



2025 Innovation Plan



Dear Dr. Gotto and the Westminster Public Schools Board of Education,

We are writing this letter to renew our innovation status for Metropolitan Arts Academy. The purpose of our innovation status is to continue our forward progress and ability to work with students in a unique capacity. We worked with all of our stakeholders in our community through meetings, brainstorming sessions, and surveys to revise our plan for your review.

As you are aware, Metropolitan Arts Academy is in its 5th year of existence as an innovation school in Westminster Public Schools. Our school serves approximately 300 students from all around the metro area in grades PK-8th. We have a focus on arts-integrated, project-based learning to help prepare our students for work-force readiness while embracing their love for the arts. Our current innovation status provides us the opportunity to hire and retain quality teachers with a passion for the arts as well as industry professionals with a passion for creating a thriving arts community through working with the next generation of artists. Our status also provides us the opportunity to schedule professional development opportunities around arts education, design a calendar that allows for more individualized learning, provide extensive real world arts experiences for students and more.

In just five short years, Metropolitan Arts Academy has created and sustained a community that has embraced the arts and found innovative ways to keep these going, even during the pandemic. We have highlighted some of our accomplishments below.

- Throughout the pandemic, Metropolitan Arts Academy has established innovative practices to help maintain enrollment and arts learning through a competency-based, personalized learning model.
- Second in the district and the nation to obtain level five High Reliability School status through Marzano Research.
- Local community partnerships with Perry Mansfield, Denver Center for Performing Arts, Arvada Center, Mirror Image Arts, Children's Museum, Scientific and Cultural Facilities District (SCFD), Junior League and Denver Art Museum.
- Secured an \$8,000 SCFD grant to fund arts-centered learning excursions for every student in the building. This included opportunities to see performances from the Colorado Opera, Colorado Symphony Orchestra, Colorado Ballet, Denver Center of Performing Arts and the Arvada Center. It also funded field trips to the Children's Museum, Bird Conservatory of the Rockies and Lakewood Cultural Arts Center. Also funded were in person performances and speakers such as El Javi, Children's Museum Bubble Lab, Book Stars from Denver Center for Performing Arts, Pop Culture classrooms and a holocaust survivor from the Mizel Museum "Eye Witness to History" program.
- ● Planned our inaugural annual trip to New York City for our 8th graders to be able to see the application of their learning through Broadway productions and workshops all tied back to core content areas.
- Secured a \$10,000 scholarship to fund 3 middle school performers to attend the month long nationally recognized Perry Mansfield Performing and Visual Arts Camp at Perry Mansfield in Steamboat Springs this summer for multiple consecutive summers.
- Registered school participant in National Character Day every year.
- Developed and implemented a multi-tiered approach to social/emotional learning that includes a housing structure, peer mentoring, weekly rethink lessons and whole school community building activities.
- Partnered with professional theatre artists from Mirror Image Arts to implement 12 weeks of programming into our level 4 and 5 classrooms.
- Trained and sustained restorative justice practices with all staff.
- All students K-8 have multiple performance opportunities both program and audition based.
- Produce a K-8 musical annually with over 60 students participating
- Numerous award recognitions through Celebrating Excellence and Westy's Got Talent annually.
- Over 36 afterschool clubs with 65% of our students participating for the 2021-2022 school year.
- All licensed staff completing training on the LETRS-early literacy training.
- Performed at the city of Westminster's Tree Lighting Ceremony.
- Implemented professional staff development delivered from Denver Center for Performing Arts and ReDesign.
- Developed and trained on Arts Integration delivered by our Arts Integration Lead, Dylan Shelofsky.

- Implemented a common learning model called “All Heads Together” that allows for focused co-teaching in small groups to improve student achievement for math and literacy.
- Implemented arts-focused community morning meetings with student performances, art showcases and guest performances.
- Worked collaboratively with the Pipeline Advisory Board.
- Have over 30 student performers annually participate in the annual ThesCon convention and established our own Thespian Troupe.
- Had our school’s work showcased on “Getting Smart’s Podcast-Implemented and Sustaining Competency-Based Education” Nov. 2020 and CompetencyWorks blog in Nov. 2023
- Implemented student leadership opportunities such as our peer mentoring and marketing teams.
- Staff presentations at Aurora Symposium.
- Hosted multiple arts-integrated math and literacy nights.
- Staff presentations at Colorado Council International Reading Association and Colorado Art Education Association conferences, 360 Arts and Westminster Public Schools Summit.

By renewing our current innovation status, we know we can continue to excel as Westminster Public School’s performing arts PK-8 academy.

Thank you for your consideration,

Claudette Trujillo, Principal

The Need for an Arts Innovation School

From the moment we wake up, to the time our head hits the pillow, we interact with art. The cup that holds our morning coffee was designed by an artist; our clothes, furniture, cars were conceived by an artist; the shows we watch, magazines we read, the music we listen to—all created by an artist. As we drive to work, the buildings we pass and the hard and soft-scape of the urban environment, all started life in the mind of an artist. Art reaches everyone and affects every aspect of our lives.

Artists are innovators, problem-solvers, visionaries and collaborators—all skills highly prized by business. To be competitive, companies have learned to draw on the talents of the artistic community. The World Economic Forum has identified the top ten skills that will land an individual a high-paying job. Among them were:

- **Cognitive Flexibility:** creativity, logical reasoning, and problem-sensitivity.
- **Negotiation Skills:** critical for commercial and industrial designers.
- **Coordinating with Others:** the ability to collaborate and be sensitive to the needs of others.
- **Creativity:** in 2015, creativity ranked 10th on the list and is now one of the top three skills employers will seek.
- **Critical Thinking:** the ability to look at issues, concepts, and problems from a variety of perspectives.

The business community now realizes that its ability to be intuitive and innovative is directly related to its employees' abilities to tap into their creativity and imagination. Their future wealth creation is based on the development of these creative capabilities.

ARTS EDUCATION: THE EPITOME OF COMPETENCY BASED LEARNING

The creative arts, which include visual and performing arts (dance, drama, and music are but a few traditional examples), have long been positively correlated to increased student engagement and widespread academic achievement in areas such as spatial skills, mathematical skills, verbal/language skills, and reading readiness skills (Rose & Parks, 2002). In 2012, the National Endowment for the Arts published a report which summarized the findings of four longitudinal studies around the arts and achievement in students who were deemed “at-risk”. The report found that students who were identified as “at-risk” saw decreased gaps in achievement and positive benefits in many aspects of their lives (Catterall et al., 2012).

Westminster Public Schools is uniquely positioned to capitalize on, and to promote, the arts. The proposed Metropolitan Arts Academy would join a district which, over the past decade, has transitioned to a fully-realized competency-based education system. Essentially, the district has moved away from the age-based classroom, where children are placed at a grade synonymous with their physical age, and have adopted an approach where learners are placed at their

performance level in the areas of literacy, math, social studies, and science (<http://wiki.westminsterpublicschools.org/mediawiki/index.php/SBS:Main>).

In a competency-based system, learners are able to progress along a learning continuum at their own pace and are able to transition levels at any time they have mastered key concepts. A traditional fourth-grade aged student, for example, could be working on level six math targets and could move to level seven at any time that student demonstrates proficiency at her current level.

While a formalized competency-based approach to education is relatively new, the arts have long been acknowledged as inherently competency-based. A musical production, for example, is the reflection of the progression of the mastery of multiple skills that were necessary to learn in order to create a performance. Before a violinist performs successfully in front of an audience, she or he must learn the foundations of musicality, technique, notation, and bowing; the performance itself is representative of the progression of mastery the musician has attained in order to perform. In this instance, it wouldn't matter if the child is eight or if the child was twelve; if proficient, the student would be able to play at a level appropriate to his or her mastery. This is just but one example of competency-based education in context to the arts.

COMMUNITY SUPPORT FOR THE ARTS

In the fall of 2016, the Board of Education of Westminster Public Schools adopted Vision 2020, a five-year plan, which outlined five key focus areas for the district. The plan published the results of a previous online survey that had gone out to district stakeholders, including parents and staff: of the four priorities identified by the community, "Art, music, and theatre programs" ranked as the second highest, following only "Attract and Retain High Quality Staff" (Vision 2020, 2016). Vision two of the five-vision plan articulated the need to bolster the then-existing STEM pipeline while building out a creative arts pipeline to coincide with and feed the award-winning visual and performing arts programs at Westminster High School. As part of the successful realization of this vision and as a response to the priorities identified by community stakeholders, an arts magnet school was identified as a point of focus for the district.

"Artists are highly sought after by Fortune 500 companies for a number of reasons: they are great collaborators; they think outside of the box; they are not afraid of working long hours; and because of their unique perspectives, they are likely the ones to come up with the next innovation."

-Kelly Jo Eldredge, Red Rocks Community College

The creative industries in Colorado are comprised of six sub-areas:

- Design
- Film and Media
- Heritage
- Literary and Publishing
- Performing Arts
- Visual Arts and Crafts

According to Colorado's Office of Economic Development and International Trade, nearly 40% of the state's workforce has been identified as a creative class occupation, ranking sixth in the nation for such a concentration of jobs in the creative industries. Top employers include

Comcast Corporation, The Denver Post, Starz, the Denver Art Museum, and Fentress Architects. The top occupation areas by employment in Colorado's creative industries, in ranking order, are Musicians and Singers, Writers and Authors, Graphic Designers, Photographers, and Customer Service Representatives (<https://coloradocreativeindustries.org/>). Again, two specific guidelines of the new state requirements on graduation stated that districts must provide a "recognition of multiple and diverse pathways to a diploma" and an "articulation through a standards-based education system" (<https://www.cde.state.co.us/postsecondary/grad-background>).

From a national perspective, the following table provides an overview of several key areas in the creative industries as related to anticipated job growth or decline through 2026 according to the U.S. Bureau of Labor Statistics (www.bls.org). Pink indicates an expected decline; yellow indicates slower than average anticipated growth; white indicates average anticipated growth; green indicates higher than average anticipated growth.

Job Category	Definition (www.bls.gov)	Change (%)
Photographers	"...use their technical expertise, creativity, and composition skills to produce and preserve images that tell a story or record an event."	-6
Dancers and Choreographers	"...use dance performances to express ideas and stories. There are many types of dance, such as ballet, tango, modern dance, tap, and jazz."	+3
Fashion Designers	"...create original clothing, accessories, and footwear. They sketch designs, select fabrics and patterns, and give instructions on how to make the products they design."	+3
Graphic Designers	"...create visual concepts, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers. They develop the overall layout and production design for various applications such as advertisements, brochures, magazines, and corporate reports."	+4
Art Directors	"...are responsible for the visual style and images in magazines, newspapers, product packaging, and movie and television productions. They create the overall design of a project and direct others who develop artwork and layouts."	+5
Musicians and Singers	"...play instruments or sing for live audiences and in recording studios."	+6
Musical Directors and Composers (Conductors)	"...lead orchestras and other musical groups during performances and recording sessions. Composers write and arrange original music in a variety of musical styles."	+6
Craft and Fine Artists	"...use a variety of materials and techniques to create art for sale and exhibition. Craft artists create handmade objects, such as pottery, glassware, textiles, and other objects that are designed to be functional. Fine artists, including painters, sculptors, and illustrators, create original works of art for their aesthetic value, rather than for a functional one."	+6

Job Category	Definition (www.bls.gov)	Change (%)
Multimedia Artists and Animators	"...create animation and visual effects for television, movies, video games, and other forms of media."	+8
Writers and Authors	"...develop written content for various types of media, including advertisements; books; magazines; movie, play, and television scripts; and blogs."	+8
Actor	"...express ideas and portray characters in theater, film, television, and other performing arts media. They interpret a writer's script to entertain or inform an audience."	+12
Producers and Directors	"...create motion pictures, television shows, live theater, commercials, and other performing arts productions. They interpret a writer's script to entertain or inform an audience."	+12
Archivists, Curators, and Museum Workers	"...appraise, process, catalog, and preserve permanent records and historically valuable documents. Curators oversee collections of artwork and historic items, and may conduct public service activities for an institution. Museum technicians and conservators prepare and restore objects and documents in museum collections and exhibits."	+13

For college students seeking academic degrees in the creative arts, several Colorado post-secondary institutions offer opportunities in the fine and performing arts. The University of Colorado - Boulder, Colorado State University, and the University of Denver all have been ranked as top nationally recognized graduate schools in the fine arts (www.usnews.com).

Westminster, Colorado is situated in the Denver North-Metro area and is considered to be ideally located between Denver and Boulder. Denver boasts quality artistic experiences, including the world-renowned Denver Art Museum and the Denver Performing Arts Complex, the second largest such campus in the United States and a prime performance destination for national and international touring companies, as well as the resident companies that call the complex home, such as the Colorado Symphony Orchestra, the Denver Center Theatre Company, and the Colorado Ballet. In 2020, the collective arts group known as Meow Wolf, comprised of hundreds of artists currently based in and around Santa Fe, NM will open a highly anticipated entertainment and immersive resident artistic experience in Denver. Approximately six miles to the west along the U.S. 36 Business corridor sits the 1st Bank Center which hosts multiple award-winning and world-renowned performances from popular musical artists. According to livability.com, Westminster ranks as one of the top places to live due to its ease of accessibility to the Denver downtown area (typically a fifteen minute commute by personal vehicle or a ten minute commute from the new light rail system Westminster station) and its relative affordability. The City of Westminster is rapidly growing, as evidenced in its increased development and its population growth of 5.9% (112,737) in less than a decade. Currently, the city is focusing on its Downtown Westminster buildout. With ten million square feet of potential development space, the city intends to make Downtown Westminster "a civic, cultural, and economic hub" for the residents of Westminster (www.westminstereconomicdevelopment.org). Of the six primary industry clusters identified in

the City of Westminster, the retail, hospitality, and entertainment industry is the largest, representing nearly 30% of all of the total employment in Westminster across over 1,000 companies. Westminster counts this cluster as integral and vital to its economic health and anticipates the retail, hospitality, and entertainment industry as being a key economic driver in the city's immediate and long-term goals. The Parks and Recreation department of the City of Westminster held its first Arts Advisory Council in October 2018 to discuss the implications and future around the accessibility and presence of the arts in the growing and increasingly diverse community. A representative of Westminster Public Schools was asked to sit in on this initial meeting to explore potential partnerships between the district and the city. Westminster also hosts the North Metro Arts Alliance, a non-profit organization (funded, in part, by the Scientific and Cultural Facilities District) which advocates for community arts events and supports local and professional Westminster artists in the visual and performing arts (www.nmarts.com). Westminster Public Schools also has a noted and long-standing partnership with this organization.

WHY INNOVATION?

The District believes a Pk-8 structure focused on the visual and performing arts, where the traditional transition between fifth and sixth grades is eliminated, will allow the maximum flexibility in an educational model where learners advance at their own pace.

In designing the school, the Metropolitan Arts Academy (the Academy) is seeking Innovation School Status to provide the flexibility and freedoms that will motivate our staff and students to achieve and create at higher levels with the flexibility in time and space.

For the successful implementation of the Academy's plan, it has become apparent current District policies, the Collective Bargaining Agreements, and various state policies and regulations limit the creativity and flexibility needed to breathe life into a robust visual and performing arts magnet school. Currently, policies limiting the length of the school year, the yearly school calendar, the school day, school choice, and required "seat time" are all barriers to realizing the full potential of the plan. Additionally, the Academy would seek, as part of its innovation status, to partner with professional artists and institutions to provide both on- and off-campus learning experiences; as such, licensing and seat-time waivers will be sought. State regulations and policies regarding teacher qualifications currently prohibit or limit the use of otherwise competent individuals in the teaching process.

Innovation status will allow us to cultivate a culture of creativity and to hold ourselves accountable for our students' success. The Academy will leverage current best practice and research to successfully implement this innovative educational plan focused on the creative arts.

External References

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Catterall, J., Dumais, S., & Hampden-Thompson, G. (2012). "The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies." National Endowment for the Arts: Washington, D.C. Retrieved from <https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>

Rose, D. & Parks, M. (2002). "The Arts and Academic Achievement: What the Evidence Does (and Doesn't) Show." Grantmakers in the Arts (GIA): Bronx, NY.

Vision, Mission, and Values

VISION

To help each student foster personal and academic potential through the lenses of inquiry, creative expression, service to others, and a commitment to excellence.

MISSION

The Metropolitan Arts Academy is a visual and performing arts public innovation school that fosters a safe and rigorous learner-centered environment resulting in academic achievement and excellence. We will realize our vision by...

- Offering students the opportunity to utilize critical thinking skills through project-based instruction and artistic expression in context to the visual and performing arts
- Partnering with local and professional artists, organizations, community members, and arts advocacy groups to provide students with authentic learning experiences
- Balancing academic rigor with a focus on character education and restorative practices in service to our community
- Encouraging an environment of creativity, agency, collaboration, and community
- Emphasizing a drive for continuous personal and collective improvement
- Delivering personalized learning to every learner through competency-based education

VALUES

At Metropolitan Arts Academy, we CREATE!

We are:

Courageous: We are determined to persevere through challenges while continuing to honor our artistic school community, individual and collective artistic expression and our partnerships beyond our school setting.

Responsible: We are able to model self-motivation, trustworthiness, high expectations and safety through artistic expression and academic achievement.

Empathetic: We recognize, understand, value and honor the diversity, integrity and artistry in ourselves and in others through positive relationships while promoting a culture of inclusiveness and acceptance.

Achieving: We set, monitor and meet artistic and academic goals for our personal achievement growth and aspirations.

Trusting: We are able to trust the artistic process, our abilities, and the abilities of our peers in order to create and perform to the best of our abilities and represent our school in the wider community.

Excellent: We commit to the highest quality of performance and behavior in everything we do while supporting and contributing to our artistic school community and the greater good of the arts industry.

The Academy is for learners of all backgrounds, education, and ability levels, who are passionate about learning through, and about, the creative arts. It is incumbent upon the Academy's teachers and staff to create an inspiring educational environment where learners develop the intrinsic motivation to learn and succeed. The Academy will develop learners who are not only successful academically, but also develop deep, resilient, lifelong learning habits.

