td><td>82%</td><td>90%</td><td>100%</td></tr> </table>	YEAR 0	25-26	26-27	27-28	NA	92.4%	90%	100%	NA	67%	90%	100%	NA	82%	90%	100%				
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GOAL 7 SCHOOL CULTURE: INCREASE THE PERCENT FAVORABLE IN THE AREA OF CLIMATE & CULTURE FROM 56% TO 80% (SURVEY WORKS 2024)	ALL K - 8 STUDENTS WILL RECEIVE EXPLICIT SEL INSTRUCTION USING THE SELECTED SEL CURRICULUM. ALL STUDENTS K - 12 WILL COMPLETE THE SEL SCREENING SURVEY 3X/ ANNUALLY. ADOPT AND IMPLEMENT PBIS FRAMEWORK ENSURING TRAUMA INFORMED TRAINING FOR ALL STAFF IMPLEMENT AND MONITOR THE DISTRICT'S MTSS B PROTOCOLS TO IDENTIFY AND RESPOND TO STUDENTS NEEDS.	A) 90% OF STUDENTS WILL HAVE A STRONG SENSE OF BELONGING AS MEASURED BY SPRING'S SURVEYWORKS. B) UNDER 10% OF THE STUDENT POPULATION WILL BE CHRONICALLY ABSENT. C) LESS THAN 5 OUT OF SCHOOL SUSPENSIONS PER 100 OF STUDENTS	<table> <tr> <th>YEAR 0</th><th>25-26</th><th>26-27</th><th>27-28</th></tr> <tr> <td>54%</td><td>53%</td><td>80%</td><td>90%</td></tr> <tr> <td>14.8%</td><td>9.6%</td><td>LESS THAN 10%</td><td>LESS THAN 10%</td></tr> <tr> <td>5</td><td>3.3</td><td>LESS THAN 5%</td><td>LESS THAN 5%</td></tr> </table>	YEAR 0	25-26	26-27	27-28	54%	53%	80%	90%	14.8%	9.6%	LESS THAN 10%	LESS THAN 10%	5	3.3	LESS THAN 5%	LESS THAN 5%				
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