WESTMINSTER PUBLIC SCHOOLS
Strategic Plan

Pathway to 2020 the Future

VISION

Today’s Learners - Tomorrow’s Leaders

February 27, 2016
MESSAGE FROM

(Superintendent)

TBD

Mayor Herb Atchison and the Westminster City Council

On behalf of Westminster City Council, we want to recognize and support the exciting new strategic approach taken by Westminster Public Schools. The City of Westminster has long viewed WPS as a vital partner in moving our community toward a brighter future. The city specifically calls out collaboration with our local school districts as a key activity to advance the common interests of our city and our region. We look forward to building an even stronger strategic partnership with Westminster Public Schools through our shared interests for the Westminster community.

WESTMINSTER PUBLIC SCHOOLS (WPS) SEEKS TO ENHANCE QUALITY OF LIFE AND ECONOMIC VITALITY FOR OUR STUDENTS THROUGH PREMIER EDUCATIONAL PROGRAMS, COMMUNITY PARTNERSHIPS, AND BUSINESS AND WORKPLACE EXPERIENCES.
VISION
Preparing future leaders, learners and thinkers for a global community.

MISSION
WPS will create opportunities to develop competent, agile learners who will contribute to their community and achieve personal success.

CORPORATE VALUES
“It’s not hard to make decisions when you know what your values are.”
- Roy Disney

1. We Agree to prepare students for the day after graduation and promote entrepreneurial thinking, college and workforce readiness.

2. We Agree to respect our community through culturally responsive instructional and communicative practices.

3. We Agree to create and maintain a positive district culture through clear communication and a demonstration of competency, self-accountability, mutual respect, and collective effort.

4. We Agree to customize and demonstrate a balance of best instructional practices, as outlined in the Learner Centered, Competency Based Instructional Model.

5. We Agree to promote positive and trusting relationships with all stakeholders, through honesty and transparency, where people come first.

6. We Agree to expect our students and adults to be challenged through deep and critical thinking and Project Based Learning opportunities at or above current levels of competency.

7. We Agree to develop personalized learning pathways for students through collaboration, student ownership, goal setting, and tracking performance.

8. We Agree that we will better our craft through personal and professional development, collaboration and continuous improvement with specific professional goal setting aligned to the evaluation tool, using data, and the instructional model.

9. We Agree to embrace technology as a tool to enhance highly engaged teaching and learning.

10. We Agree that adults will provide aligned and targeted learning opportunities for students to read, write, speak, actively listen and think critically every day.
OUR JOURNEY
TO THE PRESENT

Once considered a typical suburban school district, economic and demographic shifts within the larger metropolitan area have changed the face of the District to resemble that of an archetypical urban district: low-income/high poverty, majority minority enrollment, aging facilities, high mobility, and lagging student achievement.

In 2003, the District conducted an extensive facility audit to identify and highlight our infrastructure needs. Data gathered from the audit provided the foundation for a 2006 bond campaign which secured funding for new schools, facility upgrades, and basic maintenance. The dollars generated from this bond were used to build a new elementary school, a new high school, put air-conditioning in six elementary schools and provide general maintenance throughout the District. However, the funding received did not meet our general maintenance needs by any stretch of the imagination.

Just as our facilities needed attention, so did our academic programs. Beginning in 2008, the District embarked on a bold project to transform the face of education. The District replaced traditional grade levels with clearly defined standards and learning targets that outline what a student must know and demonstrate in order to graduate. Our Competency Based System (CBS), now in its seventh year, is showing academic promise and student achievement has shown steady improvement over the past four years.

Additionally, a Science, Technology, Engineering and Math (STEM) school, Colorado STEM Academy (CSA), was opened in 2013, providing students an innovative learning environment in which to immerse themselves in the worlds of science and technology.

As WPS takes stock of its work to date, it is important to recognize the vision and leadership that have been instrumental in the District’s renewal over the past ten years. Careful planning and actions have demonstrated long-lasting, positive results for the District.

