



SYMPOSIUM BREAKOUT SESSION
MONDAY, OCTOBER 25, 2021 | 2:30-3:30 PM ET

Equitable Access to Learning through Competency-Based School Choice Models

PRESENTERS:

- Dr. Jeni Gotto, Westminster Public Schools
- Brenda Martin, Westminster Public Schools-Colorado STEM Leadership Academy
- Russ Warwick, Westminster Public Schools-Westminster Academy of International Studies
- Claudette Trujillo, Westminster Public Schools-Metropolitan Arts Academy



Description:

The continuum of competency-based implementation includes measuring effectiveness but most importantly, evolving and innovating in response to our most important stakeholders, our learners. Developing school choice models is critical to intentionally mapping equitable opportunities for the interests of all learners. Westminster Public Schools has implemented a variety of key competency-based school choice models with intentional designs to prepare learners for the day after graduation.



Outcomes:

- Participants will engage in new ways of developing competency models to rise up to student agency demands.
- Participants will understand how systemic/systematic planning and stakeholder input drives next steps of competency-based design models.
- Participants will explore presenters design models to ignite their own ideas and map out possibilities to implement in their school/district communities.



Equity Focus:

Serving as a model for competency-based innovation, WPS has intentionally designed a variety of school choice models to provide equitable access to non-traditional school settings within our district; much of this in response to the interests of our learners and stakeholder input. Key strategies will be shared to navigate through state and local policies as well as challenges presented to equitable access for all learners; including developing student agency and advocacy.



School Choice Design:

Competency-based school choice design models through the lens of the learners. Developing student interest-based designs in response to developing student agency and intention planning for equitable access to non-traditional school settings and interested.

Over a decade into implementation, WPS continues to have a keen focus on continuous improvement for our learners. Our most recent efforts of implementing school choice models in a competency-based systems developed in response to stakeholder input. Honoring our learners' input empowers them to see their agency and advocacy in action and provides opportunities for their input in the design of these models.

Our district is largely English language learners and diverse in regards to socioeconomic make-up. One strength of our district is our fierce advocacy to provide equitable opportunities for all learners aligned to their interests, a high-quality education and preparation for the day after graduation. We are constantly evolving our systemic approaches to ensure we are responsive and solution focused in regards to challenges that present themselves in opposition to equity.



Our Current District Choice Models: All are competency based.

Innovation:

- Westminster Academy for International Studies PK-8
- Colorado STEM Academy PK-8
- John E. Flynn, A Marzano Academy PK-8
- Metropolitan Arts Academy PK-8

Non-Innovation:

- Josephine Hodgkins Leadership Academy PK-8
- Colorado Sports Leadership Academy PK-8
- Tennyson Knolls Preparatory School PK-8

Response to Stakeholder Input:

Our district surveyed our community and found that they had strong opinions about the educational options they wanted offered in our district. As we reviewed this data, our leadership, school board and staff all felt it was possible to bring these options to our community and spent the next several years planning, developing and implementing models of choice for families.

C1. If District 50 were to provide other school choices in addition to our current schools, which of these would you prefer?

- ☐ Science, Technology, Engineering, and Math (STEM)
- ☐ Montessori
- ☐ K-8 Schools
- ☐ 6-12 College Preparatory Schools
- ☐ Virtual on-line classes
- ☐ Post-secondary options such as 2-year degree or courses with college credit
- ☐ Other _____

C2. If your child is a middle school student, does he or she plan to attend Westminster High School?

- ☐ Yes
- ☐ No

If not, why not? _____

C3. Do you understand the Standards-based educational system of District 50?

- ☐ Yes
- ☐ No
- ☐ Don't Know / Not Applicable

C4. Do you want your child to have the option to study a world language? If so, which one?

- | | |
|---|--------------------------------------|
| <input type="checkbox"/> I do not want my child to study a language | <input type="checkbox"/> German |
| <input type="checkbox"/> Mandarin Chinese | <input type="checkbox"/> Latin |
| <input type="checkbox"/> Japanese | <input type="checkbox"/> Arabic |
| <input type="checkbox"/> Spanish | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> French | |

All Roads Lead to Westminster High School



CAREER TECH EDUCATION AT WHS

Construction

Colorado has gained more than 16,000 construction jobs in the last year and the industry continues to grow! Jobs are in demand and employers are looking for you! The Construction program provides a strong foundation for the skills required by the construction industry. Students learn about woodworking, carpentry skills, residential construction systems, and advanced trade skills used by industry professionals. Construction 2 allows for multiple certification(s), training in Sketchup and building large-scale construction projects. There are also opportunities for students to begin working in the industry as early as 16 years old.