Culture and Climate

As an Academy of the creative arts, our culture will focus on learners joyfully exploring the foundations of music, theatre, dance, and visual art. The arts have long fostered inclusion and belonging for all; in 2016, an article published by the Arts Consulting group determined that many leading arts organizations, including Americans for the Arts, maintained that a culture of participation, inclusion, equity, and diversity were essential to ensuring rich and thriving arts communities (2017, Artsconsulting.com). In creating an inclusive classroom in the arts, Henderson and Lasley (2014) notes ten areas to supporting inclusivity¹:

¹ On February 28, 2017 the Westminster Public Schools Board of Education adopted an inclusivity resolution. See appendix K.

- Togetherness
- Diversity
- Community building
- Differing abilities
- “Can do” attitude
- Student-centered
- Shared space and time
- Professional collaboration
- Documentation of student learning
- Families

In order to promote a culture of inclusivity, the Academy will begin each day with an inclusive all-school morning meeting which will include learners, staff, and teachers. At these meetings, students, staff, and achievements will be celebrated with a daily commitment to our academy focus and vision. This will also allow for school-wide creative projects based in social-emotional learning. Additionally, each classroom teacher will facilitate a connection circle which allows for opportunities for students to collaborate; this practice also aligns to effective restorative practice as a means of proactive community-building. The arts will be utilized as a means during connection circles to articulate students’ commitments to values, social-emotional learning, and exploration of diverse artistic expression.

The Academy believes the school culture and relationship with its community are essential to academic achievement. When discussing the idea of community, we include the community of learners, staff, their families, the local community in which they reside, and the larger community of local and professional artists, arts advocacy groups, and arts organizations. Working together, the Academy will implement restorative practices and required community advisory meetings for students, parents, and staff. In this model, students would address and discuss the needs of the school community, build healthy relationships between students, educators, and families, reduce, prevent, and improve harmful behaviors, repair harm and restore positive relationships, resolve conflict, hold individuals and groups accountable, and work for the benefit of a positive learning culture (Anderson et al., 2014). Restorative practice can include, but would not be limited to, community conferencing, community service, peer juries, a circle process, and peer mediation. The model would focus on the “Four P’s” – person, place, practice, and plan. Person deals with how each person interacts with others and their effects on the school community; place includes the environment which supports those positive interactions; practice reflects opportunities to prevent conflict, enhance relationships, and resolve challenges; plan is how the school will embed restorative practice as a regular part of its work. In order to ensure the effectiveness of such an endeavor, training would be provided for administration, staff, students, and their families. Social-emotional learning would underscore each lesson and classroom, with additional opportunities for formalized character education as a means to spark inquiry-based learning. As reflective of a learner-centered approach, the model would be designed as specific to the Academy’s constantly shifting school community and would be modified at least every two years or as needed.

ACADEMY STUDENT PROFILE

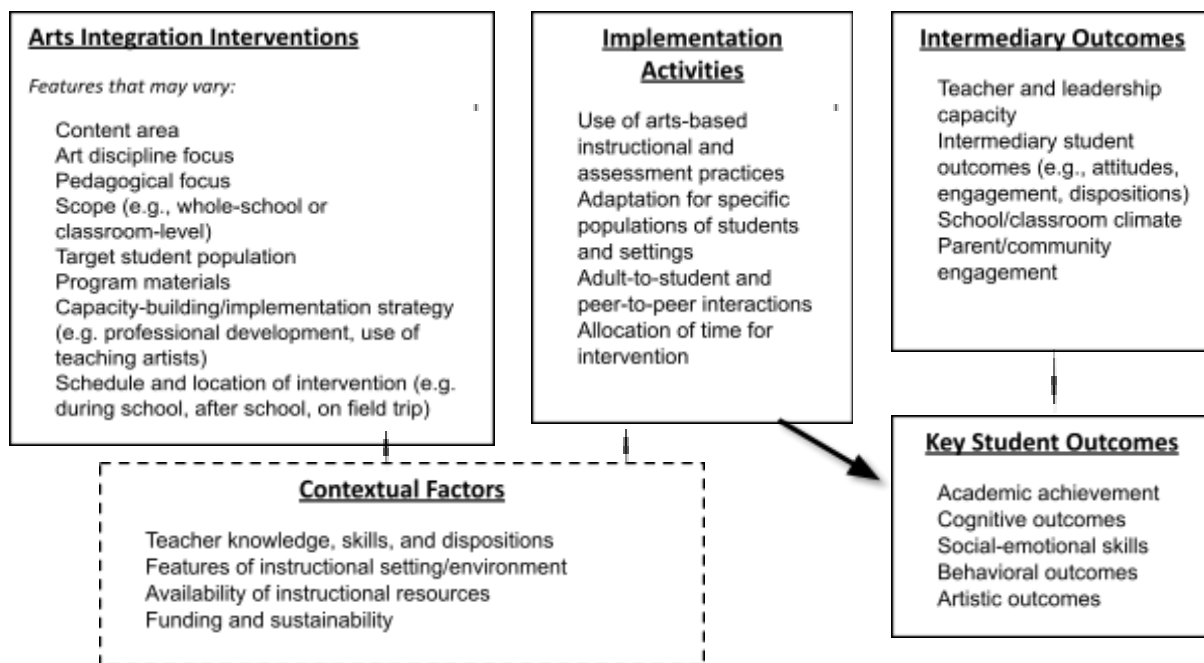
The following Academy student profile consists of four domains: personal, functional, knowledge, and artistic core. The personal domain relates to attitude, mindset, and how students perceive their world. The functional domain relates to how students interact and work

with others, as well as their proclivity for research and analysis. The knowledge domain relates to personal and academic mastery and self-actualization – that is, how they see they perceive themselves and apply their own values and learning. The artistic core domain relates to the foundational training students should have and the development of their overall creative process and expression. These domains are integral as the Academy seeks to build strong artists, leaders, and thinkers.



Curriculum and Instruction

As part of the Academy’s model of instructional delivery, an arts integration approach would be utilized. Quality components of such an approach include integrating an arts focus into any content through standards which align and designing lessons in which arts and core standards could be assessed, often simultaneously. The model of instruction will include both traditional in-class time as well as independent study time which may include pre-professional external learning opportunities.



From Review of Evidence: Arts Integration Research Through the Lens of the Every Student Succeeds Act (2017), p. 9.

DEVELOPING ARTISTIC COMPETENCIES

There are many qualities which denote a “successful” artist, regardless of medium or form. Matt Fussell (2015) identified seven holistic characteristics of an artist (<https://thevirtualinstructor.com/blog/7-characteristics-of-successful-artists>):

- Risk-taking
- Learning from mistakes
- Persistence
- Motivation
- Ambition
- Observational
- Original thinkers

Many others have noted that key elements to being an artist are self-discipline and problem-solving. While creativity and technique are essential for an artist to understand, the arts magnet school will seek to create student artists, musicians, and performers who have both a rigorous foundation of classic art theory and forms while having the necessary holistic skills to be successful artists and citizens. In order to fully realize this student profile, the arts magnet school will frame its work in the Core Competencies of Artistic Development.

“Throughout my career I have witnessed first-hand the transformative power that the artists can play in student development, academic achievement and social change.”

For our youngest learners (PK-2), the Academy will seek to provide those at the “novice” stage the opportunity to joyfully explore the foundations of music, theatre, dance, and visual art. At this time, students will be encouraged to utilize their senses as they are provided with the opportunity for exploration and to generate an excitement for the unknown against the backdrop of each discipline. While exploration will take place in all of the arts, every learner will begin to learn and practice the foundations of each: piano, percussion, ballet, speaking, dramatic play, and visual expression.

At the early intermediate levels (3-4), learners will begin to express passion and interests in specific areas of the arts. This “apprentice” stage will be a point which will allow the deepening of content as learning experiences and artistic skills are honed to their choices and strengths. Students would advance in piano and percussion while connections are made to other instruments, such as guitar and wind instruments. Students would continue in ballet and begin to articulate connections to other dance mediums as they explore contemporary forms. Students would work in more advanced visual styles as they create works of art and would also put on formal stage productions.

At the late intermediate levels (5-6), learners will move from the apprentice level to that of the journeyman; here, learners will begin to refine their specializations based on their interest and love of specific art forms as they have learned to explore and practice foundations. They will continue to have access to advancing competencies in the arts while also being encouraged to follow their passions and showcase their strengths. Additionally, students will be encouraged to seek out interdisciplinary opportunities in the arts.

In the middle school level (7-8), learners have mastered the foundations of each of the arts and are now ready to realize their creative autonomy. Here, they will be asked to apply their artistic skills in diverse and unique ways – students will build a portfolio of their work which will be showcased and highlighted at the end of their academic experience at the arts magnet school. At this stage, students will explore the humanities deeply, including philosophy, advanced artistic theory, and advanced music theory, and will be able to specialize in artistic mediums and experiences relating to them. Students will have the opportunity to partner and practice with a professional artist in the medium of their choice.

Core Competencies in Artistic Development

Grade Levels	Development	Core Competency
Grades: 7-8	Competence: Master Acquisition of professional artistic skills and competencies	

Grade Levels	Development	Core Competency
Grades: 5-6	Fine Tuning: Journeyman - Development of skills and firm artistic basis - Tailor and design artistic interventions based on needs/challenges	
Grades: 3-4	Practice: Apprentice - Identify one's motivation and interests - Identify one's artistic skills and competencies - Tailor and design artistic choices to the individual - Use artistic enquiry as a means of self-expression	
Grades: PK-2	Exploration: Novice - Stimulating the curiosity of the unknown - Developing creativity, openness and flexibility - Activating the senses - Experience-based learning process	



ARTS DESIGN MODEL



"The Monarch Voyage: Arts Discovery"

The Creative Chrysalis – Highlighting the early stages of artistic growth and transformation, just like a caterpillar preparing to become a butterfly.

Primary students K-2 explore arts classes through a rotation of a variety of arts classes every 4-6 weeks where they have one period to explore performing arts, music, visual art, creative/imaginary play and dance/movement and one additional period where there is co-teaching with their classroom teacher and an arts teacher spending a semester working with students to develop arts integrated projects with a focus on core subject proficiency scales and the arts proficiency scales through project based learning.

The Emerging Wings – Emphasizing how students are gaining independence and starting to take flight in their artistic interests.

Intermediate, 3-5 students, explore the arts through self-selecting one of the arts offerings taught by an arts teacher and one shorter period where they spend a quarter learning a self-selected elective class taught by the specials' teachers or one of the core teachers simultaneously. This step for the monarch on their artist journey is the interim period of learning more about their individual interests and specialized skills within that art.

The Artistic Migration – Symbolizing their movement into a broader arts world beyond Metropolitan Arts Academy.

Middle School, 6-8 students, self-select two arts classes from the offerings that are generally of a higher level and have more performance opportunities outside of the school. These classes prepare for future auditions, performances and high school/post secondary arts opportunities. They also develop closer connections with others specializing in their art selections and when available, work together to represent our school in arts opportunities with local partnerships. This stage is also a time for the student artists to begin to reflect on their monarch artist journey at Metropolitan Arts Academy and contribute to cultivating the arts culture from which they started.

The Monarch Legacy – Honoring the lasting impact of our artists and their continued connection to the Metropolitan Arts Academy community.

Students who transition to high school, college, and beyond remain a vital part of our artistic family by returning to volunteer, perform, and mentor the next generation of Monarch artists. Just as monarch butterflies return to familiar grounds, our alumni bring back their experiences, skills, and inspiration, ensuring that the cycle of creativity and growth continues. Through their contributions, they help shape the evolving arts culture of our school, leaving behind a legacy that future artists will build upon.

CORE SUBJECT PROGRAMS, CURRICULAR RESOURCES, AND INTERVENTION SUPPORTS

A humanities “arts across the curriculum” approach would be utilized at the Academy to teach core content areas (literacy, social studies, math, science) and enrich creative core content areas (visual, publishing, and performance). Research will be conducted to ensure alignment between course offerings and proficiency scales and the newly adopted Colorado academic standards. Coupling the proficiency scales with the WPS approved curricular resources will help ensure that every student at the Academy is provided access to a guaranteed and viable content.

In defining an “arts across the curriculum” approach, one can consider it as a means for fostering creativity, increasing collaboration, and developing meaningful and relevant problem-solving skills (McMillen, 2016). These are naturally occurring foundations of a systemic inquiry-based learning model. Through the lens of the creative arts, students would be expected to make interdisciplinary connections across core and creative core contents in a meaningful, rigorous, and authentic ways. This could be done through an emphasis on vocabulary instruction (“value” in math, “value” in music, “value” in color) and a historical context approach, where students in social studies are asked to review key and critical events and concepts through the context of the arts or ideas that emerged from the time. As with any inquiry-based model, teachers would facilitate what McMillen would call a “resilient mindset,” which taps into the social, emotional, and development qualities a student gains when exploring both the arts and deepening one’s ability to take risks and problem solve.

“Artists have the tools to not only tell their own story but express others stories to the larger society through many different mediums. These stories not only shift perspectives on who can create art but gives a voice to people that may not have the means to tell their story themselves.”

■ -Bridget Heddens, Colorado Ballet

The core literacy curriculum of the Academy will be the WPS proficiency scales in literacy. Teachers and guest artists will develop progressions, learning experiences, and unit plans based on these scales, which will be submitted to administration for data monitoring, as described in the overall CBS instructional system developed by WPS. The curricular resource for literacy will be the *Wonders* program through McGraw-Hill. The Academy will utilize a balanced literacy approach with a humanities and inquiry-based focus, including modeled instruction, read aloud and whole group instruction, shared and guided reading in whole and small groups, and

independent reading. Instruction will include responding to literature, including engaging with two to three different text sources using evidence, comparing and contrasting literary works as well as analyzing literary devices.

Opportunities for expository, narrative, argumentative, and creative writing will be provided to help students learn to express themselves in a reasoned fashion, as well as artistically, depending on the context of the writing assignment.

The core math curriculum will, like the literacy curriculum described above, be in line with WPS proficiency scales as described in Westminster Public Schools Learning Model. Like literacy, math will be taught through unit plans based on progressions in the CBS system and through an inquiry-based, interdisciplinary approach. The core curricular supports for delivering this curriculum will be *Engage NY*. The math instruction will mirror literacy instruction in many ways, including a balanced approach that includes modeled math in whole and small group settings, shared math in whole and small group settings, guided math in small groups and independent work. Instruction will build from concrete to pictorial in order to build students' abstract understandings of math concepts across the varying strands.

Science will be delivered utilizing the CBS instructional system developed by WPS as well as literacy and math through an inquiry-based, interdisciplinary approach. The core curricular resources for Science will be *PSI (Progressive Science Initiative)* as well as *FOSS* kits for hands-on learning.

Social Studies will be taught using the CBS instructional method developed by WPS through the lens of the humanities. Teachers may also utilize the Social Studies content built into the *Wonders* literacy curriculum.

Following is a table summary of primary resources. The Academy will review these resources each year in order to determine their effectiveness on student learning outcomes.

Primary Resource	Why	Outcomes
Wonders	Teachers have been extensively trained in using and developing lessons around this resource, which is aligned to Colorado Academic Standards.	The curriculum has built in assessments that can be cross-referenced to benchmark and performance assessment data.
Mystery Science	At this time, Mystery Science is used as the primary district resource. The Academy will be seeking autonomy to examine other resource possibilities.	Mystery Science will be used to help modify science-based lessons that include arts integration.

Envisions	The resource is aligned to Common Core and has readily accessible assessments.	Envisions resources will be used to help modify math-based lessons that include arts integration.
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Student Learning Outcomes

In WPS, proficiency scales have been developed for Performance Levels Pre-K to 12 in Math, Literacy, Science, Social Studies, Physical Education, Health, Performing Arts, Visual Arts, World Language, Technology, Habits of Personalized Learners, STEM and Career and Technical Education. After in-depth training, teacher teams will modify the scales and learning progressions for each content area based on the newly adopted corresponding Common Core State Standards (Math and ELA), Next Generation Science Standards (Science), Colorado Academic Standards (Social Studies, Physical Education, Health, Performing Arts, Visual Arts, World Language) and program standards (Technology, Habits of Personalized Learners, STEM and Career and Technical Education). These scales are currently in the process of redevelopment as a result of new state content standards, to articulate specific 4.0 criteria, and to reflect success criteria which are humanities-focused. The redevelopment process will include core teachers, creative core teachers, administration, and district staff.

In the following proficiency scale example, sample tasks and success criteria were created from the lens of the creative arts as an example of arts integration. Note that the proficiency scales articulate a learning progression that would suggest student achievement. The Academy will be working extensively with external agencies in order to ensure that proficiency scales are aligned and that arts integration and project-based learning will result in student achievement across multiple local and state measures.

WPS Proficiency Scale

CDE Strand: Civics		
Proficiency Scale Theme: Purpose of Government		
Empower	Recorded Learning Target: SS.06.CIV.01.03	Domain: Civics
Learning Target Breakdown		Success Criteria/Sample Tasks
Score 4.0	In addition to exhibiting Score 3.0 performance, in-depth inferences and applications that go BEYOND what was taught in class. (Score 4.0 does not equate to more work but rather a higher level of performance.)	Students will plan for and create a community project which reflects the diverse values of the local community and how each value supports another. Students will be able present their ideas and articulate the connections of past and present values and how they contribute to the overall diversity of the local community to a diverse audience.
Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The learner... ● Explain how political ideas and significant people have interacted, are interconnected and have influenced other nations. (CAS: 6.4.1.d) (SS.06.641.04.03) (DOK 3, UN) ● Analyze political issues from both a national and global perspective over time. (CAS: 6.4.1.e) (WIDA: 6.5.1.b) (SS.06.641.05.03) (DOK 3, AN) The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.	Success Criteria Step 5 ● Explain how political ideas and significant people have interacted, are interconnected, and have influenced nations by analyzing one contribution from a particular country and explain their influence on the world. Step 4 ● Compare a national and global issue by analyzing multiple perspectives and create one solution that shows opportunities of global interaction. Sample Task ● Students will create an artistic artifact inspired by both Native Americans and the European Settlers and that will reflect their respective perspectives around the concept of land "ownership." ● Students will create a poster or an artistic project highlighting the long-term impacts of Social Darwinism as a means of justification for colonization in America and around the world.
Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).	Success Criteria Step 3 ● Understand key vocabulary terms related to political change around the world. Step 2 ● Describe how individuals can participate in changing governments around the world. Step 1
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the learner... ● recognizes or recalls specific terminology such as: ○ citizenship, political ideology, national/global political perspective, globalization ● performs basic processes, such as: ○ Describe how groups and individuals influence the government and other nations. (CAS: 6.4.1.c) (SS.06.641.03.03) (DOK 2, UN) ○ Identify historical examples illustrating how Americans from diverse backgrounds perceived and reacted to various global issues. (CAS: 6.4.1.f) (SS.06.641.06.03) (DOK 3, UN) ○ Discuss advantages and disadvantages of living in an interconnected world. (CAS: 6.4.1.a) (SS.06.641.01.03) (DOK 2, AP)	
	○ Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere. (CAS: 6.1.2.c) (SS.06.612.03.03) (DOK 2, UN) However, the learner exhibits major errors or omissions regarding the more complex ideas and processes.	Sample Task Students analyze key artistic works of art from Maya, Aztec, Inca, Exploration, Colonization, and Columbian Exchange to help them identify social, political, cultural and economic development as represented by the arts of the period.
Score 1.5	Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).	Primary Resources:
Score 1.0	With help, a partial understanding of some of the simpler details and process (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).	
Score 0.5	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Goals, scales, and tracking progress are strategies that can be used to provide feedback and improve performance towards any target.