MILESTONES IN WESTMINSTER PUBLIC SCHOOLS’ DEVELOPMENT 2000-2015

2000
- 20% of students classified English Language Learners (ELL)

2001
- District becomes majority Hispanic school district

2002
- Voters approved a $5.9 million mill levy

2003
- 50% of students qualify for free and reduced meals

2004
- Districtwide Boundary change (first in 20 years)

2006
- Voters approved a $98 million bond
- 40% of students classified ELL

2007
- District placed on “Academic Watch” by Colorado Department of Education (CDE)
- District offers highest starting teacher wage in the state
- Hidden Lake High School Alternative Education Campus opens

2008
- District piloted CBS model

2009
- Hodgkins Elementary opens
- CBS rolled out at elementary and middle schools

2010
- A new Westminster High School facility opens
- Board of Education adopts resolution to continue CBS

2012
- Westminster Virtual Academy opens
- District removed from “Turnaround” status

2013
- Voters rejected a $5.25 million mill levy
- Colorado STEM Academy opens

2014
- Voters rejected $20 million bond and $2.5 million mill levy
- Sunset Ridge Elementary received the Governor’s Distinguished Improvement Award

2015
- The Future Center at Westminster High School opens
In February of 2014, the District conducted focus groups and telephone interviews with parents. Major themes include:

35% of respondents believed academic performance is the single most important factor contributing to families choosing educational opportunities outside the District;

20% of the respondents identified student discipline and social issues in school as the leading cause for leaving the District; and,

18% identified the reason as class size.

When asked what would improve academic performance:

29% of the respondents identified smaller class sizes;

21% stated more student resources such as after school and summer programs;

18% believed different program options such as STEM or fine arts were needed; and,

15% proposed more arts and music programs.

In April of 2014, the District conducted an online survey that went to all parents, staff and community subscribers to the District Insider. The priorities identified rank as follows:

<table>
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<tr>
<th>Priority</th>
<th>Priority</th>
<th>Attract and retain high quality staff</th>
<th>Art, music and theatre programs</th>
<th>Building and ground maintenance</th>
<th>Maintain current class size</th>
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From data gathered in the early spring of 2014, (surveys, focus groups and telephone interviews), the Board of Education and administration identified key themes to explore in more depth:

- Improve communication and customer service to enhance the quality of interactions with all stakeholders.
- Explore program options, specifically:
  - STEM
  - The Arts
  - Gifted/Talented
- Provide students with opportunities to enhance Postsecondary and Workforce Readiness (PWR) skills through curricular offerings, supported by community and business partnerships.
In September of 2014, the Board of Education engaged in a visioning process to begin conversations on the future of the District. To structure the conversation, the Board reviewed fact-based information and data on student achievement, finances, and enrollment trends. The Board also reviewed perception data gathered from community surveys, focus groups, and interviews. Using these data to inform the direction and focus of the District over the next five years, the Board identified the following priorities:

- Continue and strengthen the success of CBS.
  - Maintain current momentum and success for student achievement in the District.
- Establish an accurate perception of WPS in the mind of the public and staff.
  - Have the courage to cultivate and sustain a great school district.
- Develop the resources needed by the District, assuming prudent budgeting and resource allocation.

These strategic priorities were then organized and summarized as the following large goals for WPS:

1. **Resources** to fund success for all students
2. **Image** of the school district’s success established in the District and community
3. **Sustained Excellence** in achievement for all students

There is much work to be done in each of the categories captured by **RISE**, however, the five vision areas outlined in this plan provide a blueprint moving forward to 2020.
WPS is dedicated to consistently improving the curriculum to engage students through purposeful, project-based approaches, integrating instructional technology to enact new knowledge, and creating a strong school culture to empower children to be great citizens of the world. We are creating opportunities for learners to think, work together, and contribute throughout life. Our goal is to equip our students with the knowledge and skills they will need for the day after graduating from high school.

As we guide our schools through the next five years, we need to provide our teachers with the knowledge and skills necessary to allow them to continue to challenge our students and to teach using the very best teaching strategies. We need to ensure we have research-based cutting edge instructional programs that align with, and support, CBS. We must foster a culture of learning through technology, and continue to provide our students with the hardware necessary to access that technology. Our curriculum must engage our students in a variety of learning opportunities, and be based on hands-on learning. Finally, we must provide our students with an education that will serve them as they adapt to the challenges of their time.

This work must be done with clarity and vision. As we look to the future, we must be clear on what the District stands for and clearly articulate our identity. We commit to continuing our leadership role in education innovation and we will persist in holding our students to high academic standards. While our commitment to excellence is steadfast, we will be flexible in meeting the needs of our students through supporting and providing innovative instructional programs.

Our students will be professionally prepared when they leave high school, possessing the knowledge and skills needed for their next stage of life, whether it be the world of work or higher education.

The District also acknowledges that quality learning takes place in quality learning environments. Over the next five years we will continue to improve our schools and classrooms ensuring they are a significant contributor to positive learning experiences.