ESTIMATED SALARIES

ENTRY LEVEL \$27,040/yr
EXPERIENCED \$62,400/yr



RELATED JOB TITLES

Construction Laborer, Carpenter, Roofer, Plumber, Electrician, Framer, Painter, Brickmason, Home Inspector, Specialty Contractors, Construction Management, etc.



POTENTIAL INDUSTRIES

Residential and Commercial and Independent Construction Companies, etc.

INTERESTED IN ENROLLING?
CONTACT YOUR COUNSELOR OR THE
FUTURE CENTER TODAY!

Pathway Courses: Woodworking Technology
Carpentry Technology I, Carpentry Technology II

Advanced Credit: College credit available through FRCC – Construction 110, Construction 111. The OSHA 10 and HBI/PACT credentials are also available through this pathway.

CTE Student Organization (CTSO): CTOS provide development of workplace and leadership skills, experiential learning, opportunities to compete in your areas of expertise, and prepares students to enter into their chosen career pathway. Students in this pathway are able to join the Skills USA CTOS.



CAREER TECH EDUCATION AT WHS

PLTW Biomedical Science

Whether discovering new cancer treatments or teaching healthy lifestyle choices to their communities, today's biomedical science professionals are tackling big challenges to make the world a better place. PLTW Biomedical Science students are taking on these same real-world challenges – and they're doing it before they even graduate from high school! Working with the same tools used by professionals in hospitals and labs, students engage in compelling, hands-on activities and work together to find solutions to problems. Students take from the courses in-demand knowledge and skills they will use in high school and the rest of their lives, on any career path they take.



ESTIMATED SALARIES

ENTRY LEVEL \$45,000/yr
EXPERIENCED \$100,000+/yr



RELATED JOB TITLES

Doctor, Nurse, Veterinarian, Physical Therapist, Phlebotomist, Forensic Scientist, Athletic Trainer, Biomedical Engineer, etc.

Pathway Courses: PLTW Principles of Biomedical Science; PLTW Human Body Systems; PLTW Medical Interventions; PLTW Biomedical Innovations

Advanced Credit: Each year students can earn 3 college credits through UCCS (up to 12 college credits). The Microsoft Office Specialist

Breakout Time

- Introductions
- How do you purposefully consider equity into your educational programming?
- What choice models are you currently implementing or considering for your students?

Our First Model: CSA



“As women gain rights, families flourish, and so do societies. That connection is built on one simple truth: Whenever you include a group that’s been excluded, you benefit everyone. And when you’re working globally to include women and girls, who are half of every population, you’re working to benefit all members of every community. Gender equity lifts everyone. Women’s rights and society’s health and wealth rise together.”

--Melinda Gates



Our First Model: CSA



Developing Westminster Public Schools' First Innovation School

- A need to close the achievement gap and technical skill gap between economically disadvantaged students, students of colors, and their peers
- Increase the number and diversity of students who aspire and success at the highest levels of academic and technical achievement in the STEM pathways
- A choice