The use of proficiency scales creates the foundation necessary for a competency-based report card. The Academy will use *Empower Learning* system as the student recording and reporting tool, as well as the school's learning management system (LMS). Empower is a competency based reporting system specifically designed for personalized competency-based education. Each proficiency scale is embedded into the platform, making for easy tracking of student academic progression, including identifying gaps of knowledge and projecting learning trajectories for student goal-setting.

The cornerstone of the Academy will be the WPS Competency Based System. CBS provides a framework for personalized learning by instructing students' at their performance level, and by allowing flexibility for individualized pacing. Also, by using student ability in specific subjects to academically group students, instead of the traditional age-based practices, CBS decreases the need for differentiated instruction and accelerates students through proficiency scales and to deeper levels of understanding.

ASSESSMENT DESIGN

Project-Based Learning

As part of our instructional model, a project-based learning approach which synthesizes a focus on arts integration will be utilized. Based on PBLWorks, which utilizes a "gold standard" for high-quality learning projects, students will utilize problem-solving, sustained inquiry, authenticity, student voice and choice, reflection, critique and revision, and public product/performance to ensure rigorous opportunities for constructivist and measurable learning. Project-based learning provides opportunities to meld creativity and arts integration while ensuring that students meet and exceed learning proficiencies.

Personalized Learning

The Westminster Public Schools, Competency Based System, allows students to learn at a customized pace. The model presents knowledge and skills as a series of blocks that build upon each other. Students show that they have mastered one block, called a proficiency scale or learning target, before moving onto the next. Within each content area, there is a collection of proficiency scales that make up a performance level. Students must complete all of the proficiency scales within a performance level before moving to the next level. Learning is individual to the student and happens at a customized pace. To support the student, progress is monitored through the Empower Learning Management System that tracks individual competencies on a called of 0.0-4.0, with 3.0 being the required level of proficiency to progress. The model allows for:

- Learners to progress purposefully at their own pace with teacher guidance based on demonstrating proficiency or better of proficiency scales.
- Learning to be personalized through goal setting, choice and voice with appropriate instruction.
- Multiple opportunities over time are provided to demonstrate and verify competency of proficiency scales.
- Support and scaffolding for any struggling learner is provided through the Blended Services Model to meet the area of need. There is no retention.

Learning is measured through a detailed Competency Based reporting tool. Student assessment will reflect three criteria; all reflective of course and level specific learning:

- Product Criteria: What students need to know and be able to do at each level (i.e., standards-based content knowledge).
- Process Criteria: How students are doing related to their efforts and behavior (i.e., how students are developing their 21st century skills and as global citizens).
- Progress Criteria: How students will measure their own progress (i.e., goal setting and rubrics monitored in data notebooks).

Students are required to use rubrics to measure their own progress toward meeting assignment goals. Benchmarks for adequate achievement are established and communicated regularly to the Academy's families. School improvement goals are directly linked to measurable data from school wide rubrics and assessment results. Student progress is measured by:

- Student achievement on state assessments
- Performance assessments in all areas
- Curriculum embedded performance tasks
- Team collaboration/leadership/social emotional skills
- Participation in extra-curricular activities/competitions
- Scantron assessments
- Community engagement
- Student presentations (academic and/or artistic)
- Student performances

In addition, the Academy will use six-week data cycles that measure student proficiency and growth on units of study. The Academy will also utilize tri-annual local assessments to help drive instruction.

The following assessment calendar will served as a guide for the 2024-2025 school year and subsequent years following a similar pattern:

2024-2025 Calendar of Required Westminster Public Schools Assessments

Assessment	Calendar	Results Available	Federal, State, District Requirements	Test Duration	Used For...	Notes/Comments
TS Gold (Gr K)	Completed no later than Oct. 14th	Immediately	State: C.R.S. 22-7-1004(2)(a) C.R.S. 22-7-1014(2)(a)	Varies	School Readiness Plan	This is for all students who are kindergarten age per infinite Campus.
DIBELS 8th Edition (Gr K-3 – all students) (Gr 4-5 – READ Act Cohort)	Fall: Aug. 19 – Aug 30, 2024 Winter: Dec. 2 – 13, 2024 Spring: May 1 – May 16, 2025	Immediately	State: C.R.S. 22-7-1205(1)(a) C.R.S. 22-7-1209(1)(b)	K – 4 minutes 1st – 5 minutes 2nd-3rd – 6 minutes 4th-5th – 4 minutes	READ Act reporting Determination of Significant Reading Deficiency, Evidence for Instructional Level Placement Teacher evaluation – Senate Bill 191	Testing is based on traditional grade level. The “Composite” score must be reported on the READ Act Report to the CDE. Pathway 2 & 3 students will use the same test window with appropriate alternate approved assessment.
Renaissance STAR 360 Early Literacy (Gr K-2 for MA/HE) Math (Gr K 10), Reading (Gr 3 10) Optional – Math & Reading (Gr 11-12) Optional – Early Literacy (PK)	Fall: Aug. 13 – Aug 30, 2024 Winter: Dec. 2 – 20, 2024 Spring: May 1 – May 21, 2025	Immediately	District	30 minutes per content area	Evidence for Instructional Level Placement Comparison to external measure Teacher evaluation – Senate Bill 191	The Renaissance norm window is Aug 1 – Nov. 30, Dec. 1 – March 31, April 1 – July 31.
WIDA Screener CO English Language Screener (Gr K 12)	Within 30 days of the start of the school year or two weeks from the enrollment date.	Immediately	Federal: ESEA 1111(b)(3)(C)(x)	K – 40 minutes 1st – 12th – 1.3 hours	Determining initial ELL designation	All new students must be tested within 30 days of enrollment. All new enrollments during the year must be tested within 2 weeks.
Panorama (Climate and SEL Survey) (Gr 3-12 – all students) (All staff and parents)	Fall: Student/Staff Sept. 23 – Oct. 4, 2024 Spring: Student/Staff May 6 – May 22, 2025 Parent: Complete at all conferences or during Student/Staff windows	10 days after completion	District	20 min to 1 hour	SEL competencies perceptual feedback. Environment perceptual data. Replaces ACYI survey and doubles as an HRS survey.	MOY survey administration is optional. Student & Staff Jan. 27 – Feb. 13, 2025 Parent: Complete at conferences or during Student/Staff windows
WIDA ACCESS/ACCESS Alternate CO English Language Proficiency (Gr K-12 NEP and LEP students)	January 13 – February 13, 2025	April	Federal: ESEA 1111(b)(2)(G) State: C.R.S. 22-24-105	K – 45 minutes 1 st – 12 th – 4.4 hours Alternate – 2 hours	Determining ELL status School Performance Framework	All NEP & LEP Students. ACCESS 2.0 is administered online. Kindergarten and Alternate ACCESS for ELLs will continue to be paper-based for the near future. Alternate ACCESS is for students who are eligible to take DLM.
DLM Alternate for CMAS ELA & Math (Gr 3 11)	April 7 – April 25, 2025	June	Federal: ESEA 1111(b)(3)(C)(x) State: C.R.S. 22-7-1006.3(3)(c)	Varies	SpEd services	Testing is based on traditional grade level. Testing is completely online.
CMAS ELA (Gr 3-8) and CSA (Gr 3-4) Math (Gr 3-8)	April 7 – April 25, 2025	June	Federal: ESEA 1111(b)(7)(B)(v)(I) State: C.R.S. 22-7-1006.3(1)(a) (f) C.R.S. 22-7-1006.3(4)(b)	3 rd –5 th 7.75 hours 6 th –8 th –8.75 hours	Achievement of state standards School Performance Frameworks Evidence for Instructional Level Placement	Testing is based on traditional grade level. Testing is completely online. If the expanded window is approved by CDE, a school choosing to test the week prior to spring break should administer only ELA.
CMAS & CoAlt Science (Gr 5, 8, 11) Social Studies (Gr 4, 7)	April 7 – April 25, 2025	June	CMAS: Federal: ESEA 1111 (b)(3)(C)(v) State: C.R.S. 22-7-1006.3(1)(a)(II) CoAlt: Federal: ESEA 1111(b)(7)(D) IDEA 612(a)(16)(C) State: C.R.S. 22-7-1006.3(3)(c)	Science: 5 th –8 th 4 hours 11 th –2 hours	Achievement of state standards School Performance Frameworks Evidence for Instructional Level Placement	Testing is based on traditional grade level. Testing is completely online. About 1/3 of schools will be selected to administer the Social Studies test each year. <u>2025 Testing Schools (TBD)</u>

This calendar is subject to change based on need - Last Updated by Learning Services: 09/10/2024

2024-2025 Calendar of Required Westminster Public Schools Assessments

Assessment	Calendar	Results Available	Federal, State, District Requirements	Test Duration	Used For...	Notes/Comments
PSAT 8/9 (Gr 8)	October 23, 2024	December	District	2 hours 45 minutes	Inform ICAP	All 8th-graders will take the PSAT in preparation for the PSAT and SAT.
PSAT (Gr 9 & 10)	April 14 – April 25, 2025	June	Federal: ESEA 1111(b)(3)(C)(vii) State: C.R.S. 22-7-1006.3(2)(a) C.R.S. 22-7-1006.3(2)(a.5)	2 hours 45 minutes	Inform ICAP	All 9 th and 10 th graders will take the PSAT in preparation for the SAT.
SAT (Gr 11)	April 14 – April 25, 2025	June	State: C.R.S. 22-7-1006.3(2)(b)	3 hours	School Performance Frameworks College Readiness Indicator	Starting in spring 2017, the district will give the SAT to all 11 th graders.
NAEP (Gr 4 & 8 Math/Reading)	TBD	Only at the state level	Federal: ESEA 1112(b)(1)(f)	Varies	No direct benefit to individual student, school, or district.	School participation is determined by the State on an annual basis. Participation ensures continued federal funding. <u>2025 Testing Schools: TBD</u>
International Baccalaureate (IB) (Gr 10-12)	May 2025	July	District	4 hours	Potential College Credit	

EMPOWER PROGRESS PERIODS

Progress Period	Calendar
Progress Period 1	Aug. 15 – Oct. 11, 2024
Progress Period 2	Oct. 14, 2024 – Dec. 20, 2024
Progress Period 3	Jan. 6 – March 14, 2025
Progress Period 4	March 17 – May 23, 2025
Hexter 1	Aug. 15 – Sep. 22, 2024
Hexter 2	Sep. 23 – Oct. 30, 2024
Hexter 3	Nov. 4 – Dec. 20, 2024
Hexter 4	Jan. 6 – Feb. 13, 2025
Hexter 5	Feb. 18 – April 4, 2025
Hexter 6	April 7 – May 23, 2025

In accordance with H.B. 1323, Westminster Public Schools has created an annual assessment calendar. The calendar lists the assessments administered throughout the year, the content areas, the grade levels assessed, assessment dates, when results will be available, agency mandating the test, and how the results are used. The district has developed a comprehensive assessment system that challenges students to think critically, apply what they have learned, and gives them the opportunity to demonstrate their skills and knowledge. These assessments include “early warning” features that help diagnose educational problems and lets students, teachers, and parents/guardians know that extra effort is necessary. It also provides reliable and valid information on student and school performance for educators, parents/guardians, and district leaders. The primary purpose of classroom assessments is to enable teachers to make effective instructional adjustments for students on a continual basis. The district monitors the number of assessments students are given annually based on federal, state, and district requirements.

This calendar is subject to change based on need - Last Updated by Learning Services: 09/10/2024

Students will receive instruction in a variety of the arts. Initially, these will focus in the following:

- Dance
- Vocal music
- Instrumental music
- Performing Arts

As the interests and needs of students emerge, the course offerings of the Academy will likely evolve to reflect the school's community and growing diversity. Creative arts instruction will be embedded during the school day as part of the specials and electives rotation, within interdisciplinary opportunities through the core content areas, and after-school programming utilizing community partnerships. Additionally, the Academy will seek to waive licensing requirements so that students who have field experiences in the arts with guest artists will be able to count these experiences toward progression.

TECHNOLOGY

Many of our curricular supports have robust online components that are essential for direct instruction, small group work, and centers based differentiated activities, all of which can be accessed through the use of a Chromebook. The Academy will employ a 1:1 student to device ratio, or will ensure every student has access to his or her own Chromebook in the classroom. These devices are an integral part of the CBS as they enable students to track their learning progress in real time utilizing the Empower learning management system, and provide the platform for other types of online learning, including individually targeted enrichment opportunities, with a specific focus on technology and the humanities. In addition, every classroom will also be equipped with an interactive TV, an updated and improved version of a SmartBoard, to aid learning in both whole-group and small-group instruction. The Academy will continue to maintain and replace all of its technology through the use of general building funds, as well as an annual technology fee collected from families at time of registration. Teachers will also utilize classroom document cameras for direct instruction purposes.

External Reference

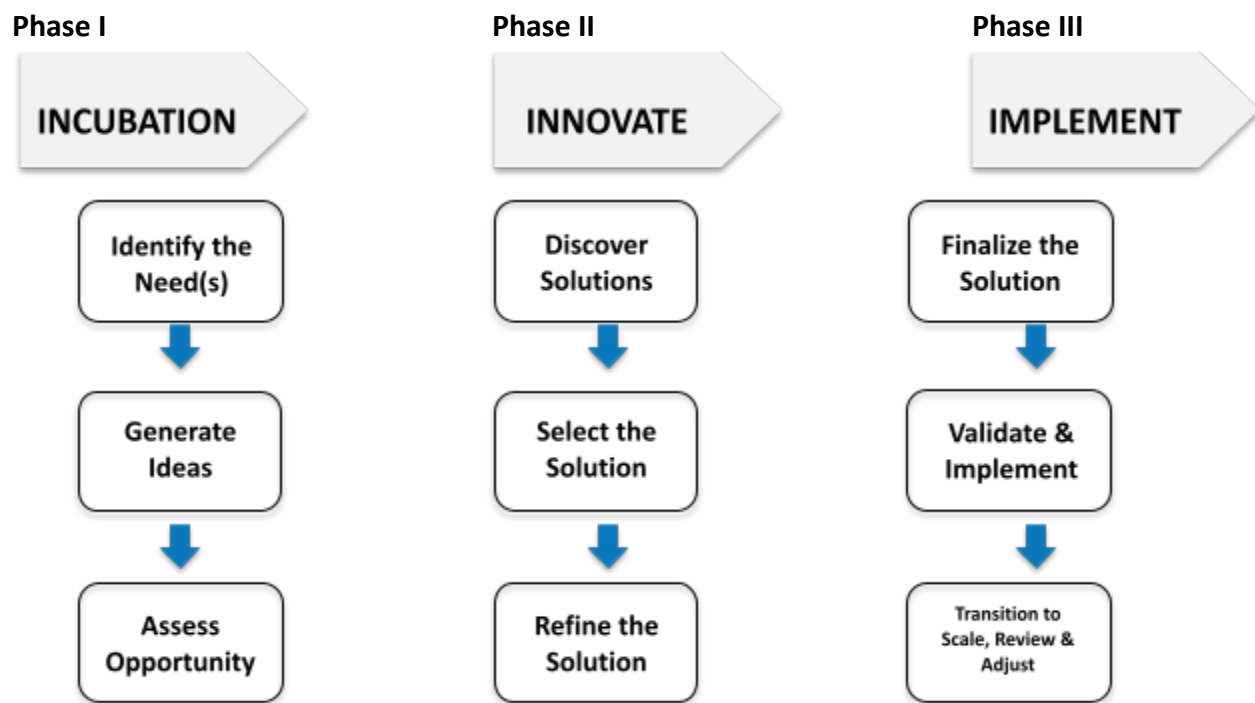
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Hender, C.M. and Lasley, E. (2014). "Creating Inclusive Classrooms through the Arts." Dimensions of Early Childhood. Retrieved from https://www.southernearlychildhood.org/upload/pdf/Dimensions_Vol42_3_HendersonLaskey.pdf

Implementation Timeline

Successful new-school development is a complex endeavor. The Academy anticipates opening in the fall of 2019 (technically, August 2019). Phase I development focused and will continue to focus on school need, proposed educational program, school viability, location, and projected costs.



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Phase I: Incubation: Bridging the Gap Between Idea and Implementation

The following start-up plan and specific organizational goals were for the planning year (SY 2018-2019). Development began in fall 2018 and will continued through spring 2019, to ensure that the Academy was ready for a successful launch in fall 2019. This phase has since been completed.