If we are to ask students to work harder and value achievement, we must work equally hard to deliver an educational experience that engages them and challenges them in new and novel ways. Westminster Public Schools is committed to delivering on this promise.
WESTMINSTER PUBLIC SCHOOLS’ STRENGTHS

All it takes is focus. We continue to raise expectations, challenge our students and staff, and remain committed to excellence.

- WPS is well on its way to transforming today’s learners into tomorrow’s leaders, maintaining strong, steady academic progress. In the last seven years, the District has gone from having seven schools in “Turnaround” status, as defined by CDE, to having all but two schools identified as “Performance” or “Improvement”. The remaining two schools are in the “Priority Improvement” accreditation category, with no “Turnaround” schools.
- Performance on the 2014 Transitional Colorado Assessment Program (TCAP) had the District posting the highest percentage of overall improvement on the assessments of any district in the Denver metro area.
- Our District is fifth in the state when it comes to the percentage of low-income students who go on to “top-tier” Colorado Colleges and Universities. We are one of only ten school districts in Colorado to be named to the Advanced Placement (AP) Honor Roll.
- Sunset Ridge Elementary received The Governor’s Distinguished Improvement award for students’ continued academic growth over the last three years.
- Our dropout rate continues to decline.
- WPS is a national leader in implementing a new vision for public education, Competency Based Education.
- Discipline incidences are on the decline.

WESTMINSTER PUBLIC SCHOOLS’ CHALLENGES

While we have made great gains in academic achievement, climate and culture, we continue to face key challenges.

- Overall academic performance continues to be lower than the statewide average.
- Our achievement gaps are not closing fast enough, and not every child is succeeding.
- The percentage of graduates headed to college in need of remediation in math and reading is unacceptably high, although it has declined in the past three years.
- Approximately 3,800 students who live within district boundaries are choosing educational opportunities elsewhere.
- We continue to battle community perception regarding our schools in both academic quality and safety.
- Our facility needs outstrip our budget capacity, both present and future.
- We continue to balance the budget through the use of reserve funds.
- The current state accreditation model does not address the dynamics of districts highly impacted by poverty and at-risk students.
Westminster Public Schools’ identity articulates the Mission, Values and Vision that are shared by the District and community, enabling it to demonstrate outstanding quality that transcends the boundaries of the classroom walls and is personified in our staff and students.

Westminster Public Schools is an educational leader whose priority is to seek high academic standards, support innovative instructional programs and practices, increase academic achievement, and develop our students’ learning skills.

Westminster Public Schools supports the personal, social, financial literacy, career exploration and development of our students in order to ensure each is professionally prepared.

Westminster Public Schools provides functional and safe infrastructure and facilities, which make a significant contribution to a positive student and workplace experience.

Westminster Public Schools is an employer of choice committed to fostering an environment of education innovation through a workplace that attracts, sustains, and inspires great people, working for a great purpose, while promoting diversity, equity, civility, and respect.
WHAT WILL WESTMINSTER PUBLIC SCHOOLS NEED TO ADVANCE FOR A POSITIVE ORGANIZATIONAL IDENTITY?
**OUR STRENGTHS**

The District embraces school innovation. WPS is committed to CBS, preparing students for the day after high school graduation. Students are required to show mastery of content before moving on to new learning. CBS seeks to end social promotion where students are routinely moved along year after year. Our efforts have received significant attention at both the state and national level.

The District embraces school innovation. Two years ago, Colorado STEM Academy opened with “Innovation Status” approved by the Colorado State Board of Education. Westminster Virtual Academy also opened on the Hidden Lake High School campus to allow students access to anywhere, anytime learning.

While WPS is breaking ground in how it educates all of its children, it also embraces a long, proud history of educators and civic leaders who have shaped the community.

In the past several years, there has been a renewed focus on community pride, and a realization that a successful community and a successful school district go hand in hand. Relations with members of the Colorado State Legislature and leadership of the City of Westminster have never been stronger.

Enrollment has remained stable over the last decade, but the District still loses approximately 3,800 students a year to charter schools or surrounding school districts. The District has found that many parents are happy to send their children to their local elementary school, but begin looking for other options as their children grow older.

Adequately financing education is another challenge. Ours is not a wealthy community. Many of the District’s residents are either retired or come from hard working families who live paycheck to paycheck. Voters rejected a mill levy override in 2013 and turned down a mill levy override and bond election in 2014.