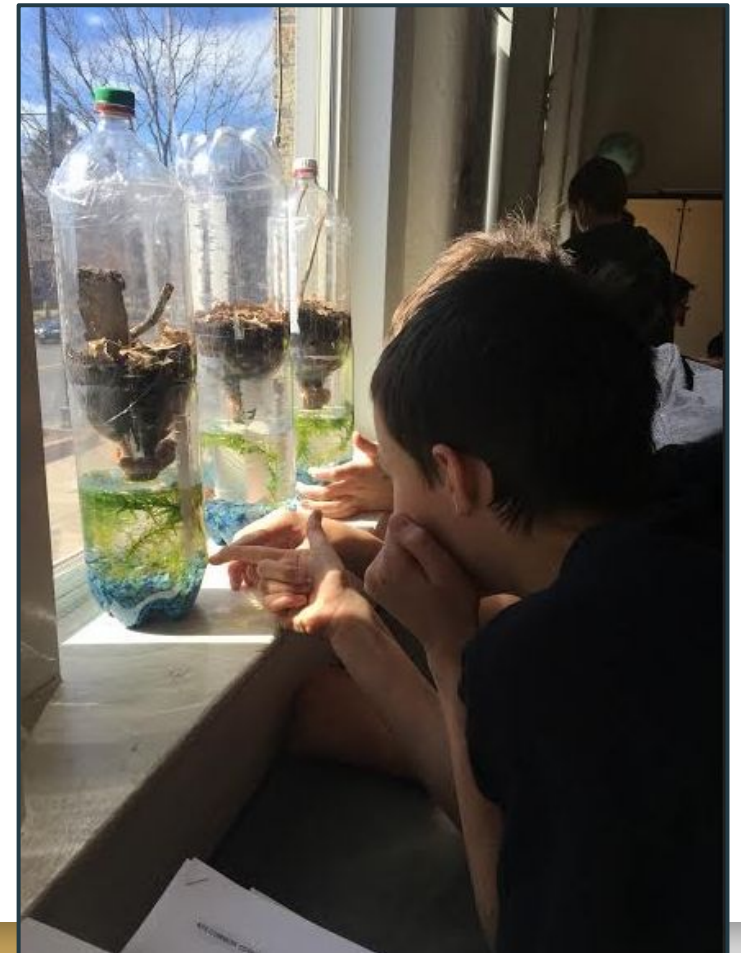


Our First Model: CSA



Research

- What are other local and national districts offering?
- What does their data say?
- How did this impact enrollment?
- Budgeting?



Our First Model: CSA



Navigating the State System

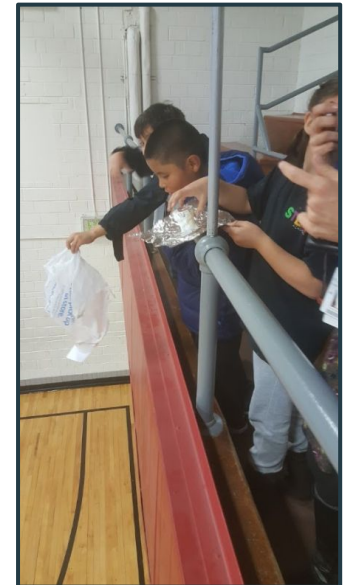
- Involve the local community, parents, students, and district officials
- State waivers including school calendar, educational programs, professional development, employment, and evaluation
- Local waivers in partnership with the school board and our Education Association



Our First Model: CSA

Over Time...

- Refresh every three years
- Review educational programming and academic growth and achievement data
- Review policies and procedures



A Unique Model: WAIS



WESTMINSTER
ACADEMY FOR INTERNATIONAL STUDIES

Overview: Transitioning from Westminster Elementary to WAIS

- Attracting enrollment
- Community gatherings, proposing a model
- Seizing opportunities
- Pipe dreams to reality: Partnerships and community building

A Unique Model: WAIS



WESTMINSTER
ACADEMY FOR INTERNATIONAL STUDIES

Low Enrollment and the Need for Change

- 185 kids k-5!
- What's the best model to present to the community?
- How do we get parents "on board"



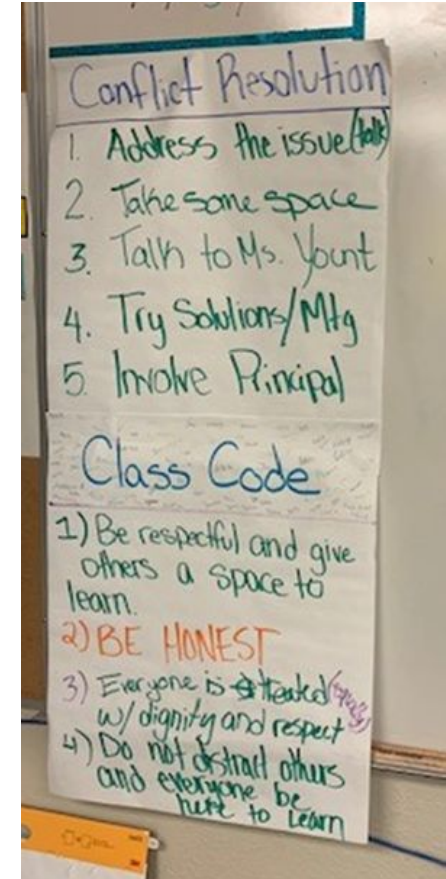
A Unique Model: WAIS



WESTMINSTER
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Community Involvement

- Do they know where to begin?
- Providing guidance, accepting feedback
- Working with stakeholders: benchmarks to success.