2018-2019 Milestones	Activity	Key Personnel	Milestone Date(s)
Professional Advisory Board	A professional advisory committee will be formed. This advisory committee will consist of representative professional artists, arts institutions, post-secondary institutions, arts advocacy	- Principal - Executive Director of Teaching and Learning	Fall 2018-Completed

2018-2019 Milestones	Activity	Key Personnel	Milestone Date(s)
	groups, and community members. The advisory board will meet at least three times each year to provide overall guidance and input into the planning, and eventual (ongoing) implementation, of the Academy.	• Creative Arts Coordinator	
Local Advisory Meetings	Additionally, the Academy will seek the input of representatives from the school community (parents, students) as well as older students who may be active and/or pursuing a professional career in the arts. These meetings may consist of different people but would be held at least twice each year to provide input and overall guidance.	• Principal • Executive Director of Teaching and Learning • Creative Arts Coordinator	Spring 2019-Completed
Developing Talent	1. Interviewing interested, potential school leadership. 2. Plan development for leadership and teacher introduction and training. 3. One-on-one coaching sessions with teachers. 4. Determining multi-year staffing needs	• Superintendent • Chief Academic Officer • Executive Director of Teaching and Learning • Principal • Creative Arts Coordinator	Spring 2019-Completed
Curriculum Refinement	Teacher teams will work together to refine current proficiency scales and success criteria with a humanities focus in order to both reflect the new state standards as well as to reflect inquiry-based learning through the lens of the arts	• Principal • Executive Director of Teaching and Learning • Creative Arts Coordinator	Spring 2019-Completed

2018-2019 Milestones	Activity	Key Personnel	Milestone Date(s)
Advocacy	Building a “business case” for the innovation plan. Introducing staff to the plan, and management metrics. Through the identification of strengths, weaknesses, opportunities, and threats, the team will balance the inherent risks of innovation with targeted rewards of success.	• Principal • Core Team • Executive Director of Teaching and Learning • Creative Arts Coordinator	Spring 2019-Completed
Resources	Identify existing and needed resources. Budget development and securing funding streams.	• Principal • Chief Financial Officer • Director of Federal, State and Special Grants • Executive Director of Teaching and Learning • Creative Arts Coordinator	Spring 2019-Completed
Parent & Community Engagement	Development of marketing plan and materials. Conferencing with students and parents at regular meetings, performances, and assemblies.	• Chief Communications Officer • Principal • Creative Arts Coordinator	Spring 2019-Completed
School Systems & Culture	Staff, administration, and district will refine overview of Academy mission, goals, and concepts.	• Principal • Teacher Team • Parents • Advisory Teams • Executive Director of Teaching and Learning • Creative Arts Coordinator	Spring 2019-Completed

Phase II: From Theory to Action

Phase II, which is anticipated for the spring of 2019 (technically, January 2019 – May 2019), will mark the completion of school development and include final instructional staff hiring, building completion, and the initiation of school enrollment.

2018-2019 Milestones	Activity	Key Personnel	Milestone Date(s)
Instruction	Staff will be provided with professional development around problem and project-based learning through an artistic lens	• Principal • Core Staff • Creative Arts Coordinator • External Agencies	Spring 2019-Completed Summer 2019-Completed
Advocacy	Innovation plan completed and submitted to WPS school board. Innovation plan submitted to Colorado Department of Education.	• Principal • Executive Director of Teaching and Learning • Chief Operating Officer • Creative Arts Coordinator	March 2019-Completed
Resources	School budget included in District adopted budget.	• Principal • Chief Financial Officer • Creative Arts Coordinator	June 2019-Completed
Parent & Community Engagement	Creation of PTA/PTO, distribution of marketing materials, parent open house.	• Principal • Core Staff • Creative Arts Coordinator	Spring 2019-Completed

Phase III: Implementation

Academy innovation plan contained herein will be implemented starting August 2019. The Academy three-year plan will mark the successful addition of each grade level as follows:

- Addition of Level 6 at the Academy – August 2019-Completed
- Addition of Level 7 at the Academy – August 2020-Completed
- Addition of Level 8 at the Academy – August 2021-Completed

School Calendar and Schedule

LENGTH OF SCHOOL DAY

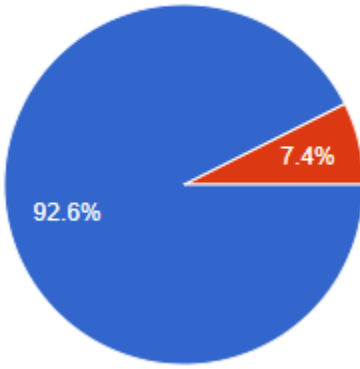
- The school day begins at 8:10 AM for all students and runs until 3:40 PM. Pre-school runs from 8:30 AM to 3:30 PM.
- Extended day opportunities run from 3:45 PM to 5:00 PM based on availability, student interest and collaborations with outside groups.
- The school day will contain a 45-minute “What I Need” (W.I.N.) block, where instruction will stop and all students are able to engage in personalized, targeted learning opportunities.
- The daily instructional minute count, not including lunchtime, equals 420 minutes on regular release days. For early release days, which take place weekly, this equals 300 instructional minutes. This provides the Academy a total of approximately 70,020 instructional contact minutes with students. This is represented in the table below.

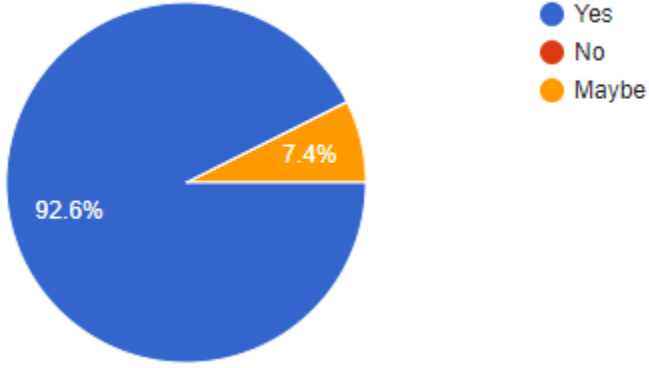
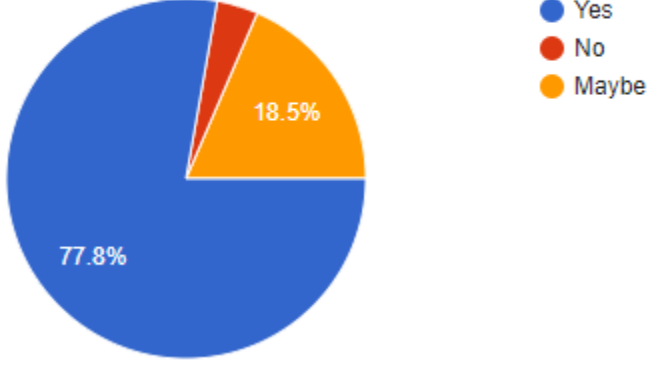
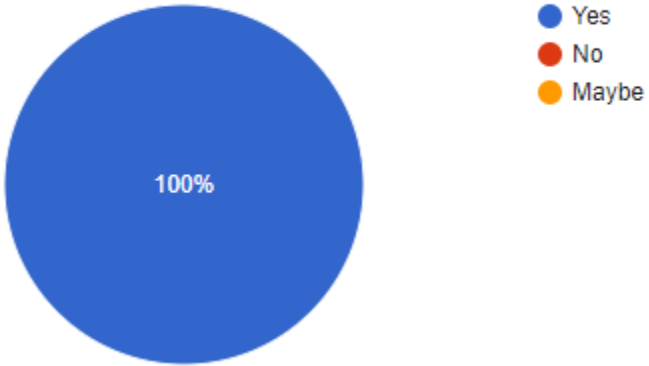
Instructional Minutes (less 30 minutes for lunch)	
Extended Days: 420 minutes a day (146 days)	Annual 61,320
Early Release Day: 300 minutes a day (29 days)	Annual 8,700
Annual Minutes	70,020
Annual Hours	1,167

Instructional Minutes (less 30 minutes for lunch)	
State Minimum Middle	1,056 (111 Hours above)
State Minimum Elementary	968 (199 Hours above)

LENGTH OF CALENDAR YEAR

In February of 2019, staff were surveyed around their thoughts on the possibility of a new calendar and early release days. The survey yielded 27 responses (approximately 70% of the entire staff). The results were as follows:

QUESTION	RESULTS
Although the week day may change, how do you feel about the option of an early release day each week?	27 responses  92.6% 7.4% - Positive - Neutral - Negative

QUESTION	RESULTS								
To support the vision of an arts school, staff will need training, professional development and collaboration time. Additional paid days will be needed at the start of the school year. Is this something you support moving forward?	27 responses  A pie chart representing the responses to the first question. The chart is divided into three segments: a large blue segment for 'Yes' at 92.6%, a small orange segment for 'Maybe' at 7.4%, and a very thin red segment for 'No' which is not labeled with a percentage. A legend to the right of the chart identifies the colors: blue for 'Yes', red for 'No', and orange for 'Maybe'. <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>92.6%</td> </tr> <tr> <td>No</td> <td>0%</td> </tr> <tr> <td>Maybe</td> <td>7.4%</td> </tr> </tbody> </table>	Response	Percentage	Yes	92.6%	No	0%	Maybe	7.4%
Response	Percentage								
Yes	92.6%								
No	0%								
Maybe	7.4%								
To support the vision of an arts school opening in the fall, additional paid days will be needed at the end of this school year to plan, review changes to curriculum and collaborate for certified employees. I anticipate this will only be for this year. Is this something you support moving forward?	27 responses  A pie chart representing the responses to the second question. The chart is divided into three segments: a large blue segment for 'Yes' at 77.8%, an orange segment for 'Maybe' at 18.5%, and a small red segment for 'No' at 3.7%. A legend to the right of the chart identifies the colors: blue for 'Yes', red for 'No', and orange for 'Maybe'. <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>77.8%</td> </tr> <tr> <td>No</td> <td>3.7%</td> </tr> <tr> <td>Maybe</td> <td>18.5%</td> </tr> </tbody> </table>	Response	Percentage	Yes	77.8%	No	3.7%	Maybe	18.5%
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No	3.7%								
Maybe	18.5%								
Early release days would be used to support professional development, collaboration, work time and staff meetings. Is this something you would support moving forward?	27 responses  A pie chart representing the responses to the third question. The chart is a single solid blue circle representing 100% for the 'Yes' response. A legend to the right of the chart identifies the colors: blue for 'Yes', red for 'No', and orange for 'Maybe'. <table border="1"> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Yes</td> <td>100%</td> </tr> <tr> <td>No</td> <td>0%</td> </tr> <tr> <td>Maybe</td> <td>0%</td> </tr> </tbody> </table>	Response	Percentage	Yes	100%	No	0%	Maybe	0%
Response	Percentage								
Yes	100%								
No	0%								
Maybe	0%								

- Students have approximately 175 school contact days (not including conference days). Early release takes place weekly for professional development and planning purposes specifically to support our innovation plan. No changes were made to breaks or holidays.

A waiver was been submitted to allow the school the flexibility needed to increase the school year. These additional days will consisted of a variety of structures, including full-day professional development in-service days as needed and early release school days weekly.

SCHOOL CONTRACT

The Academy will have a student-parent agreement as a part of the application process that will ask for commitments around behavior, attendance, parent involvement, a willingness and a passion for at least one specific area of the arts as offered at the Academy and academic excellence. This agreement is provided at the end of this document (Appendix B) and should be referenced for further detail on parent, student and school commitments.

APPLICATION PROCESS

The Academy will utilize a comprehensive application that scores students across a distribution of attendance, behavioral, performance and artistic interest and ability. Parents will understand that artistic expression, projects and endeavors will be the focal points and priorities of the Academy; as such, a parent interview will be conducted as well. Additionally, students wishing to attend the Academy will have an interest in the creative arts; an audition or visual art review process will be developed as an entry point for students seeking pre-professional experiences in the creative arts. ***This process is designed to ensure that students with great potential are not overlooked because they may be behind, have special needs or are learning English as a second language.*** We realize reliance solely on test scores may have a segregating effect on student enrollment and believe this can be mitigated through interviews, essays, and teacher observation/recommendations. For the full process and application process see (Appendix B).

Special Populations

CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS

The Academy is committed to working with all students, irrespective of labels. Special population groups will follow the same application process for admission. Culturally and Linguistically Diverse Learners are supported through the implementation of the Sheltered Instruction approach using *On Our Way to English* curriculum. Students are guided to construct meaning by scaffolding the instruction starting at the instructional level of each student. The Academy will implement its CLDE Program, which provides that all ELLs, who have not opted out or met valid and reliable exit criteria will receive English Language Development taught by a CLD Specialist.

Consistent with its CLDE Program and to ensure meaningful access to the core curriculum, where practicable, the Academy will also schedule all ELLs in classes with Sheltered Content Instruction (language arts, math, science, and social studies) where instruction is primarily in English and teachers use sheltered content techniques (such as, grouping ELLs by English language proficiency level, adapted materials and texts, visual displays, cooperative learning and group work, primary language support, and clarification) to make lessons understandable. CLD specialists will conduct observations and provide feedback in all core classrooms.

The students will have the opportunity to demonstrate understanding of concepts and skills through different assessments such as:

- Hands on activities
- Group tasks or projects
- Performance-based assessments
- Instruction by a highly-qualified language teacher

The Academy shall ensure that ELL students and their parents or guardians are aware of school activities and other opportunities at the school in a language they understand.

SPECIAL EDUCATION

Recognizing that the plan to create an Innovation School does not impact or diminish the Academy's responsibility to comply with state or federal laws, the Academy will comply with the Individuals with Disabilities Act (IDEA) regulations, the Colorado Exceptional Students' Educational Act (ECEA), and the Colorado Rules for the Administration of the Exceptional Students' Education Act. The Academy will employ an instructional model that will ensure all students, including students with learning challenges, will have their learning needs met.

- Special Education teachers use a co-teaching and push-in blended service model. Lessons are differentiated to ensure the success of all students in the class. Data is disaggregated and monitored to ensure that all students are successful. Special education teachers participate in personalized job-embedded professional learning to support the development of all skills across content areas.

SUPPORT SERVICES MODEL

- There is a school-wide system of support for students' social-emotional and behavioral development. The use of the Positive Behavior Intervention Support (PBIS) and the District's classroom management code of conduct will provide materials and curriculum to sustain this school-wide design.
- Students who continue to experience academic difficulty or miss assignments will be required to meet with parents and administration to develop a plan for academic success using our student contract.

In addition to direct program instruction required by law, the Academy will have a team of integrated services comprising special education (SPED) specialists, culturally and linguistically diverse (CLD) specialists and a Title 1 teacher. Using the WPS Blended Services instructional model, students will be grouped by academic need not by any particular label a student might have. Through the use of this flexible grouping model all interventionist staff work in concert in order to provide targeted services to any student who is in need. This approach is an integrated response to remove the isolated intervention strategies that is typical in most elementary settings.

HOMELESS, FOSTER, AND UNACCOMPANIED YOUTH

The school will follow all federal guidelines for enrollment and educational service delivery as they pertain to homeless, foster, and unaccompanied youth.

- Enrollment will not be denied due to lack of records (birth certificates, immunization, transcripts, and other required documents).
- For students enrolled at the Academy who have a change in residency due to a transition into an aforementioned category, continuity of instruction/education will be supported through transportation if the student/family wishes to remain at the Academy.
- Homeless and foster students will be given priority in preschool enrollment.
- Fees will be waived for these students in compliance with federal/state law.
- These students will have equal access to all programs, including afterschool programming, with the Academy removing all barriers to participation including financial.
- Throughout the plan, the use of the term “parent” also included guardian and/or educational advocate.

Recruitment and Hiring

The Academy will be seeking instructional and non-instructional candidates who are artists and/or passionate about the arts. It is important that the academy strives for and maintains a culture of creativity and collaboration for its entire staff as underscored by a wide range of personal and professional experiences. All teachers who teach core subjects (math, literacy, science and social studies) would be certified in their appropriate areas and all teachers will hold a minimum of a Bachelor’s degree. The Academy will seek professional artists who are also interested in the pathway to certification as a teacher. In order to accomplish this, the Academy will utilize its professional advisory committee in order to recruit and retain high-quality artists/staff. Non-traditional candidates, school-based teacher preparation programs where teacher candidates can learn from veteran teachers and hiring for potential or talent rather than experience will ensure we place the best individual(s) in front of our students. Additionally, the flexibility to have students work with guest artists on and off-campus will be

instrumental in the successful implementation of the school's focus on the creative arts². The Academy will work with post-secondary institutions in order to create a specific student-teacher internship around best practices in arts integration, with the intent of building a strong recruitment pool.

In our recruiting and hiring process, the Academy will be seeking waivers from teacher licensure requirements and some flexibility in removing new hires that are not the right fit for the school. We will also need flexibility to allow artists in their respective artistic professional mediums to work with students. Academy leadership, teachers, and support staff will be hired on an at-will basis. This will allow us to:

- Recruit non-traditional candidates.
- Pursue alternative certifications.
- Create alternative pay structures—performance pay plans, bonuses, and/or other incentives and rewards.
- Enhance the workplace environment by ensuring that teachers who want to work in our model are surrounded by like-minded individuals and those who do not support the model are afforded the opportunity to look for alternative employment.
- Utilize guest artists as a means to engage and provide students with authentic learning experiences in the creative arts.
- Actively recruit utilizing our extensive professional partnerships and our arts advisory committee.

Professional Development

Teachers will be supported through a robust system of highly trained leadership and robust professional development services that are industry-driven within the context of the artistic mediums and expressions which constitute as professional. The Academy will work to create a specific, teacher professional development plan. In order to ensure effective and ongoing professional development, early release days would be provided weekly. Instructional staff must participate in the following professional development:

- Staff leaders will attend a retreat over summer break in order to:
 - Analyze data and participate in master planning for the school year, including the drafting of the school's Unified Improvement Plan as well as any updates to the Innovation Plan.
- All certified staff participate in professional development around project-based learning (PBL) and arts integration through the lens of inquiry.
- All certified staff-ongoing professional development in early literacy skills, CBS and any other Academy topics and instructional delivery mediums that align to our Westminster Instructional Model.

² All non-traditional staff/personnel will be subjected to the same level of background checks and review as licensed teachers and other district staff.

- Ongoing professional development in arts integration – a suggested monthly focus is highlighted in the table below.

Month (2022-2023)	Focus
August	Role of Arts Integration
September	Arts in Humanities-Building Unit Plans
October	Instructional Approaches
November	Universal Design for Learning
December	Backward Planning: Arts Integrated Assessment & Rubrics
January	Visual Arts Integrated Learning
February	Music Integrated Learning
March	Movement/Dance Integrated Learning
April	Theater Integrated Learning
May	Reflection and Focus

- New Teacher Institute (NTI) for new teachers as designed by the WPS Learning Services team and as deemed relevant to the specific focus of the Academy.
- Working in relation with the likes of CAPE and Think 360 to provide ongoing professional artistic-focused professional development.
- Ongoing trainings necessary for the completion of new teacher induction during the school year.
- Ongoing professional development in building meaningful interdisciplinary learning experiences between core and creative core contents.
- Additionally, teachers would be provided with opportunities to train in specific models of the arts in relation to their backgrounds as needed by the Academy. For example, a 3-D teacher who excels at sculpture might take a three-day workshop offered in jewelry, providing there is a need for that type of training or program.

