



## Executive Summary

### School Information

| School Name           | Grades Served | Phone      |
|-----------------------|---------------|------------|
| Aurora Central Campus | PK-12         | 3033401600 |

| District Name | Website | Description |
|---------------|---------|-------------|
|---------------|---------|-------------|

Aurora Central High School (ACHS\*) proudly stands as the first school opened in Aurora Public Schools (APS). Since 1892, ACHS has served the north Aurora neighborhood and has grown as a hub for collaboration among students, families, educators, and community organizations. The school's Innovation status, Community Schools model, and magnet arts pathway have positively impacted school culture to date and demonstrated strong promise for future growth in student academic performance. While the school takes great pride in the impact of these practices for the school and community, it is clear that a new partnership with an external management partner is needed at this time to build upon and further align the work with past

instructional and management partnerships to ensure academic success for all students. In 2022, Aurora Central became a K-12 campus by adding a new pathway dedicated to arts integration, the Charles Burrell Visual and Performing Arts magnet or Burrell Arts. The K-8 portion of the campus is located in a separate building less than a quarter mile away from the high school. The campus currently serves kindergarten through eighth grade students totaling about 515 students. The Burrell Arts pathway includes 9th-12th grade students, making up approximately 200 students out of 1,800 total high school students. Although any student who lives in Aurora can apply to the magnet pathway, many of the students live in the neighborhood. The arts pathway provides more voice and choice in the neighborhood through this unique experience and coursework for Aurora Central students and others, while also bolstering engagement and opportunity across the school. The Aurora Central Campus is led by a principal at each building, one at Aurora Central High School and another at Charles Burrell Visual and Performing Arts K-8. Together, the leadership team is deeply committed to collaborative, intentional work to build on promising practices and enhance instructional performance and systems to empower student academic success. The goal is for the Arts to permeate throughout the entire campus.

## School Contact Information

### Relationship of UIP Elements



#### Priority Performance Priorities



#### Root Cause



#### Major Improvement Strategies

- *Academic Achievement*

- Instructional Transformation

- Instructional Transformation:  
Establish instructional practices

- *Attendance*

- Culture and Climate Shift

- Culture & Climate Shift:  
Improve Student Attendance

- *Academic Growth*

- Post-Secondary Readiness

- Strengthen Student  
Postsecondary & Workforce  
Readiness

- *Community Schools*

- Engagement

- Strengthening of Community  
School Model

## Student Performance Priorities

### Student Performance Priority Summary

#### Student Performance Priority # 1 : Academic Achievement

##### Student Performance Priority Category

English Language Arts performance

What group(s) is this Student Performance Priority focused on?  
(Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

All Student Population

What grade(s) is this Student Performance Priority focused on?  
(Choose all that apply OR select "All Grades Served")

All Grades Served

#### Student Performance Priority # 2 : Attendance

##### Student Performance Priority Category

What group(s) is this Student Performance Priority focused on?  
(Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)

What grade(s) is this Student Performance Priority focused on?  
(Choose all that apply OR select "All Grades Served")

### **Student Performance Priority # 3 : Academic Growth**

**Student Performance Priority Category**

**What group(s) is this Student Performance Priority focused on?  
(Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)**

**What grade(s) is this Student Performance Priority focused on?  
(Choose all that apply OR select "All Grades Served")**

### **Student Performance Priority # 4 : Community Schools**

**Student Performance Priority Category**

**What group(s) is this Student Performance Priority focused on?  
(Choose all that apply OR select "All Student Population." If targeted student group is not listed, choose "Other" to specify.)**

**What grade(s) is this Student Performance Priority focused on?  
(Choose all that apply OR select "All Grades Served")**

## **Root Cause Analysis**



**Academic Achievement**



**Instructional Transformation**

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

**Inconsistent instructional practices across classrooms and student groups. Inconsistent planning for instruction that is at grade level, engaging, affirming, and meaningful (GLEAM) The need for more specific and measurable goals related to instructional focus areas, student achievement, and growth data. An inconsistent assessment plan that includes both formative and summative assessments to monitor student progress. Inconsistent development of leaders and instructional coaches to establish consistent expectations and feedback structures to support teachers and staff.**

Root Cause Category

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

**Aurora Public Schools leadership, Aurora Central Campus leadership, parent leadership, School Accountability Committee, and support staff from CDE identified the root cause by using the 4 Domains Rubric and assessing the current results from all data results that were provided.**