A Unique Model: WAIS



WESTMINSTER
ACADEMY FOR INTERNATIONAL STUDIES

Seizing Opportunities

- Finding Personnel
- Finding mutually beneficial relationships



WAIS in Action



WESTMINSTER
ACADEMY FOR INTERNATIONAL STUDIES



A Unique Model: WAIS



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- “First say what you would have yourself be, then do what you need to do.”
Epictetus
- Concerning equity in this process, you need to define yourself collectively then work collectively

The Arts: The Met



Metropolitan Arts Academy

Metropolitan Arts Academy opened its doors in the Fall of 2019. It's design explicitly outlines equitable access for all learners to peer connections, community building, arts integration through humanities and rigorous arts programming. A building renovation provided a brand new stage, dance studio, costume shop and piano lab. We expanded from a PK-5, adding a grade level each year. This year marks our full build out as a PK-8.



The Arts: The Met



Metropolitan Arts Academy

Why? “Theme”

We wanted immediate and equitable access to rigorous arts programming and performance opportunities through arts integrated, project-based learning in a competency-based model for PK-8 students.



The Arts: The Met

“Theme” and “Setting”

Your why + your community

- Transitioning from Metz K-5 to The Met PK-8
- Facility Planning and Resources
- Community



Metropolitan Arts Academy



The Arts: The Met

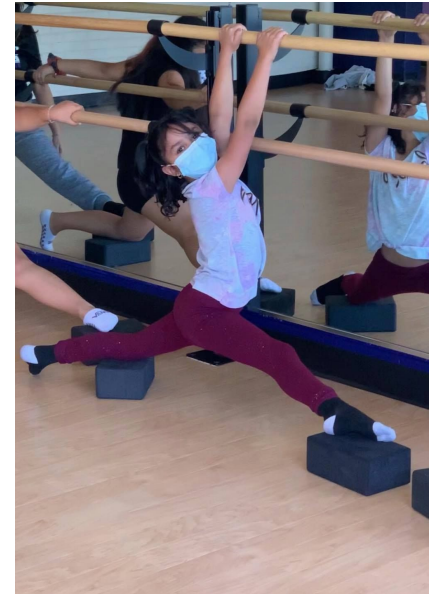


Metropolitan Arts Academy

“Characters” and “Props”

The who and what of your story.

- Stakeholder buy in and transparent communication
- What resources will you need and what will drive the plan?



The Arts: The Met

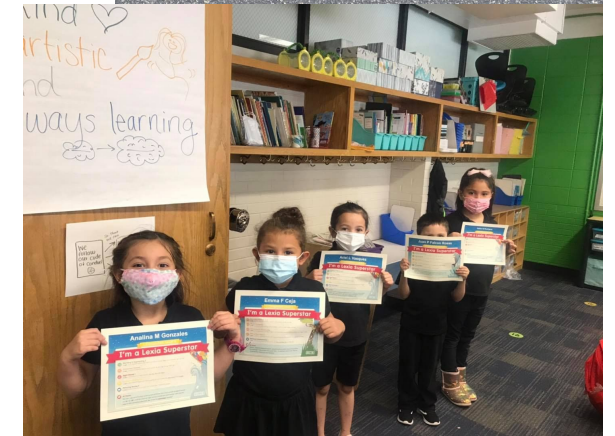
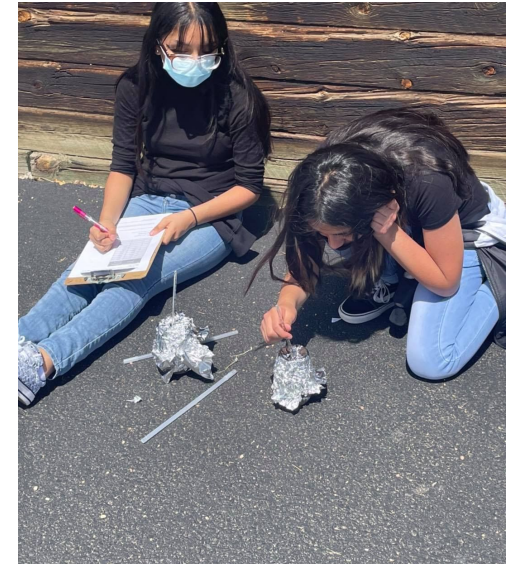


Metropolitan Arts Academy

“The Plot”

Action steps that carry your story forward”

- Plan, Do, Check, Adjust
- 3 year plan
- What supports or resources are needed
- Unique staffing needs
- Budgeting
- Working with other departments to understand the change





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Thank you for joining us!

Share Your Thoughts.
Participate in our one-minute poll (link in chat box).