Sample Teacher Training Program

Type of Training	Attendance	Description
Beginning of the year staff retreat.	Staff Leaders	Instructional planning for the school. This will range from data driven analysis and action plan building to instructional needs and culture and climate. The direction for the building will be set during this critical time.

Ongoing CLD training	Mandatory	In monthly meetings after school the staff will explore and learn to use CLD instructional techniques for English language learners.
Ongoing personalized training	Encouraged	As needed, teachers will continue to grow professionally by investigating best practices in all content areas and sharing their learning's with staff.
LETRS Training	All certified staff including interventionists and specials teachers	All certified staff will complete the recommended LETRS training for early literacy skills.

Evaluation and Retention

Coaching is critical to helping teachers advance in their pedagogical skills around instruction, project-based learning, and arts integration. Providing ongoing funding, all Academy teachers will be assigned a coach or mentor to help teachers develop a general understanding of the pedagogy and identify his or her errors or omissions in the use of the strategy through the lens of project-based learning in the creative arts.

4 Innovating	The coach/mentor helps the teacher adapt strategies or create new strategies that meet the needs of students for whom the typical use of the strategy does not work.
3 Applying	The coach/mentor helps the teacher understand the desired effect on students for the strategy and helps the teacher develop strategies to monitor whether the strategy is having the desired effect in the classroom.
2 Developing	The coach/mentor helps the teacher eliminate errors in the use of the strategy.
1 Beginning	The coach/mentor helps the teacher understand or develop the steps in the strategy. The coach facilitates the teacher's initial trials of the strategy.
0 Not Using	The coach/mentor explains why the strategy is important and provides a general sense of the strategy.

Input from the coach/mentor, observations by the principal and input from the creative arts coordinator on teacher professional growth will all be elements in the teacher evaluation process.

Access to individualized coaching and direct support will identify struggling teachers early and allow for additional support and intervention to support professional growth and lead to individual success. The academy retains the right to hire and retain only those employees who are the right fit for the model.

Compensation

Teachers will be provided with additional compensation for additional time. Core will follow District salary schedule and additional compensation will be determined by school.

Stakeholder Engagement

Building on the history and success of our parent partnerships, we work with our families to fundraise and develop expeditionary arts learning opportunities as well as after school programming options. Some of these community events have included:

- Art Museum Partnerships/Field Trips
- Community Performance Opportunities
- Spring Musical
- Annual Car Show
- DCPA Partnership
- Arvada Center for the Performing Arts - Arts Day
- Visiting Artists and Workshops
- Competitive Opportunities in the Arts
- After-School Programming in the Arts
- Title I math/literacy nights
- Thescon

The Academy will also continue its close relationship with the WPS Board of Education (BOE) through our Board Liaison. This position will help the Academy share information about our building with the BOE and will be a conduit for support, if necessary.

As part of the Academy's model, it will maintain an Arts Advisory Board. Input and guidance will be solicited through regular meetings and partnerships with representative professional artists, arts institutions, post-secondary institutions, arts advocacy groups and community members. Arts Advisory Board members will be invited to special events and parent advisory groups, asked to tour classrooms and facilities, and will be used to leverage recruitment, networking, and professional development opportunities at both the school and district levels.

In the summer of 2019, Red Rocks Community College partnered with the Creative Arts Pipeline to co-produce a professional production of *Wizard of Oz*, where students from the Academy were highly encouraged to participate. There is potential for an ongoing partnership with the Academy to host and promote key performances and community-focused events.

PARENT LEADERSHIP DEVELOPMENT

It will be integral to the Academy's work that parents are supportive of the arts. As such, parent participation needs to move beyond simply helping students with homework at night – supporting students for rehearsals, practice and after-school performances are but a few examples as to the parent engagement that will be needed at the Academy. Successful schools find ways to bring parents into the school, include them in decision-making processes (when appropriate) and help build their capacity to support their child's education. The Academy would also seek to provide artistic training and expression opportunities for parents as a way to include them as a strong and vibrant part of our creative community. The Academy will implement a number of initiatives and activities that provide parents (and caregivers) a menu of opportunities to choose from, linked to school improvement goals, and that promote student growth and school success.

- **Parenting:** Programs that assist families with parenting skills, family support, understanding child development, and setting home conditions to support learning.
 - Parent Academy for Student Success (PASS).
- **Communicating:** Create two-way communication channels between school and home that are effective and reliable.
 - Parents have online access to classroom assignments, resources, and are able to track student progress through online access to grades and projects through Empower.
 - The Academy provides regular communication with parents about student progress and performance including academic concern letters, positive parent phone calls, parent data meetings and an audit of middle school student's progress aligned to Empower expectations.
- **Volunteering:** Involve families as volunteers who support students throughout the school through meaningful work and flexible scheduling. The Academy model will ask for a minimum volunteer requirement for all parents/guardians as determined by staff, administration, and parent leadership (see appendix).
 - Parents have opportunities for involvement through participation in after-school events and activities such as performances, art showcases, field trips, classroom and rehearsal support, Family Literacy Nights and PTA events.
- **Learning at Home:** Involve families with their children in academic learning at home, including homework, goal setting and other curriculum-related activities.
 - As homework assignments become increasingly more difficult, parents are expected to monitor assignment completion using rubrics provided by the school/teacher and through Empower.
- **Decision Making:** Including families as participants in school decisions and governance.
 - Building Accountability Advisory Committee (BAAC).
 - Parents serve on school committees and organizations.

- **Collaborating with the Community:** Create a culture of change by involving the community in the school to create more connected places to live and learn.
 - Restorative Practices Training and Plan Development.
 - Potential training/enrichment opportunities in the arts.

LEARNING EXPEDITIONS

At Metropolitan Arts Academy, we believe in turning every learning opportunity into an enriching adventure. These expeditions provide our students with opportunities to explore, inquire, and develop a deeper understanding of the world around them, beyond the classroom. Whether examining different modalities of art and play, engaging in artistic expression, or simply appreciating the beauty that exists in everyday spaces, we encourage our learners to see the world through an artistic lens. Even on trips that aren't art-specific, our students are encouraged to find and appreciate the art and beauty in every new experience they encounter.

DEVELOPED PARTNERSHIPS 2020-2025

- Cogna
- Arvada Center for the Arts and Humanities
- Boulder Contemporary Museum of Art
- CAPE (Chicago Arts Partnerships in Education)
- City of Westminster
- Denver Art Museum
- Denver Center for the Performing Arts
- Denver Museum of Nature and Science
- Professional Artists (Various)
- Red Rocks Community College
- Su Teatro
- Think 360
- Cherry Arts
- Westminster Public Schools Foundation
- Children's Museum
- Denver Art Museum
- Perry Mansfield
- Mirror Image Arts
- Scientific and Cultural Facilities District
- Junior League of Denver
- Colorado Symphony Orchestra
- Colorado Ballet
- Opera Colorado
- Lakewood Cultural Arts Center
- The Bird Conservatory of the Rockies
- Thespian Society
- The Meizel Museum

- Pop Culture Classrooms

School Leadership and Governance Structure

The Academy will have a shared leadership and governance model. Some decision-making will fall within the responsibility of the principal and school administration.

Decisions are divided into three major areas: command, consultative and collaborative decisions, each decided by the appropriate person(s) or committees.

Command decisions: The principal and/or the principal's designee makes these decisions, which involve student safety, staffing, personnel, evaluation, hiring, dismissing, and budgetary decisions.

Consultative decisions: Student discipline is a consultative decision made by the principal, school administration, and mental health interventionists on a case-by-case basis.

Instructional action plans, such as those found in the Unified Improvement Plan, are decided upon through a consultative process involving the Building Leadership Team. The BLT is composed of the Principal, school administration, and teachers from primary, intermediate, specials, and interventions and meet bi-monthly.

Collaborative decisions: Decisions that impact culture and climate in the building such as revamping the code of conduct, hosting an after school event, facilitating a club, or instituting a new positive behavioral support system are decisions made collaboratively by all stakeholders affected by the initiative. In these settings, the principal, school administration, BLT member, teacher, student, parents etc. are all *equal* stakeholders in the process and decisions are made collaboratively.

Community input: Specifically parents but any interested members will be solicited through the BAAC for items such as discretionary budgetary items, school accountability, and discussion of shared goals as they relate to culture, climate and student achievement.

Advisory board input: Input and guidance will be solicited through regular meetings and partnerships with representative professional artists, arts institutions, post-secondary institutions, arts advocacy groups and community members.

Monitoring and Implementing the Innovation Plan: The innovation plan is implemented and monitored by the BLT, the creative arts coordinator and other key district personnel. Both the UIP and Innovation plan will be integrated so that there is one document that drives the philosophical and operational direction of the building.

SCHOOL LEADERSHIP ACCOUNTABILITY SUPERVISION

As the execution of the mission and vision is the most essential function of building leadership, a supervisory and support structure for the school principal must be in place.

The Academy's principal will receive support through bi-monthly visits and walkthroughs by his or her direct district level supervisor. The district level supervisor will assist with issues as they arise and also ensure that the principal is keeping up with district level expectations, deadlines and mandates.

Budget

The Academy's principal will ensure that the necessary resources, including time, money, personnel and materials are allocated to accomplish the school's goals. This will require flexibility and site-based latitude to cut back on or dropping initiatives not aligned to the academic goals. Meaningful financial commitments must be dedicated to professional development. Therefore, the site-based budgeting model is needed by the academy.

In the traditional budget environment, WPS provides schools with staffing based on a student to teacher ratio and a per pupil amount for supplies and materials. To maximize the autonomy allowed under innovation, a site-based funding model will be applied to the Academy. The funding model for the Academy outlined below provides the school direct access to, and oversight of, funding:

Additional Costs to consider:

- Curriculum Development (Either purchase or committee to crosswalk to our proficiency scales).
- Site visits to other locations for training purposes.
- Rental of other spaces for small shows, fundraising or events (i.e. Bug Theatre, Arvada Center, art studio).
- Additional pay for office staff to support rehearsals and after school programming for medication needs and parent communication.
- Afterschool programming costs for our students to have additional offerings not available during the school day such as piano, orchestra and clubs.
- Salary Schedule for ESP-I would like to revisit this for the secretary as a result of two substantial changes-addition of middle school and site-based budgeting.
- Afterschool programming cost for professionals from the community to offer additional music, art, dance and drama offerings. See below for sample table example.

Cost of Innovation

Because of the specialized ongoing costs of maintaining a strong and thriving program, the following is a general overview outline of the ongoing costs to ensure innovative and competitive programming.

The District will continue to pay the full-cost of utilities, general maintenance to the building, food service, and provide general human resource functions such as payroll, business functions, and benefits administration. The figures represented here are the “pay-back” the school will be charged for these services.

Using the total school allocation, the Academy will annually review its needs—both instructionally and non-instructionally—and develop the budget accordingly. The proposed 2025-2026 budget reflects the Academy’s needs. Waivers requested through the Innovation Plan will allow the school flexibility and fluidity in increasing/decreasing the number of staff needed in any given year, allow for site-based collaboration on extended calendar day/extended school day compensation, and ultimately leads to greater autonomy in the budgeting process.

Additional Resources Provided by the District Outside of School Allocation

The District will continue to provide the Academy with special instructional service personnel: special education, Culturally Linguistically Different (ESL), E-Care (early learning staff above the preschool and kindergarten funding provided in school allocation) and Title I support. These allocations will be based on student needs and will fluctuate year-to-year.

In-Kind Contribution and Support

All members of the Professional Advisory Board will donate their advisory time to the success of this project. Grants and partnerships will be sought to enhance existing or build additional resources. For the 2021-2022 school year, we received a \$8,000 grant to support all arts extension learning opportunities. We also received \$10,000 in scholarships to support students in attending a summer Perry Mansfield Camp. Should these grants not be available, we would need to look at additional funding options.

Accountability and Supervision

Accountability is more than a promise of change. The district, in committing significant financial and human resources into the Academy, expects high-yielding results. Just like our teachers have three-week data cycles, principals too will meet regularly with supervisors. The focus of these meetings will be maintaining the artistic vision and integrity of the school while also addressing continuous improvement and any challenges faced by the principal, staff and/or students.

District Systems

The purpose of Colorado's Innovation Schools Act is to improve educational performance through greater school autonomy in staffing, scheduling, programming and resource allocation. As we reflected on State Statutes, WPS Board of Education Policies, and articles in the WPS/WEA Master Agreement may present challenges to our success. Listed below are the waivers requested, and a rationale for why the waivers are requested.

WAIVERS REQUESTED

See Appendix A for a detailed description of Replacement Policies/Practices

STATE POLICIES – COLORADO REVISED STATUTES

TIME AND TEACHING/WORKING CONDITIONS

C.R.S. 22-32-109(1)(n)(I) – Local Board Duties Concerning School Calendar

Waiver from this statute allows the Academy to use its own method for determining a school calendar.

C.R.S. 22-32-109(1)(n)(II)(A) – Determine Teacher-Pupil Contact Hours

Waiver from this statute allows the Academy to use its own method for setting teacher-pupil contact hours. It will also allow the flexibility for the Academy to count “seat-time” by having students who work on field experiences and/or with guest artists on- and off-campus.

C.R.S. 22-32-109(1)(n)(II)(B) – Adopt District Calendar

Waiver from this statute allows the Academy to use its own method for determining a school calendar.

C.R.S. 22-32-109(1)(t) – Educational Program and Selection of Textbooks

Waiver from this statute allows the Academy to determine its own educational programs and have direct oversight and decision-making on textbook selection. The Board of Education will, in its role defined in the constitution, have final approval over all textbooks recommended by the school.

C.R.S. 22-32-110(1)(k) – In Service Training

Waiver from this statute allows the Academy to determine its own needs for in-service training and professional growth.

C.R.S. 22-32-118 – Summer Schools, Continuation, Evening and Community Education Programs

Waiver from this statute allows the Academy to use its own method for determining a summer school schedule/school calendar.

COMPENSATION

C.R.S. 22-32-109(1)(f) – Local Board Duties Concerning Selection of Personnel and Pay

Waiver from this statute allows the Academy to use its own method for selecting and paying teachers.

C.R.S. 22-63-401 – Teachers Subject to Adopted Salary Schedule

Waiver from this statute allows the Academy to develop its own compensation system.

C.R.S. 22-63-402 – License and Letter of Authorization Required in Order to Pay Teachers

Waiver from this statute allows the Academy to adopt its own policy for fair compensation of instructional staff.

C.R.S. 22-63-403 – Payment of Salaries

Waiver from this statute allows the Academy to adopt its own policy for fair compensation of instructional staff upon dismissal.

EMPLOYMENT AND EVALUATION

C.R.S. 22-63-201 – Employment – License Required – Exception.

Waiver from this statute allows the Academy to verify to the District the qualifications of teachers for the purpose of complying with federal law.

C.R.S. 22-63-202 Contracts in Writing, Duration, and Damage Provision

Waiver from this statute allows the Academy to issue its own employment offer letters.

C.R.S. 22-63-203 Renewal and Nonrenewal of Employment Contract

Waiver from this statute allows the Academy to use its own method for determining the conditions for continued employment or termination of licensed staff.

C.R.S. 22-63-206 – Transfer of Teachers

Waiver from this statute allows the Academy not to have the District transfer teachers into the school.

C.R.S. 22-63-301 – Grounds for Dismissal

Waiver from this statute allows the Academy to set its own policy for dismissal.

C.R.S. 22-63-302 – Procedure for Dismissal

Waiver from this statute allows the Academy to develop its own procedure for dismissal.

C.R.S. 22-9-106 – Local Board Duties Concerning Performance Evaluations for Licensed Personnel

Waiver from this statute allows the Academy to use its own method for evaluating licensed personnel.

C.R.S. 22-32-110(1)(h) – Local Board Powers Concerning Employment Termination of School Personnel

Waiver from this statute allows the Academy to use its own method for terminating school personnel.

WESTMINSTER PUBLIC SCHOOLS BOARD POLICIES

TIME AND TEACHING/WORKING CONDITIONS

Policy GCHC – Professional Staff Induction

Waiver from this policy allows the Academy to opt out of District-mandated induction procedures. The Academy will not opt out of Culturally Linguistically Diverse (CLD) mandated training.

Policy GCI – Professional Staff Development Opportunities

Waiver from this policy allows the Academy to opt out of District-mandated professional development.

Policy IC/ICA – School Year/School Calendar/School Day

Waiver from this policy allows the Academy to opt out of the District calendar and District recommendations for length of school day.

Policy GDJ – ESP Payment Schedule, Work Week, and Work Day

Waiver from this policy allows the Academy to set payment schedule, work week, and work day for Educational Support Professionals.

Policy IHA-R – Educational Program

Waiver from this policy allows the Academy to incorporate individual and career academic plans into our problem-based learning model.

Policy IHBB – Gifted and Talented Education

Waiver from this policy allows the Academy to follow state procedures to determine placement of gifted students, advanced learning plans, and professional development.

Policy IJJ-A and IJJ-B – Textbook selection/ Adoption Form and Procedure

Waiver from this policy allows the Academy to select appropriate educational materials to enhance our focus on Arts curriculum, instructional resources, and personal project learning model.

EMPLOYMENT AND EVALUATION

Policies GCE/GCF – Professional Staff Recruiting/Hiring

Waiver from this policy allows the Academy to develop its own procedures for recruiting, hiring, and appointing candidates to open positions.

Policy GCF - Professional Staff Assignments and Transfers

Waiver from this policy allows the Academy to opt out of voluntary and involuntary transfers.

Policy GCJ – Staffing New Schools

Waiver from this policy allows the Academy to select teaching staff directly.

Policy GDE/GDF – ESP Recruiting, Posting, and Hiring

Waiver from this policy allows the Academy to select non-teaching staff directly and meet or exceed the requirements for the selection process utilized by the District.

MISCELLANEOUS

Policy DFG – Income from Vocational/ Technical School Shop Sales and Services

Waiver from this policy allows the Academy to raise finances through an entrepreneurial program with students.

Policy JQ – Student Fees, Fines, and Charges

Waiver from this policy allows the Academy to adopt our own procedures for student fees, fines, and charges.

Policy GCJ – Staffing New Schools

Waiver from this policy allows the Academy the flexibility in creating and implementing a hiring process that meetings building specific needs.