## Attendance



## Culture and Climate Shift

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

**Inconsistent uses of data to drive attendance supports, interventions, and incentives Lack of high quality and effective attendance and engagement interventions to support bolstering student engagement Inconsistent communication with families regarding attendance expectations and opportunities/resources to reduce barriers to attendance Lack of alternative/flexible programming for all students Lack of sufficient celebration of academic success across the school**

Root Cause Category

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

**Aurora Public Schools leadership, Aurora Central Campus leadership, parent leadership, School Accountability Committee, and support staff from CDE identified the root cause by using the 4 Domains Rubric and assessing the current results from all data results that were provided**



## Academic Growth



### Post-Secondary Readiness

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

**Lack of clarity around program offerings at ACC and communication/education systems for students and families (i.e. a one pager that represents what's offered at ACC and a system/process/scope and sequence for helping students and families understand it) Lack of data-driven metrics and roles and responsibilities for ACC counseling team Inconsistent use of align experiential learning opportunities within each ACC pathway (College, Career, Arts) Lack of individualized planning for every student to ensure that every student has a plan for postsecondary readiness**

Root Cause Category

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

**Aurora Public Schools leadership, Aurora Central Campus leadership, parent leadership, School Accountability Committee, and support staff from CDE identified the root cause by using the 4 Domains Rubric and assessing the current results from all data results that were provided**



## Community Schools



### Engagement

Describe this Root Cause, ensuring that it is under the control of the school or district and focused on systems, structures, or practices.

**Inconsistent uses of data to drive attendance supports, interventions, and incentives Lack of high quality and effective attendance and engagement interventions to support bolstering student engagement Inconsistent communication with families regarding attendance expectations and opportunities/resources to reduce barriers to attendance Lack of alternative/flexible programming for all students Lack of sufficient celebration of academic success across the school**

Root Cause Category

Describe how this Root Cause was identified and validated. Include data sources used, stakeholders involved in the identification process, a rationale for selection, and how process and perception data were leveraged in the validation process.

**Aurora Public Schools leadership, Aurora Central Campus leadership, parent leadership, School Accountability Committee, and support staff from CDE identified the root cause by using the 4 Domains Rubric and assessing the current results from all data results that were provided**

## Major Improvement Strategies



### **Instructional Transformation: Establish instructional practices**

Aurora Central High School has seen some areas of growth in overall student achievement according to the 2023 SPF compared to prior SPF scores in previous years. School leadership acknowledges that the growth that has been made is minimal and does not meet the expectation of the state to ensure that students are proficient in EBRW and Math. Through root cause analysis of current instructional systems, Aurora Central High School recognizes that there are still needs for greater implementation in its instructional transformation efforts. Specifically, the following four root causes are noted within Instructional Transformation: Inconsistent instructional practices across classrooms and student groups. The need for more specific and measurable goals related to instructional focus areas, student achievement, and growth data. An inconsistent assessment plan that includes both formative and summative assessments to monitor student progress. Inconsistent development of leaders and instructional coaches to establish consistent expectations and feedback structures to support teachers and staff. In considering these root causes, the ACC Leadership team proposes the following theory of action to support their instructional transformation efforts: If the ACC Leadership creates Consistent instructional practices across classrooms and student groups; Specific and measurable goals related to instructional focus areas, student achievement, and growth data; A consistent assessment plan that includes both formative and summative assessments to monitor student progress; and Professional development for leaders and instructional coaches to establish consistent expectations and feedback structures to support teachers and staff Then, instructional staff will be able to create rigorous and engaging lessons that meet the academic needs of all students which will ultimately increase student achievement. This theory of action is further elaborated in the below key actions to be implemented collaboratively between the school, district, and management partner (TNTP).

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- **Instructional Transformation**

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

Aurora Central Campus is working directly with management partner, TNTP, and using research-based strategies. The Colorado Department of Education board approved this strategy and the use of TNTP as a partner.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



### **Culture & Climate Shift: Improve Student Attendance**

Aurora Central High School has identified overall engagement as an area of improvement, including the daily attendance of students, student engagement in the physical classroom environment, participation rates of state assessments, student grades and credits, as well as the continued focus on implementing an inclusive school culture for Aurora Central High School's richly diverse student population. Relevant and real world connections will be implemented throughout classrooms in order to engage students. Strategies will be consistent and aligned to grade level standards. The GLEAM framework aligns to this type of learning and ACHS is expanding professional learning in this area in order to improve student attendance and academic performance. In addition to Aurora Central High School's holistic focus on engaging classroom instruction (through the recent implementation of the GLEAM framework and its future partnership with TNTP and the IPG E2 observation tool), Aurora Central's Leadership also outlined the following key actions and implementation benchmarks to support both an engaging learning environment as well as inclusive student supports and culture.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Culture and Climate Shift

