

Westminster Public Schools

DESTINATION 2030 REFINED

An in-depth look at our goals, why they matter, and how we plan to get there.

2025
2026

WPS Destination 2030

Goal 1. Student Success and Experience

By 2030, Westminster Public Schools will provide, through innovative educational and extracurricular programs, the best student experience in the region as measured by academic achievement, post-secondary and workforce readiness, as well as student engagement, well-being and satisfaction.

Subgoal 1.A.1: Continuous Growth to Proficiency

Westminster Public Schools is committed to ensuring that every student shows progress each year in reading, writing, and math. Growth is measured using tools that assess how much students are learning and mastering grade-level expectations. The goal is for all students—including those receiving special education services, English language learners, students from low-income backgrounds, and students of color—to grow and succeed academically.

Why This Subgoal Matters

Student academic growth is the most reliable measure of the district's instructional health. It reflects the core promise of Personalized Competency-Based Learning (PCBL) and signals whether Westminster Public Schools is meeting its responsibility to accelerate every learner.

BOE Strategic Metric
More students each year will improve in reading and math, with all student groups showing growth on CMAS.
More students will reach or exceed grade-level expectations in Literacy and Math on the CMAS.
More students, including those receiving additional support, will show growth on the Star Benchmark assessments in Literacy and Math.
More students will perform at or above grade level on the Star Benchmark in Literacy and Math.
Improve correlation between student growth data used in our classrooms with the STAR external assessment.

Explainer for Context: *Westminster Public Schools uses a combination of local and state assessments to monitor student growth and ensure that all students, regardless of background, are making progress toward grade-level expectations. Rather than focusing solely on state test scores, we look at how much each student grows during the year. By focusing on each student's progress, we help all learners move forward.*

Subgoal 1.B.1: Prepared Graduates

All students will graduate ready for the most important day—the day after graduation—equipped with the academic knowledge, real-world skills, and confidence to succeed in college, careers, or any path they choose.

Why This Subgoal Matters

Prepared Graduates are the ultimate measure of Westminster's long-term success. This subgoal reflects whether students are leaving WPS ready for college, career, apprenticeships, military, or high-wage workplaces.

BOE Strategic Metric
Increase district and school 4-Year graduation rates.
Increase in graduates enrolling in two-year, four-year, and vocational or apprenticeship institutions.
Increase the number of high school students taking college-level courses (concurrent enrollment) and completing them.
Increase student participation in certificate pathways, successful completion of certificate exams, and the total number of industry-recognized credentials earned.

Explainer for Context: *Westminster Public Schools tracks how well we're preparing students for life after graduation by monitoring multiple measures that reflect college, career, and life readiness. This includes graduation rates within 4, 5, and 6 years; postsecondary enrollment in college, vocational training, apprenticeships, or the workforce; participation and success in college-level courses taken while in high school (Concurrent Enrollment); and the number of students earning industry-recognized certificates in career pathways. Data comes from sources like the Colorado Department of Education, the National Student Clearinghouse, student surveys, and Infinite Campus. These measures help ensure that every graduate is equipped with the knowledge, skills, and experiences needed to succeed on their chosen path—and allow us to strengthen programs where needed.*

Subgoal 1.B.2: Work-Based Learning Experiences

All students will explore careers and plan for their futures, starting as early as 5th grade, through real-world learning experiences that connect the classroom to high-demand jobs. By high school, students will have opportunities to gain hands-on experience through internships, apprenticeships, and other work-based learning programs that build career skills and confidence for life after graduation.

Why This Subgoal Matters

Work-Based Learning ensures every student gains real-world experience. ICAP ensures students set goals, reflect, and plan pathways. Together, they build the bridge from K–12 to career.

BOE Strategic Metric
Starting in 5th grade, increase the number of students actively planning for their future through career exploration and goal setting.
In high school, expand opportunities for students to gain hands-on experience through internships, apprenticeships, and other real-world learning that helps them explore careers and build the skills needed for life after graduation.