Policy KHA – Corporate Sponsorships and Fundraising

Waiver from this policy allows the Academy the flexibility in creating and maintaining numerous and lasting fundraising partnerships with professional businesses and artistic organizations.

WESTMINSTER PUBLIC SCHOOLS COLLECTIVE BARGAINING AGREEMENT

LICENSED AGREEMENT WAIVERS

Article	Summary of Article(s)	Replacement Policy or Practice
Recognition and Representation		
L3 – Recognition L4 – General Provisions L5 – Conducting Negotiations L6 – Grievance Procedure	Westminster Education Association (WEA) is exclusive representative of and negotiating agent for licensed staff, to include:	The Westminster Public Schools Human Resources Department will assume the role and duties currently provided by WEA.

L9 – Right to Representation L32 – Association Rights L33 – Dues Deduction L36 – Instructional Advisory Committee L37 – Term of Agreement/ Interim Negotiations	Master Agreement and Salary Negotiations, Grievances, Representation.	
Teaching Conditions		
L7 – Transfers L8 – Teaching Conditions L10 – Teacher Exchange L11 – Job Sharing L12 – Teacher Evaluation L13 – Reduction in Force L14 – Teaching Assignments L25 – Professional Relationships L26 – Professional Responsibilities L31 – Academic Freedom	These articles outline the length of school year, planning and professional development days, planning periods, transfer rights, evaluation, seniority, job assignment, participation on building committees, teacher input in planning in-service, and protection from censorship.	The principal, in consultation with the school leadership team will mutually agree upon the length of school year/day, the amount of planning time allocated to staff, the design and content of professional development. The District will not make direct placement of teachers to the Academy, or direct placement within the Academy. The principal will have flexibility in placing employees in teaching positions, including the consideration of a teacher’s endorsement area when making decisions.
Administrative Vacancies		
L15 – Administrative Vacancies	This article requires all administrative and supervisory vacancies be posted in all district buildings. All interested teachers may submit an application for said positions.	Given the significant investments in time, treasure, and talent at the Academy, administrative vacancies will first be opened to qualified internal candidates. If the position is not able to be filled by internal candidates, the position will then be opened to a wider audience.
Personnel Files		

L16 – Personnel Files	This article outlines what will and will not be placed in a teachers personnel file.	Teachers will continue to have access their file for review, be provided an opportunity to contest any document placed in the file, and provide written replies to such material as they challenge. This process will be handled by the Department of Human Resources.
Teacher Facilities		
L17 – Teacher Facilities	Recognizes the importance of the facility and the building’s environment to the teaching and learning process.	Staff will have input into building use and environment.
Class Size		
L20 – Class Size	Teachers have the right to contest class size to principal and/or his/her supervisor.	Teachers will be able to bring class size concerns to the principal.
Curriculum & Instruction		
L18 – Curriculum L19 – Instructional Materials	These articles speak to teacher participation in planning, reviewing, and adopting curricular and instructional materials.	The principal, building leadership team and advisory committee will continually monitor the viability of the curriculum and make needed adjustments as determined at the building level.
Medical Examination		
L21 – Medical Examination	Requires new teachers to obtain pre-employment health checks. District retains right, at its expense, to require additional health checks during employment.	Teachers will still be required to obtain pre-employment health checks. Additionally, if the Academy deems additional health checks necessary, it can require the teacher obtain the examination at

		the school/District's expense.
Leave		
L22 – Cumulative Leave L23 – Sick Bank Leave L24 – Other Leaves L29 – Personal Injury Leave	These articles outline the type, and amount of, leave provided to employees.	The District will continue to offer these benefits to the staff at the Academy to at least commensurate with other district employees.
Insurance		
L27 – Liability Insurance Coverage L28 – Personal Property L35 – Insurance	These articles outline the liability, health and medical benefits, and supplemental insurance available to employees.	The District will continue to offer these benefits to the staff at the Academy to at least commensurate with other district employees.
Protection From Assaults		
L30 – Protection From Assaults	This article outlines steps taken in the event a teacher is accused of an assault, is a victim of an assault, or has property damaged during an assault.	Teachers accused of an assault will still be required to immediately report the circumstances thereof to the principal and follow the District's procedures in these cases. Teachers who are victims of assault will file a complaint with the principal for investigation—teachers maintain the expectation of a violence free workplace.
Compensation		
L34 – Compensation	This article, in concert with Appendices A, B-1, B-2, and C to the Agreement, outlines the compensation and compensation formulas.	Teachers will be compensated, at a minimum, in accordance with the salary schedule annually adopted by the District and as modified by the Academy or the District to account for performance of the Academy.

Article	Summary of Article(s)	Replacement Policy or Practice
Recognition and Representation		
E2 - Retained Rights E3 – Recognition E4 – General Provisions E5 – Conducting Negotiations E6 – Conflict Resolution E15 – Association Rights E16 – Dues Deduction E20 – Classified Advisory Committee E21 – Term of Agreement/ Interim Negotiations	Westminster Education Association (WEA) is exclusive representative of and negotiating agent for ESP staff, to include: Master Agreement and Salary Negotiations, Grievances, Representation	The Westminster Public Schools Human Resources Department will assume the role and duties currently provided by WEA.
Working Conditions		
E7 – Transfers E8 – Disciplinary Actions E9 – Reduction in Force E19 – Working Conditions	These articles outline the workday/work week, assignment, supervision, transfer rights, evaluation, seniority, job assignment, reduction in force, participation on building committees, ESP input in planning in-service, and discipline.	The principal, in consultation with the school leadership team will mutually agree upon the length of school day/week, the design and content of professional development, job assignments. The Academy in consultation with the Westminster Public Schools Human Resources Department will define rules for transfers, discipline, and reduction in force. The Academy will reserve the right to opt out of transfer of ESP between schools, on a case-by-case basis.
Personnel Files		

E10 – Personnel Files	This article outlines what will and will not be placed in an ESP's personnel file.	ESP staff will continue to have access their file for review, be provided an opportunity to contest any document placed in the file, and provide written replies to such material as they challenge. This process will be handled by the Department of Human Resources.
Leave		
E12 – Personal Injury Leave E13 – Bereavement Leave	These articles outline the type, and amount of, leave provided to employees.	The District will continue to offer these benefits to the staff at the Academy to at least commensurate with other district employees.
Insurance		
E11 – Liability Insurance Coverage E14 – Personal Property E18 – Insurance	These articles outline the liability, health and medical benefits, and supplemental insurance available to employees.	The District will continue to offer these benefits to the staff at the Academy to at least commensurate with other district employees.
Compensation		
E17 – Compensation	This article, in concert with Appendices A and B to the Agreement, outlines the compensation and compensation formulas.	ESP staff will be compensated, at a minimum, in accordance with the salary schedule annually adopted by the District and as modified by the Academy or the District to account for performance of the Academy.

MISCELLANEOUS

MISCELLANEOUS WAIVERS

Article	Summary of Article(s)	Replacement Policy or Practice
MISCELLANEOUS		
DFG – Income from Vocational/ Technical School Shop Sales and Services JQ – Student Fees, Fines, and Charges KHA – Corporate Sponsorships and Fundraising	These articles determine and outline district policies around income generated from the sales or services or student-created products, provide school guidelines around fundraisers and corporate partnerships, and designate fee requirements for all students.	The school administration, in consultation with school parent leadership, advisory board members, the creative arts coordinator, and district leadership, will determine policies around student fees on a scale depending on cost of instruments and/or materials and will create school-specific policies around the governance of fundraising, corporate sponsorships, and income generated from student/school products and services.

SUMMARY OF RATIONALE FOR WAIVERS REQUESTED—STATE, LOCAL, & NEGOTIATED

Rationale for Innovation	
Employment and Evaluation	To strategically exit low performing staff and retain effective staff with qualities and credentials in alignment with the innovation plan, the Academy requires the authority to establish its own termination and dismissal policies and procedures.
Compensation	To strategically recruit, hire, and retain staff with qualities and credentials in alignment with the innovation plan, the Academy requires the authority to select staff and set rates of pay. In order to do this, the Academy requires the authority and flexibility to determine compensation schedules and set rates of pay at or above existing schedules.
Time and Teaching	To effectively implement the innovation plan the Academy requires increased flexibility around scheduling, the use of time, including but not limited to student learning time and teacher planning time thus the school requires waivers to determine its own school year and school day calendar. To implement the program as outlined in the innovation plan, one that is sufficiently rigorous and engaging to meet the needs of students, the Academy requires the authority

	and flexibility to determine its own educational program and curricular materials.
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Appendix A

STATE POLICIES – COLORADO REVISED STATUTES

To enhance the ability of the Metropolitan Arts Academy (the Academy) to innovate, the school is requesting the following Colorado Revised Statutes be waived.

Request for Waivers from State Statute		
State Statute	C.R.S. 22-9-106	Area of Impact: Local Board duties concerning performance evaluations. Talent management – performance evaluation.
Action	Delegate authority to the Academy to establish its own evaluation procedures.	
Replacement Policy or Practice	School will use district evaluation procedures, which comply with state law, but adopt sub-standards so they are aligned with the instructional program(s).	
State Statute	C.R.S. 22-32-109(1)(f)	Area of Impact: Local Boards of Education duties concerning selection of personnel and pay; talent management – hiring.
Action	Delegate authority to the Academy to establish its own hiring and compensation procedures.	
Replacement Policy or Practice	The Academy retains the right to determine its hiring procedures and timelines, including but not limited to nomination, appointment, or commitment for employment as needed to support the innovation plan. Pursuant to state law, the WPS Board will delegate decision-making authority related to selection of school personnel and determination of compensation to the Academy. The principal, in collaboration with the school leadership team and in alignment with the innovation plan, will select school personnel directly and rates of pay will be at or above the district schedule. For all unique job descriptions the school leadership team shall determine the rate of pay during the budget cycle for the following year.	
State Statute	C.R.S. 22-32-109(1)(n)(I) C.R.S. 22-32-109(1)(n)(II)(A) C.R.S. 22-32-109(1)(n)(II)(B)	Area of Impact: Schedule and calendar, actual hours of teacher-pupil instruction and contact, school calendar.
Action	Delegate authority to the Academy to establish its own calendar.	

Replacement Policy or Practice	The Academy will exceed statutory minimums for calendar, hours of teacher pupil contact and schedule, subject to District oversight. The Academy will have authority to establish its own calendar, including professional development days, or days off that may differ from the district.	
State Statute	C.R.S. 22-32-109(1)(t)	Area of Impact: Determine educational program and prescribe textbooks.
Action	Delegate authority to the Academy to establish an educational program and textbook adoption process while requiring such programs and processes align to state and local standards.	
Replacement Policy or Practice	In accordance with the innovation plan, school leadership in collaboration with any delegated staff leadership committee shall determine its own educational programs to be carried on in the Academy and shall prescribe the textbooks for any course of instruction or study in such programs. The school leadership team designated to provide governance over any changes to instructional material for any course of instruction will follow the school-based approval process for implementation plans at the direction of the school leadership team and principal. No changes to any instructional material for any course of instruction will be enacted until the school leadership team votes on its adoption during an announced public meeting, conducted pursuant to Colorado open meeting laws. If the Academy decides not to make changes to courses or instruction, it will default to the existing district-adopted instructional materials.	
State Statute	C.R.S. 22-32-110(1)(h)	Area of Impact: Local Board powers concerning employment termination of school personnel.
Action	Delegate authority to the Academy the ability to discharge employees in accordance with statutory due process expectations (when applicable).	
Replacement Policy or Practice	In accordance with the innovation plan, the WPS board delegates the power specified in the statute to the Academy principal.	
State Statute	C.R.S. 22-32-110(1)(k)	Area of Impact: In-service training.
Action	Delegate authority to the Academy to adopt rules and regulations that relate to professionalism in the profession to include: professional growth, official conduct, safety, and employee welfare.	
Replacement Policy or Practice	Consistent with law and unaffected by an employee's religion, creed, color, sex, sexual orientation, marital status, racial or ethnic background, national origin, ancestry, or participation in community affairs, the Academy will develop expectations for professional development and growth consistent with the innovation plan. The Academy will also develop expected guidelines for an employee's official conduct, safety, and welfare.	

State Statute	C.R.S. 22-32-118	Area of Impact: Summer schools, continuation, evening and community education programs.
Action	Delegate authority to the Academy to provide summer, evening, and/or community education programs and to set fees for the provision thereof.	
Replacement Policy or Practice	In accordance with the innovation plan, the WPS board delegates the power specified in the statute to the Academy principal.	
State Statute	C.R.S. 22-63-201	Area of Impact: Teacher Employment, Compensation and Dismissal Act of 1990; employment required-exception.
Action	The Academy will make hiring decisions for non-core content teachers based on its own criteria.	
Replacement Policy or Practice	The Academy will verify to the District the qualifications of teachers for the purpose of complying with federal and state law. All core content instructional staff employed at the Academy, in compliance with ESSA requirements, will have a valid teaching license and meet subject matter competency requirements for the teaching subject. The school may employ non-licensed teachers, including guest artists, for supplemental and enrichment instruction, but will require these teachers to hold a college degree and/or demonstrate subject-matter competency through validated professional experiences, or hold an internationally-recognized certification to teach in the subject area in which they are hired to teach or have received a passing score on a State Board of Education approved content exam in the subject area in which they are hired to teach.	
State Statute	C.R.S. 22-63-202	Area of Impact: Teacher Employment Act – contracts in writing, damage provision. Talent management – contracts.
Action	Delegate authority to the Academy to enter into contracts with teachers.	
Replacement Policy or Practice	All contracts with the Academy will be in writing and annual in duration. Mutual terminations will be negotiated between the teacher and the Academy principal. If a teacher on an annual contract intends to terminate a contract after the beginning of the academic year, the teacher shall give written notice of his/her intent at least thirty days prior to the date s/he intends to stop performing the services required by the employment contract. The Academy principal has the authority to make employment offers to qualified candidates. The Academy will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment. The Academy will not contribute teachers to the district hiring pool. The Academy has the right to refuse direct assignments or mandatory transfers from the district.	
State Statute	C.R.S. 22-63-203	Area of Impact: Teacher Employment Act – requirements for probationary

		teacher, renewal and non-renewal. Talent management – teacher contracts.
Action	Delegate authority to the Academy to enter into and renew annual contracts.	
Replacement Policy or Practice	Teachers are hired on an annual contract. Annual contract status may be maintained as long as the teacher continues to receive a final effectiveness rating of <i>Effective</i> or higher.	
State Statute	C.R.S. 22-63-206	Area of Impact: Teacher transfers, talent management – staff transfers.
Action	To protect the strategic recruitment, hiring, and retention of staff with qualities and credentials in alignment with the innovation plan, the school requires the authority to refuse direct placements or involuntary transfers.	
Replacement Policy or Practice	The Academy may refuse direct placements or involuntary transfers of professional staff as initiated by the district. The Academy will not provide first opportunity to interview rights to district priority hiring pool candidates, but will consider them for employment. District employees who are qualified for a vacant position at the Academy will have an opportunity to apply for the position.	
State Statute	C.R.S. 22-63-301	Area of Impact: Teacher Employment Act – grounds for dismissal. Talent management – teacher dismissal.
Action	Delegate authority to the Academy to dismiss teachers.	
Replacement Policy or Practice	All teachers are hired on annual contracts. Annual contract status may be maintained as long as the teacher continues to receive a final effectiveness rating of <i>Effective</i> or higher. Annual contracts can be non-renewed at the end of the contract term for any reason. In all situations related to teacher dismissal, a teacher on an annual contract may be dismissed for cause.	
State Statute	C.R.S. 22-63-302	Area of Impact: Teacher Employment Act – procedures for dismissal of teachers. Talent management – teacher dismissal.
Action	Delegate authority to the Academy the ability to establish its own termination and dismissal procedures.	
Replacement Policy or Practice	All employees shall work at the Academy on an annual contract. At any time when it is determined a teacher is not meeting performance expectations the principal will place the teacher on a Plan of Improvement. The duration of the plan of improvement will be no less than thirty (30) days, but may not be limited to thirty (30) days. The plan will list the deficiencies that the teacher will be required to improve on to the satisfaction of the principal. Resources will be provided to the teacher in an effort to assist the teacher in correcting the performance concerns. The teacher will be provided written feedback of all observation and status meetings conducted during the plan of improvement. The principal	

	has the right to terminate any teacher who is not performing at a rating of <i>Effective</i> or higher and/or making progress on the performance goals identified in the Plan of Improvement.	
State Statute	C.R.S. 22-63-401	Area of Impact: Teacher Employment Act – teachers subject to adopted salary schedule. Talent management – compensation.
Action	Delegate authority to the Academy to determine compensation schedules and to set rates of pay at or above existing District schedules.	
Replacement Policy or Practice	The Academy will use the district's compensation structure as a base compensation model, and incentive and extra-duty pay may be differentiated based on annual budget allocation and school needs. The school leadership team, in collaboration with any delegated staff leadership committee, will determine the following school year's compensation and incentive structures during the budgeting process for the following school year. If the Academy does not make changes to its compensation or incentive structures, it will default to the existing district schedules.	
State Statute	C.R.S. 22-63-402	Area of Impact: License and letter of authorization required in order to pay teachers.
Action	Delegate authority to the Academy the ability to hire non-licensed teachers for non-core subject area.	
Replacement Policy or Practice	The Academy may employ either licensed or non-licensed teachers for non-core subject areas. All core subject teachers will be licensed and in-field under the requirements of ESSA. School district monies will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Prior to hiring any person, in accordance with state law the district shall conduct background checks.	
State Statute	C.R.S. 22-63-403	Area of Impact: Payment of salaries.
Action	Delegate to the Academy the authority to determine compensation schedules and to set rates of pay outside of existing District schedules.	
Replacement Policy or Practice	The Academy principal reserves the right to develop a supplemental compensation system to reimburse employees for extra duty pay as it may arise for mandated extended school year, mandated professional development outside of the school year, and mandated additional time. This may include such activities as coaching, tutoring, external professional development or for performance incentive pay.	

DISTRICT POLICIES – BOARD OF EDUCATION POLICIES

To enhance the ability of the Metropolitan Arts Academy (the Academy) to innovate, the school requests the following WPS Board of Education Policies be waived.