**OUR CHALLENGES**

Despite improving academic performance, WPS still has many challenges. Approximately 80% of our students qualify for free and reduced meals and about 45% are Culturally and Linguistically Diverse (CLD). Once labeled a “Turnaround District” by CDE, the District still wrestles with the stigma of a low performing district.

**OUR FOCUS**

The District’s identity needs to reflect the improved academics and quality of life for students in the District. There is no overnight fix or rebranding program that will instantly change perceptions of the community. Success will only come from steady, constant work. Steps must also be aligned with Board of Education priorities and goals. Below are steps to improve our identity:

- Continue to highlight academic growth and improvement.
- Improve customer service at administration and school level.
- Improve website content and accuracy.
- Aggressive public relations campaign to share the good news going on in the District.
- Continuation of consultant work.
- Rebrand to include name, tagline, typographic and color standards.
GOALS, STRATEGIES AND TIMELINE

2015-2017

- **Rebranding**: selection of marketing firm for stage 2 work
- **Rebranding**: decision about District name change
- **Rebranding**: stage 2 work (taglines, colors, design, etc.)
- **Rebranding**: stronger connection/ties with the District’s Education Foundation
- **Improved Web Presence/Social Media**: continue work with School Wires
- **Improved Web Presence/Social Media**: redesign to fit new look, name, taglines, colors, etc.
- **Improved Web Presence/Social Media**: Facebook and Twitter remain high priorities
- **Improved Web Presence/Social Media**: employee training and seminars
- **Improved Web Presence/Social Media**: District Mobile App
- **Customer Service**: expand use of Ted Talks training
- **Customer Service**: expand the importance and recognition of monthly “Fred Award” for all employees
- **Customer Service**: Educational Support Professional (ESP) symposium
- **Customer Service**: continuation of ESP employee of the year program
- **Public Relations**: expand “News You Can Use” publication to twice yearly
- **Public Relations**: expand Gold Card awareness
- **Public Relations**: strengthen ties to Metro North Chamber of Commerce and Westminster Chamber of Commerce
- **Public Relations**: continue strong ties to local media, television and newspaper

2018-2020

- **Rebranding**: monitor and refine the District’s message
- **Rebranding**: expand visibility and marketing as a result of improved test scores and reputation
- **Improved Web Presence/Social Media**: reevaluate School Wires contract/responsive web design
- **Improved Web Presence/Social Media**: reinforce the value of web presence and social media with principals and staff
Does Westminster Public Schools have a specific Vision of 21st century education and an implementation strategy to make it actionable?
A pipeline is a continuous and somewhat overlapped movement of instruction that supports student learning in a particular field or discipline as one transitions between levels and campuses. Currently, WPS has the building blocks for a STEM pipeline in place. Colorado STEM Academy provides focused science and technology instruction in grades 3-8, Gateway to Technology programs are present in each of our middle schools, and Project Lead the Way (PLTW) at the high school. The District is now ready to define STEM pathways that offer training, hands-on-experience, and learning opportunities to prepare students for rigorous secondary courses and ensure they enroll in a two or four year institution of higher education.

In addition to a strong foundation in the sciences, the District is privileged to have a thriving, award winning performing arts program at the high school. We are also fortunate enough to have two quality performance spaces, a state of the art theatre at Westminster High School and a 1,438 seat auditorium at Ranum Middle School. To complement our internal resources, the District also benefits from community support through the North Metro Arts Alliance and proximity to the quality theatre at the Arvada Center. Regionally, Denver is known as an arts haven with about 50 theatre companies competing to provide quality entertainment and employment opportunities for students.

Perhaps one of the greatest challenges facing a “pipeline” program, is creating a common vision. Whether it is STEM or Performing Arts, as programs spread across schools and campuses, the lack of a unified instructional philosophy has the potential to neutralize any benefits to the model. Time is one of our greatest challenges: time for developing a common vision, time for professional development, time for curriculum development, and time to collaborate.

Specialized programs also tend to be more expensive to implement and maintain. Funding continues to present challenges to our pipeline program development. Whether it is recruiting and maintaining quality staff, obtaining specialized equipment and curricula, and/or facility development, limited resources and budgetary constraints create barriers to effective implementation.

WPS is committed to raising academic achievement for all students. Our primary goal is to increase learning that results in measurable outcomes by implementing high-quality academic programs.