Explainer for Context: *Westminster Public Schools prepares students for the future by combining career exploration and real-world experiences at every grade level. Starting in Level 5, students begin building their Individual Career and Academic Plans (ICAPs), a roadmap for college, career, and life success. These plans grow each year and help students set goals, explore interests, and track their progress. In high school, students apply what they've learned through work-based learning (WBL) experiences, including internships, job shadows, project-based learning, and apprenticeships. These hands-on opportunities are designed to match students' goals and connect them with local industries and careers. Participation in ICAP and WBL is tracked through OpenPATH, our district's future-planning platform. We monitor the percentage of students engaged in career planning (Levels 5–12), as well as the number of juniors and seniors completing internships or pre-apprenticeships and the total hours they spend in those experiences.*

Subgoal 1.C.1: Safe, Supportive, and Mentally Healthy Schools

Every student learns in a safe, supportive, and well-maintained environment that actively promotes academic achievement, personal growth, and mental health, including coordinated services, trauma-informed practices, and collaborative teams.

Why This Subgoal Matters

School safety and student well-being are foundational to student learning. When students feel physically and emotionally safe, academic outcomes improve.

BOE Strategic Metric
Increase in the percent of students who report feeling safe at school; Increase in the percent of students who report they have a teacher or other adult at school who they can count on to help them no matter what.
Increase in the percent of students who report that they take action to seek help at school when needed.
Increase in the percent of staff demonstrating the implementation of supportive practices in classrooms that promote student emotional safety and wellbeing/readiness to learn (i.e., PersonBrain practices supporting students to feel Safe, Significant, Respected, and Related at school).

Explainer for Context: *Westminster Public Schools creates learning environments where every student feels safe, significant, respected, and related. This guides how we support students' well-being by emphasizing strong relationships, predictable and caring classroom environments, and responses to behavior that build trust.*

Subgoal 1.D.1: Stable Workforce and Effective Staffing

The district maintains a stable workforce, reduces year-over-year turnover, and improves staffing effectiveness through targeted retention strategies.

Why This Subgoal Matters

A stable, high-quality workforce ensures consistent student learning experiences. Retention and staffing indicate whether WPS is able to attract and keep excellent educators.

BOE Strategic Metric
Increase the number of licensed educators returning as employees year over year. Increase the number of non-licensed (classified) staff returning as employees year over year.
Reduce the rate of unfilled daily teacher absences that require a substitute teacher (percent of teacher absence days covered by certified in-district and on-call substitutes).
Reduce the total number of days licensed teachers are absent to ensure consistency of instruction.

Explainer for Context: *The district monitors staff retention and staff attendance to understand how well we are supporting and maintaining a stable workforce. Retention rates show the percentage of licensed and classified staff who return each year, which reflects employee satisfaction, strong leadership, and workplace supports. Staff attendance, and the resulting consistency for students, demonstrate whether our strategies are helping us keep and support high-quality employees.*

Subgoal 1.D.2: Staff Recruitment and Adaptability

The recruitment process responds to current staffing needs, adapts as needs change, and generates a qualified applicant pool.

Why This Subgoal Matters

Recruitment determines whether WPS can secure qualified staff, fill hard-to-staff roles, and meet the needs of multilingual learners and diverse communities.

BOE Strategic Metric
Increase the overall number of qualified applicants in the candidate pool.
Ensure new hires complete onboarding quickly and efficiently.
Ensure each classroom is staffed with a qualified teacher at the start of every school year.
Strengthen the new-hire candidate experience during initial hiring process.

Explainer for Context: *The district tracks recruitment strength, hiring efficiency, and new-hire experience to ensure schools are staffed with qualified employees as quickly and smoothly as possible. By monitoring the number of qualified applicants, the speed of onboarding, beginning-of-year staffing levels, and new-hire satisfaction, the district can monitor the effectiveness of recruitment systems. These measures reflect the district's ability to attract strong candidates, fill positions on time, and provide a positive start for every new employee.*

Subgoal 1.E.1: Equitable Digital Access

Ensure all students and staff have equitable access to reliable computing devices, digital tools, and internet connectivity to support high-quality teaching, learning, and academic success.

Why This Subgoal Matters

Digital access is an essential learning condition. Students cannot participate fully in PCBL, complete assignments, or build digital literacy without reliable daily access to a working device. This subgoal tells the Board whether equity and continuity are being upheld across all schools.

BOE Strategic Metric
Ensure every student and staff member has timely access to a reliable, district-provided personal computing device—such as a Chromebook, laptop, or desktop—that supports access to online services, district networks, and instructional applications.

Explainer for Context: *WPS provides every student and staff member with a reliable, district-managed computing device—such as a Chromebook, laptop, or desktop—supported by surplus inventory at each school and centrally managed hot spares. A year-round support process ensures timely repair or replacement, minimizing disruptions and maintaining consistent access to digital tools, online services, and district systems essential for learning and work.*

Subgoal 1.E.2: Reliable and Resilient Infrastructure

A secure, reliable, and resilient network infrastructure ensures consistent access to digital learning tools, operational systems, and communication services across the district.