Description	Action	Board of Education Policy to be Waived	Replacement Policy or Practice
Professional Staff Assignments and Transfers Administrative staff recommends licensed personnel for transfer to Superintendent.	Exempts the Academy from involuntary or voluntary transfer of licensed personnel.	GCF	The Academy will not participate in transfer of licensed personnel, but reserves the right to hire licensed personnel that, in the principal's discretion, fits the needs of the students and vision of the school.
Professional and ESP Staff Recruiting/Hiring The District handles hiring, recruiting, background checks and appointment of position to be filled at schools and other District facilities.	Delegates to the Academy the ability to recruit for, hire and appoint candidates for positions; the Academy will be responsible for complying with statutory due process expectations when applicable.	GCE/GCF	The Academy has authority to pursue recruiting, hiring, and appointment of suitable candidates on its own; will seek the support of Human Resources when handling recruiting, hiring, and appointment of candidates.
Professional Staff Induction Induction program is conducted jointly by the central administration and individual schools.	Waives the provision that teachers new to the District and employed at the Academy will have to participate in	GCHC	The Academy will largely utilize District induction procedures, which comply with state law, but adopt additional standards so they

	District mandated induction activities.		are aligned with instructional programs at the Academy, as well as the teacher profile.
Professional Staff Development Opportunities The District shall mandate and provide for professional growth opportunities.	Delegates to the Academy the ability to supplement or replace District required professional development activities.	GCI	The Academy will utilize District professional development opportunities where it aligns with the adopted standards and the instructional programs at the Academy, as well as the teacher profile. Additional professional development will be offered in conjunction with the Academy goals.
ESP Recruiting, Posting, and Hiring The District is responsible for recruiting, posting, and hiring of ESP.	Waives the provision that the District recruits, posts positions, and hires ESP.	GDE/GDF	The Academy will select non-teaching staff directly and meet or exceed the requirements for the selection process utilized by the District.
School Year/School Calendar/School Day The Superintendent supervises the development and	Waives the provision to follow the District calendar and District recommendations for staff development.	IC/ICA	The Academy will develop its own annual calendar and set length of school day, and thus meet or exceed the minimum standards

implementation of the District calendar.			of the District and state.
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Appendix B

Application Process for the Metropolitan Arts Academy

Once the application is completed you will be contacted if further testing or other material is needed, as well as with instructions as to how to register your student through our on-line system.

Our application has been transition to an online format for the 2022-2023 school year. Here is a link to the application.

<https://forms.gle/VhTeoNEgaas8jtpr5>

Metropolitan Arts Academy

Please print in ink and fill out completely.
Only ONE application per student will be accepted.
No academic requirements.

Student's Last Name: _____

Student's First Name: _____ MI: _____

Gender: ☐ Male ☐ Female Date of Birth: _____
Month Day Year

Parent/Guardian Email Address: _____

Student's Address: _____ Bldg./Apt. #: _____

City State: Zip Code:
: _____

Is there any court ordered paperwork that the school needs to have on file? ☐ Yes ☐ No

Is your child currently enrolled in Westminster Public Schools?	☐ Yes ☐ No	If yes, which school?	_____
Is your child currently enrolled in another school district?	☐ Yes ☐ No	If yes, which district?	_____
Grade Applying to: ☐ PK ☐ K ☐ 1 st ☐ 2 nd ☐ 3 rd ☐ 4 th ☐ 5 th ☐ 6 th ☐ 7 th ☐ 8 th			
Do you have a sibling currently attending the Academy?			☐ Yes ☐ No
Sibling's Last Name: _____			
Sibling's First Name: _____		MI: _____	Grade: _____
Parent/Guardian Last Name: _____			
Parent/Guardian First Name: _____		Phone: _____	
Parent/Guardian Signature: _____		Date: _____	

Appendix C

Student Interest Inventory

The interest inventory is embedded into the student application process. Here is a link to the application.

<https://forms.gle/DL9reQvTuFHCrv5Q8>

Appendix D

Academy Application Rubric

Academy Application Rubric 2019-2020					
	0-Not Evident or Incomplete	1-Little Information or Lack of Quality Components	2- Some Information and Some Quality Components	3- Good Information and Quality Components	4- Outstanding and Quality Components
Student Interest Survey indicating passion for at least one area of the arts	Student did not complete the interest survey or Student does not express any interest in the arts	Student completed some of the interest survey but did not fully explain responses or student expresses little to no interest in any area of the arts	Student completed some of the interest survey but could have expanded on answers and did not explain on interest in the arts	Student completed the interest survey with quality answers and student has a high amount of interest in one or more areas of the arts	Student completed the interest survey with quality answers and student has a high amount of interest in one or more areas of the arts
Student Recommendation Form	No recommendation form completed	Recommendation form was completed but concerns were indicated	Recommendation form was completed but lacked enough information to determine full recommendation	Recommendation form was completed and indicated the student would benefit from the model and philosophy of the school	Recommendation form was completed and indicated the student would benefit from the model and philosophy of the school
Parent Commitment Form	No Parent Commitment form Completed	Parent Commitment form partially completed	Parent Commitment form completed but does not indicate a full understanding or commitment to the model and philosophy of the school	Parent Commitment form completed and indicates a full understanding and commitment to the model, philosophy and parent expectations/volunteer responsibilities	Parent Commitment form completed and indicates a full understanding and commitment to the model, philosophy and parent expectations/volunteer responsibilities
Attendance	No Attendance Information	Attendance Concerns beyond ten absences in a school year and/or excessive tardies	Attendance Concerns 8-10 absences in a school year and/or excessive tardies	Absences in a given school year were less than 8 days and tardies were not excessive	Absences in a given school year were less than 8 days and tardies were not excessive
Discipline	No Discipline Information	Multiple discipline concerns noted and/or major discipline concerns noted	Minor discipline concerns noted and/or few discipline concerns noted	One minor discipline concern noted that was resolved	One minor discipline concern noted that was resolved
Optional Audition (Extra points)	No optional audition completed	Optional Audition was partially completed	Optional audition was completed but lack full quality	Optional quality audition was completed	Optional quality audition was completed

Appendix E

Parent/Student Agreement (Draft)

Metropolitan Arts Academy

2025-2026 School Year

PARENT/GUARDIAN AGREEMENT (1 PER Student)

STUDENT NAME: _____

By choosing to enroll your child to the arts innovation school, parents and guardians have accepted the responsibility to provide proper interest, encouragement, guidance, and a home environment to foster the best possible learning situation. As part of the application process, we would like to make sure you have a full understanding of the supports we are able to provide you and your student as well as the support we will require from you.

Our commitment to you and your student:

Your child will receive a high-quality education through the lens of project-based learning and the creative arts which will prepare them for high school and beyond

Your child will be treated with dignity and respect

School administration, staff, and personnel will make every effort to ensure safety and security in the building, on school grounds, and at school-sponsored events and performances

Your school will maintain clear, consistent and confidential communication around your child's progress in a timely manner

Parent commitment to the school (please initial and then sign):

I will be supportive of the school, its mission, its vision, and its staff. _____

I will support my child in being available for activities, including, but not limited to, performances, rehearsals, workshops, and after-school events. _____

I will commit to at least eight volunteer hours per family each year for the success of the school (or an alternate commitment approved by the principal in extenuating circumstances). _____

I understand that my child is expected to attend school every day and arrive in a timely manner and that my child will miss no more than 8 days or receive 8 tardies in a school year. _____

I understand that I must keep my contact information updated at all times. _____

I understand that my child must adhere to the student code of conduct. _____

I will commit to ensuring that my student has a quiet space and allotted time every day to complete homework (which may include independent rehearsal and practice) . _____

I understand that our school has an early release every Monday and extended school day until 3:40 Tuesday through Friday. I understand it is my responsibility to pick up my child on time each day and there is not supervision beyond school hours for my child, as the office closes. _____

I understand that my child will not have a traditional physical education class. However, health and exercise will still be supported through creative movement, dance, recess and other forms of physical activity.

I understand that my child will have an extended school year with three additional days at the end of the year. _____

I understand that failure to follow school rules and requirements may result in my child being placed on a behavior contract, and/or may result in dismissal from the Academy.

Print Parent Name

Parent Signature

Date

Student Agreement for the Metropolitan Arts Academy

2025-2026

STUDENT'S NAME: _____

In order to be successful at the arts school, our students need to follow certain guidelines and expectations around behavior, attendance, and academics.

As an arts school student (please initial and then sign):

- I understand that I am to follow the student code of conduct. Violations of the code may result in being placed on a behavior contract and/or dismissal from the school. _____
- I understand that I am to follow the directions of adults at the school. _____
- I understand I am to keep up on homework, rehearsals and/or practice, classwork and use the time before and after school to stay on top of my studies. _____
- I understand I must attend school every day and be on time and ready to learn. _____
- I understand that I need to represent our arts school community in a positive way each day at school and at all events; whether at school or at another location. _____

By signing below, I indicate I have read and understand the arts school's expectations and my intent to comply with them.

_____	_____
PRINT STUDENT NAME	STUDENT SIGNATURE

DATE

Appendix F

Academy Master Schedule (Tentative)

Early Release Mondays

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
8:15-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-1:40
Arts Morning Meetings	Student Agency	Lunch A 10:10-10:50 Early Literacy Haggerty 10:50-11:00	*Specials	WIN	Math
		WIN	Lunch B 11:00-11:40	*Specials	
Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
8:15-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-1:40
Arts Morning Meetings	*Specials (Period 3 Classes)	Student Agency & Enrichment- Advisory Rooms		Lunch C 11:50-12:30	WIN

Tuesday-Friday Regular Day

Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
8:15-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-3:40
Arrival 8:30	Academic Learning	Lunch 10:00-10:40		Academic Learning			Dismissal 3:00
All Heads Literacy T/R Math W/F	Primary Specials	A Lunch 10:10-10:50 Literacy 10:50-11:10 Brain break 11:10-11:30 Humanities 11:30-12:00		Literacy 12:00-1:00 Recess 12:40-1:00	Math 1:00-2:00	WIN Structured Lit. WIN UFLI/ Haggerty	Early Literacy 3:00-3:40 Haggerty/ Structured Lit.
	WIN UFLI/ Haggerty	Recess 10:00-10:20 Literacy 10:20-11:00 Humanities 11:00-11:30 Literacy 11:30-12:20 C Lunch 11:50-12:30			Math 1:00-2:00	Intermediate Specials	Flexible Academic Support Time (FAST) Literacy-T/R Math-W/F
Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
8:15-9:00	9:00-10:00	10:00-11:00	11:00-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-3:40
All Heads	Math 6 (186)	MS Specials	B Lunch: 11:00-11:40 WIN: 11:40-12:00 CLD Pull Out SPED/Title Push IN	Math 7/8 (1578)	Math 6/7 (1767)	Math 8 (168)	*Specials MS Theatre
	SS 6/7 (1767)			SS 8 (168)	SS 6 (186)	SS 7/8 (1578)	
	Lit. 7/8 (1578)			Lit 6 (186)	Lit 8 (168)	Lit 6/7 (1767)	
	Science 8 (168)			Science 6/7 (1767)	Science 7/8 (1578)	Science 6 (186)	

Appendix G

After-School Program Offerings

Program offerings change by semester and will continue to be revisited annually to support students' interests and staff talent. Currently we have 65% of our students participating in afterschool programming.

Semester 1:

- ☐ The Art of Legos Primary
- ☐ Spelling Bee Club
- ☐ Nature Club Primary
- ☐ Musical Appreciation Club-Middle School
- ☐ Game CI Primary
- ☐ Book Club-Intermediate
- ☐ Science Club-Kindergarten
- ☐ The Art of Legos-Intermediate/Middle School
- ☐ Choir Club-Intermediate
- ☐ Nature Club-Intermediate
- ☐ Writer's Guild-Intermediate/Middle School
- ☐ Jewelry Club-Intermediate
- ☐ Sports and Statistics-Middle School

Semester 2:

- ☐ Moana Spring Musical
- ☐ Science Club
- ☐ Tutoring
- ☐ Jazz Gala
- ☐ Moana Set Crew
- ☐ Moana Tech Crew

Appendix H

Innovation Calendar

WESTMINSTER PUBLIC SCHOOLS

2025-2026 SCHOOL YEAR

July 2025							August 2025							September 2025						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				
31																				

October 2025							November 2025							December 2025						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4							1		1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													

January 2026							February 2026							March 2026						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3							1		1	2	3	4	5	6
4	5	6	7	8	9	10	8	9	10	11	12	13	14	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28	22	23	24	25	26	27	28
25	26	27	28	29	30	31								29	30	31				

April 2026							May 2026							June 2026						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4							1		1	2	3	4	5	6
5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
							31													

FIRST DAY OF CLASS.....	August 13	GRADING TERMS HIGH SCHOOL	
New Teacher Institute/Orientation	July 31- August 5	Semester 1 (82 Days).....	Ends December 19
Non-Student Contact	August 6-12	Semester 2 (91 Days).....	Ends May 27
Labor Day	September 1		
Non-Student Contact Day	September 8		
Non-Student Contact Day	October 13		
Fall Break	October 30-31		
Veterans Day	November 11		
Teacher Exchange Day	November 24		
Thanksgiving Break	November 25-28		
Winter Break	December 22 – January 6		
New Teacher Orientation Cont.	January 5		
Non-Student Contact Day	January 6		
Martin Luther King Day Jr.	January 19		
Teacher Exchange Day	February 13		
Presidents' Day	February 16		
Non-Student Contact Day	March 2		
Spring Break	March 23-27		
Memorial Day	May 25		
Classes End for All Students.	May 27		

*Within the existing non-student contact days, elementary schools will designate four days for teacher planning, secondary schools will designate two days.

F/L	First/Last Day of School for Students
TE	Teacher Exchange Day (No School)
ED	Early Dismissal Day
NT	New Teacher Orientation (New Only)
NS	Non-Student Contact Day (No School)
	(Teacher Work/Planning Day or Professional Development – Students OFF)
H	Holiday (No School)


Westminster
Public Schools
 Where Education is Personal
 Adopted by the Board of Education on 2/25/2025

Appendix I

2024-2025 Calendar of Required Westminster Public Schools Assessments

Assessment	Calendar	Results Available	Federal, State, District Requirements	Test Duration	Used For...	Notes/Comments
PS Gold (Gr 4)	Completed no later than Oct. 34th	Immediately	State: C.R.S. 22-3-1004(1)(a) C.R.S. 22-3-1004(1)(a)	Varies	School Readiness Plan	This is for all of students who are kindergarten age per infinite Campus.
WRIT-IP Edition (Gr 4-5 – all students) (Gr 6-5 – WRIT Act Cohort)	Fall: Aug. 19 – Aug. 30, 2024 Winter: Dec. 2 – 13, 2024 Spring: May 6 – May 15, 2025	Immediately	State: C.R.S. 22-3-1004(1)(a) C.R.S. 22-3-1004(1)(a)	6 – 8 minutes 1st – 5 minutes 2nd-3rd – 8 minutes 4th-5th – 4 minutes	READ-Act reporting Demonstration of Significant Reading Deficiency: Evidence for Instructional Level Placement Teacher evaluation – Senate Bill (SB)	Testing is based on traditional grade level. The “Campuswide” score must be reported on the WRIT-Act Report to the CDE. Following 2 & 3 students will use the same test window with appropriate alternate approved assessment.
Resiliance STAR IND (Early Literacy (Gr K-2 for MA/NA) Math (Gr K-10), Reading (Gr K-10) (Optional – Math & Reading (Gr 11-12) (Optional – Early Literacy (Gr K))	Fall: Aug. 12 – Aug. 30, 2024 Winter: Dec. 2 – 13, 2024 Spring: May 6 – May 15, 2025	Immediately	District	20 minutes per content area	Evidence for Instructional Level Placement Campus team to determine score Teacher evaluation – Senate Bill (SB)	The Resiliance score window is Aug 3 – Nov 30, Dec. 1 – March 31, April 1 – July 31.
WIDA, Summative (Or English Language Screener (Gr K-12))	Within 30 days of the start of the school year or two weeks from the enrollment date	Immediately	Federal: ESEA 111106(1)(b) State: C.R.S. 22-3-1004(1)(a)	6 – 40 minutes Gr – 12th – 1.5 hours	Determining initial EL designation	All new students must be tested within 30 days of enrollment. All new enrollments during the year need to be tested within 2 weeks.
Panorama (Climate and MS, Survey) (Gr 4-12 – all students) (All staff and parents)	Fall: Student/Staff Sect. 10 – Oct. 4, 2024 Spring: Student/Staff Mar 6 – Mar 22, 2025 Parent-Complete at all conferences or during Student/Staff windows	20 days after completion	District	20 min to 1 hour	SEL competencies perception feedback Enhancement perception data Replaces RCT survey and doubles as an AHS survey.	RCT survey administration is optional Student & Staff (see 27 – Feb. 13, 2025) Parent-Complete at conferences or during Student/Staff windows
WIDA ACCESS/ACCESS Alternative (Or English Language Proficiency (Gr K-12 NLP and LEP students))	January 13 – February 13, 2025	April	Federal: ESEA 111106(1)(b) State: C.R.S. 22-3-1004(1)(a)	6 – 40 minutes Gr – 12th – 4.5 hours Alternate – 2 hours	Determining ELI status School Performance Framework	All NLP & LEP students. ACCESS LEP is administered online. Kindergarten and Alternate ACCESS for ELI will continue to be paper-based for the near future. Alternate ACCESS is for students who are eligible to take ELI.
ISAT (Summative for Math ELA & Math (Gr K-12))	April 7 – April 25, 2025	June	Federal: ESEA 111106(1)(b) State: C.R.S. 22-3-1004(1)(a)	Varies	Grade-level scores	Testing is based on traditional grade level. Testing is completely online.
CMAS (ELA (Gr 3-5) and CSA (Gr 3-5) Math (Gr 3-5))	April 7 – April 25, 2025	June	Federal: ESEA 111106(1)(b) State: C.R.S. 22-3-1004(1)(a) C.R.S. 22-3-1004(1)(a)	3rd – 3rd – 2.5 hours 4th – 4th – 3.5 hours	Achievement of state standards School Performance Framework Evidence for Instructional Level Placement	Testing is based on traditional grade level. Testing is completely online. If the expanded window is approved by CDE, a school choosing to test the week prior to spring break should add other state ELA.
CMAS & CASH (Science (Gr 3, 5, 8, 11) Social Studies (Gr 4, 7))	April 7 – April 25, 2025	June	(CMAS) Federal: ESEA 111106(1)(b) State: C.R.S. 22-3-1004(1)(a) CASH Federal: ESEA 111106(1)(b) State: C.R.S. 22-3-1004(1)(a)	Science: 3rd-4th – 4 hours 5th-7th – 2 hours	Achievement of state standards School Performance Framework Evidence for Instructional Level Placement	Testing is based on traditional grade level. Testing is completely online. About 1/3 of schools will be selected to administer the Social Studies test each year. 2024 Testing Schools (TMS)