- Train, develop and deploy an integrated visual and performing arts program in a magnet school, while providing strands of similar foci across elementary and middle schools.
- Market, attract and retain up to 200 students by the 3rd year of implementation, at least half of whom would have otherwise attended schools outside of our boundaries.
- Partner and strengthen current partnerships with visual and performing arts agencies to improve student and teacher access to the arts, both while in school and for potential school to career pathways.
- Illuminate research that clearly exposes the advantages in performance of the arts involved students relative to the other students over time.
- Integrate a humanities approach by co-mingling resources to save money while improving desired results.
GOALS, STRATEGIES AND TIMELINE

2015-2016

2015

- **Unified Improvement Plan (UIP):** provide differentiated support for academic systems through improved competency based instructional practices at each school to improve academic achievement and growth
- **UIP:** implementation of research-based instructional strategies to support culturally and linguistically diverse learners that is aligned to the CBS Instructional Model
- **UIP:** create a culture of performance to support students’ trajectory from preschool through high school graduation and beyond in order to ensure postsecondary and workforce readiness
- **Accreditation:** explore accreditation models better aligned to CBS
- **STEM:** research and define the components of a STEM program, utilizing a Project Based Learning model with the expansion of K-2
- **STEM:** define entrance requirements for incoming students
- **STEM:** adopt curriculum materials for K-2
- **STEM:** communication, rebranding and recruiting efforts
- **STEM:** define staffing for K-8 STEM electives, interventionists, and K-2 programming
- **STEM:** determine furniture, fixtures, and equipment needs for K-8 expansion
- **STEM:** identify budget
- **The Arts:** plan and organization of a fine arts magnet; curriculum design
- **The Arts:** develop program exit requirements
- **The Arts:** research grant funding opportunities
- **The Arts:** hire an Arts Coordinator, establish criteria for hiring staff in fall 2016
- **The Arts:** branding, marketing, recruitment and outreach efforts

2016

- **Accreditation:** select model and begin external review process
- **The Arts:** arts curriculum design/scope with humanities as the foundation
- **The Arts:** develop school acceptance policies, application criteria, audition procedures, establish entry requirements
- **The Arts:** research grant funding opportunities
- **The Arts:** staff training in fine arts programs
- **The Arts:** branding, marketing, recruiting and outreach efforts
- **The Arts:** form partnerships with arts organizations
- **The Arts:** hire personnel

2017-2020

2017

- **Accreditation:** dual accreditation (CDE and AdvancED)
- **The Arts:** research grant funding opportunities
- **The Arts:** branding, marketing, recruiting and outreach efforts
- **The Arts:** arts curriculum design/scope with humanities as the foundation
- **The Arts:** student auditions and registrations; begin classes fall 2017
HOW IS WESTMINSTER PUBLIC SCHOOLS INCREASING THE RIGOR OF HIGH SCHOOL COURSEWORK WITH A GREATER FOCUS ON IN-DEPTH CONTENT COVERAGE AND GREATER SECONDARY-TO-POSTSECONDARY AND WORKFORCE READINESS CURRICULUM ALIGNMENT?
OUR STRENGTHS

The District’s CBS Instructional Model mirrors workplace performance expectations so there is immediate connection and smoother transition to employer expectations for our students upon graduation provided they have learned how to set target goals, problem solve in “real world” scenarios and leave high school performing at college entrance or work readiness levels academically. The District currently offers existing career pathway and college preparation programs (International Baccalaureate (IB), Advanced Placement (AP), Concurrent Enrollment (CE), Career Technical Education (CTE), Advancement Via Individual Determination (AVID)) that are proven effective in providing the right level of skill development for our students. In the 2014-2015 academic year, the District implemented a Phase I Individual Career and Academic Plan (ICAP) curriculum for students in levels 6-12. With the enhancements made to Empower and the incorporation of the District personal social competencies, the curriculum for 2015-2016 will align with the CBS model, will enable students to capture personal and career exploration data that will make it easier for family members and District staff to guide each student toward his/her professional goals.

OUR CHALLENGES

The postsecondary and workforce readiness challenges faced by our students are often masked in discussions of statewide data. While Colorado ranks in the top five states in college degree attainment and the percentage of workers in high-tech fields, the reality for our students is starkly different. The first challenge faced by WPS is our change in demographics. With a large percentage of our students identified as immigrant and lacking “official recognition” many do not see postsecondary opportunities as a realistic option. Additionally, many of our students do not have an adult in their household with a college education, another determining factor in positively viewing higher education as obtainable. And finally, even if college is a goal, many of our students face achievement gaps that seem insurmountable and defeating. The second challenge faced by many of our families is funding. With a poverty rate in the 70th percentile, many students/families do not have the social networks that can financially assist in this goal. And finally, leveraging state and local resources and strategies to support programs, internships, and other opportunities for students in an environment of shrinking revenues continues to challenge the District.