Why This Subgoal Matters

When the network goes down, learning stops and critical operations stall. This subgoal tells the Board whether WPS has the infrastructure and recovery plans to keep digital learning and core systems running, even when something breaks.

BOE Strategic Metric
Ensure consistent, uninterrupted access to digital tools and operational systems by minimizing major network and system outages.

Explainer for Context: *WPS maintains a secure and resilient digital infrastructure to ensure uninterrupted access to learning tools, operational systems, and communication services. This includes dual internet connections at separate locations, redundant fiber connections to every school, and uninterruptible power supplies (UPS) that keep critical systems running during power outages. Disaster recovery planning and testing, along with targeted cybersecurity upgrades, are integrated into our ongoing efforts to minimize disruptions and strengthen system reliability.*

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Goal 2: Energy Resources

By 2030, Westminster Public Schools will be a public-school sector leader in addressing Colorado's most pressing environmental challenges as the state moves towards a non-carbon energy future.

Subgoal 2.A.1: Optimizing Energy Conservation

The district optimizes energy-efficient operations through proactive maintenance, strategic upgrades, and the integration of smart technologies, ensuring all facilities meet or exceed energy performance targets.

Why This Subgoal Matters

Energy conservation directly impacts operational savings, environmental responsibility, and long-term financial sustainability. This subgoal shows whether buildings are becoming more efficient and whether WPS is maximizing taxpayer investment.

BOE Strategic Metric
Increase the number of schools meeting SIPI benchmark thresholds.

Explainer for Context: *The district uses the Smart Infrastructure Performance Index (SIPI) and Energy Use Intensity (EUI) from the District Energy & Behavior Workbook. SIPI summarizes each school's energy efficiency, smart system integration, and indoor environmental quality. EUI is a school's annual electricity and gas use divided by its square footage. Comparing EUI across buildings helps the district see which schools use energy most efficiently for their size.*

SIPI Performance Levels		
Level Name	**Score Range**	**Description**
Optimized Smart Facility	90-100	Top-tier performance in energy use, smart systems, & indoor comfort.
High Efficiency Facility	70-89	Above average, with clear improvements in energy & smart systems.
Partially Modernized	50-69	Some upgrades are complete; other systems are still outdated or missing.
Legacy Infrastructure	Below 50	Older buildings with limited smart technology & poor energy performance.

Subgoal 2.A.2: Energy-conscious Behaviors

Staff and students consistently demonstrate energy-conscious behaviors, supported by ongoing education, meaningful incentives, and school-wide initiatives, contributing to the district's energy reduction goals.

Why This Subgoal Matters

Behavior-based conservation represents low-cost, high-impact strategies for reducing energy consumption. This subgoal reflects whether schools are building sustainable habits aligned with districtwide goals.

BOE Strategic Metric
Improve each school's EBEI score. Increase the percent of staff and students engaged in energy conscious practices.

Explainer for Context: *The district uses the Behavior Scorecard to assign each school a behavior score based on classroom shutdown routines, thermostat and setpoint practices, use of smart power strips vs. unauthorized plug-in devices, staff training and communication, and student engagement and campaigns. Each school's score places it into one of four behavior levels.*

Energy-conscious Behaviors		
Level Name	**Score Range**	**Description**
Getting Started	0-24	Beginning to explore energy-saving practices & set basic expectations.
Building Momentum	25-49	Routines are becoming more consistent; staff & students are gradually changing their daily habits.
Energy Conscious	50-74	Energy-saving behaviors are embedded in many routines; staff & students actively lead.
Behavior Leader	75-100	Energy behaviors are part of the school's identity, with student-led campaigns & data-sharing.

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Goal 3: Community Connection, Civic Responsibility and Communication

By 2030, Westminster Public Schools will cultivate a culture of civic responsibility and connection through consistent communication and partnerships that engage students, families, and neighbors in shared support of learning and wellbeing.

Subgoal 3.A.1: School–Family Communication Excellence

Every school maintains an up-to-date content and event calendar on their website and a rapid, two-way response system so families reliably receive timely, accurate information and feel heard.

Why This Subgoal Matters

Effective communication builds trust, strengthens family engagement, and ensures that parents receive timely, clear information. This subgoal shows whether each school communicates consistently and meets family expectations.