This calendar is subject to change based on need – Last updated by Learning Services: 05/01/2024

2024-2025 Calendar of Required Westminster Public Schools Assessments

Assessment	Calendar	Results Available	Federal, State, District Requirements	Test Duration	Used For...	Notes/Comments
PSAT 8/N (Gr 8)	October 23, 2024	December	District	2 hours 45 minutes	Inform ICAP	All 8th graders will take the PSAT in preparation for the SAT and SAT.
PSAT (Gr 9 & 10)	April 24 – April 25, 2025	June	Federal: ESEA 111106(1)(b) State: C.R.S. 22-3-1004(1)(a) C.R.S. 22-3-1004(1)(a)	2 hours 45 minutes	Inform ICAP	All 9th and 10th graders will take the PSAT in preparation for the SAT.
SAT (Gr 11)	April 24 – April 25, 2025	June	State: C.R.S. 22-3-1004(1)(a)	3 hours	School Performance Framework College Readiness Indicator	Starting in spring 2024, the district will give the SAT to all 11th graders.
NAEP (Gr 4 & 8 Math/Reading)	190	Only at the state level	Federal: ESEA 111106(1)(b)	Varies	No direct benefit to individual student, school, or district	School participation is determined by the state on an annual basis. Participation reduces certain federal funding. 2024 Testing Schools (TMS)
International Baccalaureate (IB) (Gr 10-12)	May 2025	July	District	4 hours	Personal College Credit	

EMPOWER PROGRESS PERIODS

Progress Period	Calendar
Progress Period 1	Aug. 15 – Oct. 31, 2024
Progress Period 2	Oct. 14, 2024 – Dec. 31, 2024
Progress Period 3	Jan. 6 – March 14, 2025
Progress Period 4	March 17 – May 23, 2025
Week 1	Aug. 15 – Sep. 22, 2024
Week 2	Sep. 23 – Oct. 30, 2024
Week 3	Nov. 6 – Dec. 30, 2024
Week 4	Jan. 6 – Feb. 13, 2025
Week 5	Feb. 18 – April 4, 2025
Week 6	April 7 – May 23, 2025

In accordance with ILE 1025, Westminster Public Schools has created an annual assessment calendar. The calendar lists the assessments administered throughout the year, the content area, the grade level assessed, assessment dates, when results will be available, agency monitoring the test, and how the results are used. The district has developed a comprehensive assessment system that challenges students to think critically, apply what they have learned, and gives them the opportunity to demonstrate their skills and knowledge. These assessments include “early warning” systems that help diagnose educational problems and help students, teachers, and parents/guardians know when extra help is necessary. It also provides reliable and valid information on student and school performance for educators, parents/guardians, and district leaders. The primary purpose of classroom assessments is to enable teachers to make effective instructional adjustments for students on a national basis. The district monitors the number of assessments students are given annually based on federal, state, and district requirements.

This calendar is subject to change based on need – Last updated by Learning Services: 05/01/2024

Appendix J

GLOSSARY OF TERMS

Abstract Representation: In math, abstract representation is when mathematics is represented by equation or algorithm.

Assessment: In education, this term refers to the measurement, usually by test or task, of a student's ability in a particular content or learning target.

Assessment, Diagnostic: A diagnostic assessment usually given at the beginning of a unit of study or school year, designed to ascertain what a student can already know and do as pertaining to a unit of study.

Assessment, Formative: Formative assessments are measurements of students' mastery of learning targets, usually administered midway in a unit of study or a school year.

Assessment, Summative: A summative assessment is an assessment taken at the end of a unit of study or school year to measure student achievement and/or growth.

Achievement: A student's ability level in a given subject as compared with his or her peers across the state and/or nation.

Appreciation Financial: An investment and retirement group partnered with Westminster Public Schools.

BAAC: Building Accountability Advisory Committee: A group consisting of parents and staff members of a school, tasked with holding the school accountable for its financial management and student performance.

Balanced Literacy: An instructional model that breaks up literacy instruction into whole group, small group and individual tasks and assignments.

Balanced Math: An instructional model that breaks up math instruction into whole group, small group and individual tasks and assignments.

Blended Services: Unique to Westminster Public Schools, "Blended Services" is an approach to instructing SPED, CLD and Title I students in a collaborative fashion based on their skill set in academic subjects.

BLT: Building Leadership Team: The team at John E. Flynn a Marzano Academy that acts as a consultative governing body. This body is composed of teachers, administrators and ESP staff.

CBS: Competency Based System: As defined by Westminster Public Schools, a Competency Based System is a systemic and systematic approach to education that emphasizes grouping students by ability levels; expecting that students show competency in any particular area prior to them moving to the next level; encouraging student ownership over their work, and ending the practices of social promotion.

CDE: Colorado Department of Education.

CLD: Culturally and Linguistically Diverse is a label given to students whose first language is one other than English.

CMAS: The Colorado Measures of Academic Success are the tests given by the PARCC consortium as part of the state wide accreditation process.

Community Reach: A local mental health group that partners with Westminster Public Schools.

Concrete Representation: In math, concrete representation is math in the three dimensional physical world, or “real world” math. Examples of concrete representations might be coins or other objects.

Curriculum: Curriculum is a resource that helps teachers guide students to mastery of academic standards.

Curricular Resource: Usually a purchased program that helps a teacher deliver curriculum and gives instructional methods or best practices in doing so.

Data Driven Dialogue/Analysis: A collaborative effort that examines data for major trends and helps inform future actions by an organization or team. In education, this generally refers to looking at multiple points of student assessment data (sometimes referred to as triangulating) in order to help shape goals and action steps for educators.

DIBELS: DIBELS, or Dynamic Indicators of Basic Early Literacy Skills, is an assessment given by both in Colorado and nationally to measure reading fluency in students grades K-5 in the beginning, middle and end of year.

Differentiated Instruction: An instructional term that refers to designing instruction and curriculum to meet the needs of students across varying ability levels, learning styles, and student preferences of learning.

Electives: In middle and secondary education, this term refers to specialized contents that may or may not be mandatory for matriculation or graduation. Examples might be visual arts, band, gym or secondary language.

EngageNY: A curricular resource in mathematics.

ESSA: Every Student Succeeds Act, is legislation signed under President Barack Obama that is a continuation of NCLB. ESSA maintains student accountability measures but helps reduce burdens caused by some of the prescriptive requirements of NCLB.

Extracurricular: Usually referring to activities or events that occur outside the normal teaching hours or calendar year.

FRL: Free and Reduced Lunch refers to culinary services given to students impacted by poverty. By citing “Free and Reduced Lunch” numbers, a school can give a depiction of how its community is impacted by poverty.

FOSS Kits: A science curricular resource utilized by Westminster Public Schools.

FTE: Full Time Employee. This refers to a position being added to a school and represents a financial consideration to the district and tax payers.

Gap Filling: In education, this refers to the action of taking any deficiencies a student may have in any subject area in any previous years and re-teaching those skills. Thus a level 3 student may have certain skills in math from level 2 that he/she has not completed, or “gaps.” The level 3 teacher would then re-teach the student those skills to assure mastery, or “gap fill.”

GPA: In education this term means “grade point average” or the average grade a student has across multiple subjects. In a competency based system this term means the traditional system equivalent to a student’s performance levels across all subject areas.

Grandfather: In this context, grandfathering means to allow students that have already been attending the old John E. Flynn Elementary to remain in the school and overtime, phase in new students on an application only basis.

Growth: A student’s progress from year to year in a given subject as compared with his or her peers across a state and/or nation.

Guided Instruction: As opposed to whole group instruction, guided instruction is instruction in a small group setting where the teacher guides students to master a very narrow skill.

Highly Qualified: A term used for teaching credentials that indicate that a teacher has had what the state deems as adequate study in the content area they plan to teach in.

Improvement: An accreditation rating by the Colorado Department of Education. A rating of Improvement means that a school is making adequate progress in their achievement and growth data.

Instruction: Instruction is the method in which teachers guide students, using curriculum, to achieve academic standards.

Integrated: This term refers to interventions in education. As opposed to “siloe,” “integrated” suggests that different departments are working collaboratively in order to educate students.

Intervention: In an educational setting this refers to specialized instruction for students that may not be achieving at the appropriate level. Intervention is usually described as having three tiers: Tier I generally refers to regular classroom instruction all students receive. Tier II generally refers to more small group instruction either in or outside of the classroom. Tier III usually refers to very small group or one on one instruction outside of the classroom.

Kinesthetic Instruction: Instruction that utilizes physical movement in order to help the learner master targets.

Learning target: A specific skill and/or knowledge in a specific level and content area.

Literacy: This term refers to a content area that encapsulates reading and writing. At earlier ages, student learn to read, form letters and eventually sentences. At later levels student read to learn ideas in texts and writing in paragraph form.

Master Schedule: In education this refers to a total building schedule of all classes and activities for a given school year.

Magnet School: A term usually used to describe public schools with specialized programs designed to attract students from outside its traditional boundaries.

Modules: In an educational context, this term usually refers to units of study for teachers participating in Professional Development.

No Child Left Behind: A national piece of educational legislation signed under President George W Bush in 2002 that greatly increased school accountability and close the achievement gap between poor and minority students and their more advantaged peers.

Numeracy: This term refers to early mathematics such as counting and simple addition.

PARCC: PARCC, or The Partnership for Assessments of Readiness for College and Careers, are the makers of standardized tests that the State of Colorado administer on a yearly basis to measure students’ abilities in math, literacy, science and social studies. Although there are multiple tests, they are colloquially called ‘PARCC’ by educators.

Performance: An accreditation rating by the Colorado Department of Education. A rating of “Performance” means that schools possess strong academic achievement and growth.

Performance, Performance Framework: Like School Performance Frameworks, this term refers to a mathematical calculation the Colorado Department of Education administers to decide the accreditation rating of a district.

Performance Framework, School: Like District Performance Frameworks, this term refers to a mathematical calculation the Colorado Department of Education administers to decide the accreditation rating of a school.

Pictorial Representation: In math, pictorial representation is the representation of math in picture form. An example of this may be a student drawing a pie in order to show work in fractions.

PMI: Progressive Math Initiative is a math curricular resource utilized by Westminster Public Schools.

PPOR: Per Pupil Operating Revenue: the amount of money that a school receives for each student to run their program. The pupil count is conducted in October.

Priority Improvement: An accreditation rating by the Colorado Department of Education. A rating of “Priority Improvement” means that school have not made adequate progress on standardized assessments and have five years to make significant gains on their performance data on the PARCC assessment or they may face sanctions.

Professional Development: Ongoing training for teachers, usually occurring outside normal teaching hours or calendar year.

Proficiency Scales: A series of learning targets, or skills and knowledge, that build on each other to create mastery.

Progressions: In education, this refers to the logical sequence in which a compilation of learning targets, called scales, are taught to students.

PSI: Progressive Science Initiative is a science curricular resource utilized by Westminster Public Schools.

PTA: Parent Teacher Association

Push-in: This refers to a Tier II intervention technique. It means that a specialist teacher will teach in a classroom alongside a regular education teacher with a small group.

Pull-out: This refers to a Tier II or III intervention technique. It means that a specialist teacher will remove a small group or single student from a classroom to give them specialized instruction.

Race to the Top: A competitive grant created to spur and reward innovation and reforms in state and local district K-12 education. The grant incentivizes districts to implement performance-based evaluations of teachers and principals, adopting common standards and adopting policies that do not prohibit the expansion of high-quality charter schools. This was announced by the Obama administration in 2009.

Rubric: A document used to outline criteria necessary for the completion of a task.

SB-191: Colorado legislation that seeks to rate teachers' efficacy and places new rules over teacher employment status (see Standard 6 below). This Colorado legislation is in compliance with Race to the Top grant requirements.

Scantron: A multiple choice test in math and literacy that Westminster Public Schools use a way to assess k-10 student's abilities at the beginning, middle and end of year.

Standards: Academic Standards are a set of specific knowledge and skills that students must have in each grade level. Standards are how curriculum is developed and delivered.

Siloed: Referring to interventions in education, the term "siloed" usually has a negative connotation, suggesting that departments are working in isolation of one another and either duplicating instruction or in some cases, working in opposition to one another.

Standard 6: Referring to SB-191, teacher efficacy is measured by five standards. The first five standards refer to observable and artifact driven observations by the teacher evaluator. Standard 6 refers to school and individual data.

Systematic: This term refers to a step-by-step procedure and is usually a gradually unfolding process.

Systemic: Refers to processes engrained across an entire system.

Specials: In elementary education this term generally refers to specialized content outside the core contents of math, science, social studies and literacy. These contents are usually physical education, gym and music, but may include such subjects as secondary language, health, or other subject areas.

Teaching Gold: A preschool and primary level curriculum in literacy and numeracy.

Turnaround: An accreditation rating from the Colorado Department of Education. A rating of "Turnaround" means that the school is far below expectations in growth and achievement. A school with this rating has five years to improve their rating or face sanctions.

Walkthroughs: In education a Walkthrough generally refers to an administrator(s) or teacher(s) tasked with touring multiple classrooms in order to observe specific behaviors, evidences, and/or criterion. This data is then tabulated to look for trends. 'Walkthrough' and 'Learning walk' are often used synonymously.

WEA: Westminster Education Association. The teacher's union in Westminster Public Schools.

Wixie: A digital curricular resource that allows teachers and students to create e-books with sound and graphics.

Wonders: A Literacy Curricular resource utilized by Westminster Public Schools.

WPS: Westminster Public Schools. Once called Adams County School District 50, WPS is the largest district in the state of Colorado to implement a competency based design of instruction. WPS is located just north of Denver, in the city of Westminster.

Write...From the Beginning: Abbreviated as WFTB, this is a curricular resource for writing utilized in WPS.

UIP: Unified Improvement Plan: The Unified Improvement Plan is a document that all public schools complete in as part of their accreditation process with the Colorado Department of Education. Within this plan are specific instructional and student achievement goals and action plans.

Appendix K

RESOLUTION 17-02-28 OF THE BOARD OF EDUCATION WESTMINSTER PUBLIC SCHOOLS

WHEREAS, the Board of Education ("Board") of Westminster Public Schools pursuant to Colorado Revised Statutes § 22-32-109(1)(b), has the duty to adopt policies and prescribe rules and regulations necessary and proper for the efficient administration of the District; and

WHEREAS, the safety and well-being of all District students is a major responsibility and priority for the District; and

WHEREAS, the District believes that all students should feel safe and honored for who they are; and

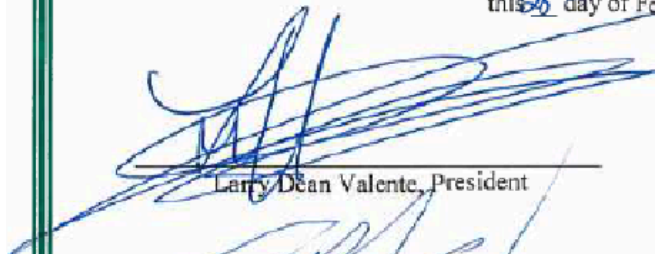
WHEREAS, the District does not tolerate any type of bullying or harassment; and

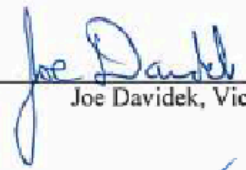
WHEREAS, the District does not tolerate discrimination based on disability, race, color, sex, sexual orientation, national origin, or religion.

NOW, THEREFORE, BE IT RESOLVED that the Board

- (1) reaffirms its commitment to the safety and well-being of all District students and staff, regardless of disability, race, color, sex, sexual orientation, national origin, or religion;
- (2) will not tolerate discrimination, bullying or harassment of any District student or staff member.

DATED AND SIGNED by the Directors of the
Board of Education of Westminster Public Schools
this 28th day of February, 2017


Larry Dean Valente, President


Joe Davidek, Vice President


Ryan McCoy, Secretary


Ken Ciancio, Treasurer


Max Math, Board Director


Dr. Pamela Swanson, Superintendent

**RESOLUCIÓN 17-02-28 DEL CONSEJO DE EDUCACIÓN DE
ESCUELAS PÚBLICAS DE WESTMINSTER**

RECONOCIENDO, el Consejo de Educación ("Consejo") de las Escuelas Públicas de Westminster, conforme a los Estatutos Revisados de Colorado § 22-32-109(1)(b), tiene la responsabilidad de adoptar políticas y establecer normas y reglas necesarias y apropiadas para la administración eficaz del Distrito; y

POR LO TANTO, la seguridad y bienestar de todos los estudiantes del Distrito es una gran responsabilidad y prioridad del Distrito; y

POR LO TANTO, el Distrito cree que todos los estudiantes se deben sentir seguros y honrados por quienes son; y

POR LO TANTO, el Distrito no tolera ningún tipo de intimidación o acoso; y

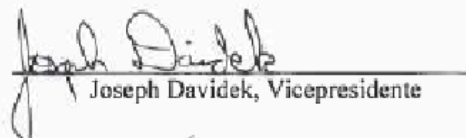
POR LO TANTO, el Distrito no tolera discriminación basada en discapacidad, raza, color, sexo, orientación sexual, origen nacional, o religión.

ENTONCES, QUEDA ESTABLECIDO que el Consejo

- (1) reafirma su compromiso con la seguridad y bienestar de todos los estudiantes y personal del Distrito, sin importar la discapacidad, raza, color, sexo, orientación sexual, origen nacional, o religión;
- (2) no tolerará discriminación, intimidación o acoso a ningún estudiante o miembro del personal del Distrito.

FECHADO Y FIRMADO por los Directores del Consejo de Educación de las
Escuelas Públicas de Westminster
este día 28 de febrero de 2017



Larry Dean Valente, Presidente

Joseph Davidek, Vicepresidente

Ryan McCoy, Secretario

Ken Ciancio, Tesorero

Max Mach, Director del Consejo

Dr. Pamela Swanson, Superintendente