OUR FOCUS

It is imperative that every graduating high school learner understand his or her next steps and be academically, socially and emotionally proficient enough to pursue their career of choice. In order to achieve this, each student needs guided and self-directed study over their entire PK-12 career. Our expectations are that every student will graduate ready to enter postsecondary education without remediation and/or will have the skills needed to enter the workforce in a career choice that will earn them a household living wage.

- Develop a cohesive ICAP in grades 6-12; ultimately PK-12.
- Improve master scheduling to maximize time on task, Project Based Learning, internship opportunities, and provide time for teachers to participate in quality professional development.
- Strengthen and expand our postsecondary and career preparation programs through expansion of IB, AP, AVID, CTE, and PLTW courses, not only at the high school level but in the earlier grades.
- Strengthen and expand our counseling program to provide students and families with the support needed to make informed decisions regarding current and future academic goals, employment opportunities, and the development of soft skills necessary for success in life.
- Meet or exceed CDE’s Postsecondary and Workforce Readiness performance expectations.
GOALS, STRATEGIES AND TIMELINE

2015-2017

- **UIP:** create a culture of performance to support students’ trajectory from preschool through high school graduation and beyond to ensure PWR
- **ICAP:** curriculum rewritten into student driven electronically delivered format integrated with District Personal/Social standards and CLD parent and program outreach
- **ICAP:** link the ICAP curriculum to elementary levels to create a PK-12 plan for all students
- **ICAP:** construct ICAP curriculum specifically targeting CDE performance expectations to guarantee all students receive instruction necessary for success
- **Counseling:** integrate the school counselor program into District PWR efforts and CLD community outreach
- **Counseling:** increase counselor staff with funding from the Counselor Corps Grant
- **Counseling:** use Counselor Corps Grant report to articulate action steps and deepen District work
- **Counseling:** implement systemic counselor strategies designed to address PWR measures of attendance, ACT scores, graduation rate and college preparation/workforce placement
- **PWR:** develop “college going culture and resources” with the CLD community as a precursor to the creation of a Future Center
- **PWR:** clarify for students the options for enrolling in college level courses while still in high school
- **Scheduling:** develop CBS master schedule at secondary level
- **Scheduling:** master schedule redesign to engage more students in school and reduce attendance issues
- **Personnel:** hire a STEM coordinator for the District
- **Programs:** increase support for IB, AP, AVID and CTE
- **Programs:** explore CTE options for Hidden Lake High School
- **Programs:** support PLTW by standardizing the annual STEM fair, support for clubs and STEM activities
- **Programs:** financially support current secondary PLTW programs and create an expansion plan that includes elementary

2018-2020

- **Counseling:** secure funding to continue to support counselor salaries after the Counselor Corps Grant closes
- **Personnel:** secure a physical location and permanent leadership for the District Future Center
- **Personnel:** hire district college graduates for core instructional and support roles within the District
- **Personnel:** market to and through all District staff the importance of helping our students meet the new District graduation standards
- **PWR:** engage employers and university professionals to ensure industry standard student preparation and performance expectations are met by our graduates, to provide teachers with capstone project, applied and Project Based Learning opportunities and to ensure our counselors know industry expectations and can effectively coach students to those expectations
- **PWR:** align new District graduation criteria to college entrance requirements and employer entry level expectations
- **PWR:** create an employer network that will hire our graduates and serve as advisors to our program development
- **PWR:** secure significant external funding for scholarships and college books/fees in order to overcome family obstacles regarding college preparation and completion
- **Programs:** expand CTE, PLTW and other career path prep programs within the high school as well as into the middle and elementary schools
DO PK-12 SCHOOL FACILITIES AFFECT EDUCATION OUTCOMES?
In 2002, the District conducted an extensive audit of its facilities in collaboration with Lantz-Boggio Architects, P.C. The review included a facility portfolio analysis and documentation; condition surveys; building and site usage, including capacity analysis; and, cost projections for required maintenance and compliance with current codes. Data obtained from this review has proven crucial in assisting the District make long-term facility decisions and evaluate maintenance and usage scenarios, options and alternatives.