BOE Strategic Metric
Ensure schools have current and accurate content on websites each month following a checkup by district communications team.
Improve family satisfaction rating on receiving timely and accurate information from WPS.

Subgoal 3.A.2: Consistent Storytelling

The district tells consistent on-brand stories every school day to strengthen pride and shift public narrative.

Why This Subgoal Matters

Daily storytelling increases transparency, builds community pride, and ensures WPS is consistently sharing its successes, innovations, and identity with the broader public.

BOE Strategic Metric
Maintain at least one post per school day across district channels.
Increase public awareness and interest as measured by reach.

Subgoal 3.B.1: Enrollment Growth and Retention

Westminster Public Schools will grow enrollment and improve student retention, by clearly communicating program strengths, and supporting students and families through key transition years.

Why This Subgoal Matters

Enrollment drives funding, program viability, staffing, and long-term stability. Retaining families is essential for financial and operational sustainability.

BOE Strategic Metric
Increase student enrollment at Westminster Public Schools.
Increase student retention rates who remain enrolled year-over-year.

Explainer for Context: *Across Colorado, many school districts are experiencing declining enrollment due to lower birth rates, rising housing costs, and increased school choice. Westminster Public Schools is committed to reversing that trend by offering innovative programs, caring educators, and a personalized approach to learning that meets the needs of every child.*

Subgoal 3.C.1: Schools as Civic and Community Hubs

Every school in Westminster Public Schools will serve as a civic and community hub—connecting with families and neighborhoods and expanding opportunities for students to give back through service and civic engagement.

Why This Subgoal Matters

Schools are anchor institutions for community engagement. When schools serve as hubs, families and community members build deeper connections and trust in the district.

BOE Strategic Metric
Increase in Civic and Service-learning engagement at the school and student level.

Explainer for Context: *Westminster Public Schools believes that strong schools are at the heart of strong communities. As part of our commitment to civic readiness, each school builds partnerships and offers programs that help students become active contributors to their communities.*

Subgoal 3.C.2: Shared Use and Reinvestment

Westminster Public Schools will expand access to school facilities for community use through formal partnerships, increase programming offered in our buildings, and reinvest a growing share of facility rental revenue into student enrichment and after-school opportunities.

Why This Subgoal Matters

Shared use agreements increase access to district facilities, strengthen partnerships, and support community needs while generating revenue for reinvestment.

BOE Strategic Metric
Expand the number of formal community partnerships using district facilities, increase the number of hours school spaces are used for community programming, and reinvest a growing portion of rental revenue into student enrichment and after-school programs.

Explainer for Context: *As a public school system, WPS believes that our facilities are public assets that should benefit the entire community. Through shared use agreements and facility rentals, we open our doors to local organizations that provide programming, services, and events for families. These partnerships increase access to valuable community resources and strengthen our ties with local organizations. At the same time, the revenue generated from facility use is reinvested back into student enrichment and after-school programs creating a cycle that benefits both students and the broader Westminster community.*

Subgoal 3.C.3: Equitable Access to Extension Programs

All K-8 students have equitable access to enrichment, extracurricular, and wellness opportunities that empower habits that support their physical, emotional, and social well-being.

Why This Subgoal Matters

Access to after-school, summer, and extended learning opportunities expands student learning and supports working families. Equity of access is essential.

BOE Strategic Metric
Increase the number of after-school programs offered to K-8 students by school.
Increase the number of K-8 students engaged in at least one enrichment, extracurricular, or athletics program.

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Goal 4: Culture of Continuous Improvement and Accountability

By 2030, Westminster Public Schools will operate as a high reliability organization, sustaining High Reliability Schools across all campuses and using transparent department indicators and real time data to drive continuous improvement and accountability for results.

Subgoal 4.A.1: High Reliability Schools

Westminster Public Schools is committed to operating as a High Reliability District by the year 2030. This means ensuring that every school is safe, effective, and responsive—and that every district department uses clear goals and real-time data to drive continuous improvement across the entire system. We want to create a culture where excellence isn't a one-time achievement, but something we build and sustain every day.

Why This Subgoal Matters

The HRS framework provides a clear roadmap for the quality of school leadership, instruction, collaboration, and safety across the district. It is the system the Board can rely on to understand whether strong instructional practices and safe, orderly environments are in place across all schools. HRS certification is an external, research-based validation of school quality.