In 2009, another comprehensive facility review was conducted in conjunction with CDE. Combined with the data obtained in the earlier audit, the District has been able to formulate a sound maintenance plan and leverage local dollars with state funding to meet some of our more significant needs such as roof replacements and mechanical system upgrades.

The District has also recently engaged in a benchmarking study. Benchmarking is a useful tool for comparing and measuring our organization against others, to gain information on philosophies, practices, and measures that will help us take action to improve our performance.

While our facility audits provide quality data for facility planning and management, they also highlight the magnitude of our facility needs. To remediate maintenance needs, meet current building usage standards, and comply with current codes, the total estimated cost is approximately $135 million. As demonstrated by this number, our needs greatly outstrip our capacity to adequately respond to them. Our first priority is to channel dollars and resources into the systems that if they failed, would close a school for a significant period of time. These systems, the infrastructure backbone of a building, are not glamorous and most often are “behind the scenes” and hidden from plain view. The out-of-sight nature of these projects makes it difficult to generate excitement for the expenditures, both on the part of District staff and community who would like to see upgrades to the instructional spaces. Balancing our basic needs with supporting needed changes to the instructional environments is perhaps our greatest challenge.

The overall focus of WPS continues to be enhancing the overall condition of schools, safety and security improvements, creating environments conducive to learning through current technology, maintaining an acceptable level of web accessibility and addressing deferred maintenance. To that end, we are:

- continuing our program of upgrading mechanical systems at the elementary schools to include air conditioning;
- completing our roof replacement cycle at the elementary schools;
- upgrading main entryways to enhance security;
- supporting educational initiatives requiring unique learning spaces and current technology; and,
- addressing our priority deferred maintenance needs to ensure our facilities support student success.
GOALS, STRATEGIES AND TIMELINE

2015-2017

2015-2016
- **Roof Replacement**: Hidden Lake High School, Union Building and Fairview Elementary (Best Grant) - $1.2 million
- **Technology Upgrades**: permanent mounting of existing projectors, and, installation of interactive math projectors at Ranum Middle School (Next Generation Grant~24 rooms)
- **Technology Upgrades**: wireless network infrastructure upgrades districtwide (E-Rate/Cap Reserve)
- **Technology Upgrades**: internet delivery services expansion from 1-2 Gb (E-Rate/General Fund)
- **Technology Upgrades**: migration of all document file storage to cloud services (administration)
- **Life/Safety**: fire alarm upgrades (horns/strobes)
- **Playground**: Skyline Vista Elementary (joint venture with City of Westminster, District portion funded through a Colorado Health Foundation Grant)

2016-2017
- **Mechanical Upgrade/HVAC**: Flynn Elementary - $2 million
- **Roof Replacement**: Metz Elementary (proposed BEST $)
- **Secured Vestibules**: Mesa Elementary
- **Technology Upgrades**: migration of all document file storage to cloud services (administration)
- **Technology Upgrades**: internet delivery services expansion to 2-4 Gb
- **Life/Safety**: fire alarm upgrades (smoke detectors)
- **Playground**: Flynn Elementary

2017-2018
- **Mechanical Upgrade/HVAC**: Harris Park Elementary
- **Mechanical Upgrade/Boiler**: Shaw Heights Middle School
- **Replace Retaining Walls**: Ranum Middle School
- **Life/Safety**: fire alarm upgrades (smoke detectors)
- **Roof Replacement**: Early Childhood Center

2018-2020

2018-2019
- **Mechanical Upgrade/HVAC**: F.M. Day Elementary
- **Mechanical Upgrade/Boiler**: Scott Carpenter Middle School
- **Mechanical Upgrade/Direct Digital Controls**: Scott Carpenter Middle School
- **Roof Replacement**: Harris Park Elementary
- **Life/Safety**: fire alarm upgrades
- **Replace Retaining Walls**: Shaw Heights Middle School
- **Technology Upgrades**: internet delivery services expansion to 4-10 Gb
- **Facility Master Plan**: conduct facility audit to develop an updated facility master plan to drive the future vision of the District

2019-2020
- **Mechanical Upgrade/HVAC**: Skyline Vista Elementary
- **Roof Replacement**: F.M. Day Elementary
- **Life/Safety**: fire alarm upgrades
- **Replace Retaining Walls**: Westminster Elementary
- **Facility Master Plan**: develop facility master plan based on facility audit results

2020-2021
- **Mechanical Upgrade/HVAC**: Early Childhood Center
- **Roof Replacement**: Skyline Vista Elementary
DOES TEACHER QUALITY DETERMINE STUDENT OUTCOMES?
OUR STRENGTHS

Great teaching matters. In fact, an increasing body of evidence suggests that teacher quality is the single most important factor in determining student outcomes. WPS continues to create programs to position ourselves as a vanguard for attracting highly effective teachers. We invest in and support our staff through mentoring, ongoing quality professional development, and a dynamic, innovation-minded instructional model that encourages 21st Century ingenuity and creativity.

WPS continues to offer one of the most competitive pay scales in the state of Colorado.

Our Human Resources department seeks to recruit, retain, and develop a diverse cadre of the highest quality licensed personnel, educational support professionals, and administrators. WPS employs 1,066 employees, of those 582 are licensed personnel and 420 are educational support professionals.

OUR CHALLENGES

WPS faces staffing shortages in historically hard-to-fill positions:

- High demand fields such as special education, math, science and bilingual education/CLD
- Applicants wishing to teach in urban, low-income, minority schools
- Racially and ethnically diverse applicants

Teacher retention - It is estimated that only 50 to 60 percent of teachers are teaching five years after entering the profession. We seek to reverse this trend through our commitment to employee satisfaction and professional compensation.

We continue to explore ways to honor the needs of our staff as they tool and retool their practice in order to keep pace with the needs of learners. We need time and resources to build and maintain a highly effective teaching and support staff.

OUR FOCUS

- Retain highly effective staff
- Recruit and hire highly effective minority candidates
- Transmit the culture of CBS to our new hires
- Provide principals, school staff, and District administrators training and support on cultural competence and minority teacher recruitment and retention
- Provide a highly effective principal in every school
- Provide a highly effective teacher in every classroom
- Ensure that new teacher hires have what they need to experience immediate success and be an asset to their schools
- Provide targeted, ongoing professional development to ensure teacher success and maximize student achievement
- Increase the number of STEM certified teachers
- Develop leadership at all levels of the organization
- Ensure that our employee evaluation system aligns with CBS at all levels
## GOALS, STRATEGIES AND TIMELINE

### 2015-2017

**2015-2016**
- **Benefits**: wellness partnership with American Heart Association – provide opportunities and resources for wellness professionals to complete wellness coaching certification programs in order to offer individual and group coaching to employees.
- **Benefits**: implement new designated provider for Workers’ Compensation injuries.
- **Benefits**: offer regular opportunities to identify health risk factors and access high-quality interventions to reduce them.
- **Evaluation**: implement teacher evaluation process according to State law.
- **Professional Development**: provide high customer service satisfaction based on customer service surveys.
- **Recruitment**: 95% or higher fill rate for licensed guest teachers.
- **Recruitment**: produce and distribute informational video highlighting career opportunities in WPS.

### 2016-2017

- **Benefits**: develop District’s Insurance Committee.
- **Benefits**: develop District’s Wellness Committee.
- **Professional Development**: promote and facilitate a workplace culture and climate that is respectful, inclusive, collaborative, safe and healthy.
- **Recruitment**: recruit, retain, and develop a diverse cadre of the highest quality licensed personnel, educational support professionals, and administrators.
- **Recruitment**: identify effective methods to staff hard to fill areas: mathematics, special education, reading intervention, and CLD.
- **Recruitment**: recruiting opportunities
  - Adams State College Job Fair
  - Colorado Association of School Personnel Administrators Metro Job Fair

### 2017-2020

**2016-2017 (cont.)**
- Colorado State University Teacher Job Fair
- Society of Hispanic Human Resources Professionals (SHHRP) Diversity in Education Job Fair
- SHHRP Denver Opportunity Fair
- University of Northern Colorado Teacher Employment Days
- University of Phoenix Recruitment Fair
- University of Colorado Boulder Interview Days

- **Recruitment**: recruiting opportunities out of state (targeting recruiting, hard to fill)
- **Recruitment**: ensure equity in the hiring process by consulting with search committees, hiring managers, and HR partners.
- **Professional Development**: collaborate with relevant departments to provide education and training on issues related to equity, compliance, inclusion, and diversity.
- **Benefits**: establish benefits advisory group.
- **Benefits**: ensure compliance with Affordable Care Act requirements.
- **Professional Development**: train supervisors on a mediation process for employees.
- **Professional Development**: expand and improve our on-boarding processes to enhance knowledge transfer in order to ensure rapid employee integration.
- **Evaluation**: create a monitoring and tracking process for licensed and educational support professional evaluations.

### 2018-2020

- **Benefits**: review partnerships with vendors.