BOE Strategic Metric
Increase schools certified as a High Reliability School focused on safe environments, effective teaching, and student-centered systems.

Explainer for Context: *The High Reliability Schools (HRS) model helps schools focus on what matters most—safe environments, effective instruction, and student success. Schools earn HRS certification by demonstrating strong systems and consistent results. Behind the scenes, district departments also use their own playbooks with clear indicators to monitor progress and make informed decisions. This approach creates a culture where continuous improvement is everyone's job—not just in classrooms, but across the entire organization. By using real-time data and working toward shared goals, we are building a system that supports every school, every department, and every student.*

Subgoal 4.A.2: Department Indicators

Every department in Westminster Public Schools will clearly define how they measure success—using a mix of forward-looking and results-based indicators. These indicators will be used to track progress, guide improvements, and ensure that all departments are working in support of schools, students, and the district's mission.

Why This Subgoal Matters

The Department Indicators provide Board-level visibility into how well district departments support schools, staff, students, and families. They ensure each department is operating effectively and contributing to WPS becoming a High Reliability Organization.

This subgoal gives the Board confidence that central systems are delivering high-quality service aligned to district priorities.

BOE Strategic Metric
Ensure every district department has clear goals and data indicators that guide their work based on the Indicator Development Rubric.
Departments improve how they serve schools and students based on the Implementation Rubric.

Explainer for Context: *Just like schools track student progress, departments also need clear ways to measure their impact. Each department creates a set of indicators—some that show early signs of progress (called 'leading indicators') and some that show final results ('lagging indicators'). These are published in each department's Playbook, reviewed regularly, and used to make decisions. By tracking what matters and adjusting based on real-time information, departments stay aligned to the district's mission and support continuous improvement at every level.*

HRS/D Indicator Development Rubric				
Dimension	**1 – Not Evident**	**2 – Emerging**	**3 – Operational**	**4 – Exemplary**
1. Strategic Alignment	Indicator is unrelated to HRO tenets or Destination 2030.	Loosely connected to strategic priorities.	Clearly tied to one Destination 2030 goal or HRO principle.	Explicitly links to multiple strategic priorities and HRO tenets.
2. Measure Definition	No clear definition or calculation method.	Definition exists but lacks detail (e.g., vague numerator/denominator).	Well defined with clear numerator/denominator or data rule.	Definition includes examples, boundary conditions, and calculation notes.
3. Data Availability	No source identified or inaccessible.	Source exists but is difficult to access or low quality.	Source is readily accessible and reliable (e.g., system report).	Automated data feed in place; data quality checks embedded.
4. Timeliness & Cadence	No frequency specified.	Frequency stated but impractical (e.g., annual for leading).	Appropriate cadence defined (e.g., monthly for leading, quarterly for lagging).	Cadence aligned to decision-making rhythm; triggers automated alerts for out-of-range values.
5. Actionability	Indicator does not inform any decision or action.	Potential actions noted but not clearly linked.	Clear next steps or interventions defined for out-of-range results.	Intervention thresholds set, with owners and timelines for follow-up.

HRS/D Implementation Rubric				
Dimension	**1 – Not Evident**	**2 – Emerging**	**3 – Operational**	**4 – Exemplary**
1. Systems & Procedures	No formal procedures documented or followed.	Basic procedures exist but are inconsistently applied.	Procedures are documented, staff trained and used regularly.	Procedures are routinely reviewed, refined, and 100 % adhered to.
2. Data-Driven Decision-Making	Decisions made without reference to data.	Data collected irregularly; limited analysis.	Data reviewed at least quarterly to inform some decisions.	Data reviewed monthly, driving all key decisions with evidence.
3. Stakeholder Engagement	No formal channels for staff/family input.	One feedback mechanism in place, with occasional follow-up.	Multiple channels used; responses tracked and addressed.	Two-way engagement embedded; stakeholders see how their input shapes practice.
4. Continuous Improvement	No documented improvement cycles.	Ad hoc tweaks made but without clear process.	Formal Plan-Do-Check-Adjust cycles documented each semester.	Structured quarterly PDSA cycles with measurable outcomes and next-steps.
5. Monitoring & Accountability	No regular audits or progress checks.	Annual review or audit occurs.	Quarterly progress reviews are held, documented in meeting notes, and result in clear follow-up action plans.	Monthly monitoring data are published in a transparent dashboard, and leadership convenes regularly to track follow-through on all action items.