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

The Colorado Department of Education board approved this strategy during our rehearing.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



## Strengthen Student Postsecondary & Workforce Readiness

Every k-12 student on the Aurora Central Campus will have exposure to college and career readiness options as well as a clear plan for postsecondary success and options upon graduation. The main pathways available to students are (1) college, (2) career tech, and (3) visual and performing arts. Recently, Aurora Central has identified a College and Career Readiness Coordinator, a graduation coach, as well as broken each grade level down to working with 1-2 assigned guidance counselor(s). College and Workforce fairs are organized throughout the year and in 2023-24 a newly renovated College and Career Center was unveiled. Finally, with the Community School model, an increased amount of resources have been added in order to meet the emotional, social and academic needs of the students. Senior year, many students are given the opportunity to intern and Burrell Arts will also be expanding these opportunities in many Art industries. For too many students, large comprehensive high schools are a place to feel lost and more support is necessary in order to establish student/staff relationships. **College Pathway:** In order to continue to address post secondary readiness for all students, continuous cultivation of outside partners is a priority and there are a variety of options in the Denver Metro area. Community College of Aurora is one of ACHS partners where students take dual enrollment courses to meet their future goals. ACHS is continuing to work to ensure students have access to achieve significant college credit while in high school and also working to establish a pathway to an associates degree as an option. The Aurora Central Campus also offers AP Spanish for students allowing students to take this more rigorous course to receive potential college credit as well as move towards receiving the seal of biliteracy. The Aurora Central Campus is also partnering with the Colorado University Anschutz Medical Campus to implement the Hummingbird Initiative. This initiative provides opportunities for students to gain certifications, education, and experience in the medical field. **Career Pathway:** One major goal for the Aurora Central Campus is to ensure that students are engaged in a workforce readiness area of their interest. Along with access and exposure to arts classes (both CTE and traditional high school credit-bearing), students following a career pathway have access to more CTE course sequences in several areas for our students. Pickens Tech is another opportunity for students to further their focus of study and meet high academic expectations. Students are exposed to career pathways through courses and some examples are photography, theater, etc. The end goal is to have students exit the career pathway with a certification to begin the workforce upon graduation. **Visual and Performing Arts:** One of Aurora Central Campus's overall goals across the k-12 spectrum and a central part of its mission and vision is to create an academic environment where students are engaged and challenged during each and every class. Building off the arts pathway from Burrell k-8, the Burrell Arts pathway at ACHS includes CTE Arts courses that have expanded and are accessible to all high school students. These courses prepare students with industry certifications so they are prepared to enter a variety of industry related fields or college with an additional "leg up." The arts pathway includes courses in various arts fields such as dance, theater, music, graphic design, music production, commercial photography, etc. These CTE arts courses involve the support and partnership from local arts organizations across k-12 and are one strategic post-secondary pathway for students on the campus.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Post-Secondary Readiness

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

The Colorado Department of Education board approved this strategy during our rehearing.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.



### Strengthening of Community School Model

In order to implement this evidence-based strategy with fidelity, ACC has a team of staff members to support this work including a Community Schools Impact Manager, 2 Community School Coordinators, 5 Family Liaisons for Special Populations, 2 school-based Family Liaisons and 1 Community Schools Health Coordinator across the campus. Since launching the Community Schools strategy in APS in 2019, ACC has effectively implemented the Community Schools strategy through six key practices: Powerful student and family engagement Collaborative leadership, shared power and voice Expanded, enriched learning opportunities Integrated systems of support Rigorous, community-connected classroom instruction Culture of belonging, safety and care The Community Schools strategy transforms a school into a place where educators, local community members, families, and students work together to strengthen conditions for student learning and healthy development. As partners, the team organizes in-and-out-of-school resources, supports, and opportunities so that young people thrive (Community Schools Forward, 2023). The Community School goals are: Students live in families who are involved leaders in their schools Students live in a healthy community where wellness is prioritized Students feel welcome and hopeful at school Students live in a community that is invested in the quality of their schools. In all, the demonstrated positive impact for stakeholder engagement, student engagement, and community-oriented needs for increasingly diverse populations create a strong foundation upon which ACC leadership will build in its next phases of its pathway plan.

Which Root Cause/s does this Major Improvement Strategy address? (Check all that apply.)

- Engagement

Describe the Major Improvement Strategy's evidence base (what the research says about its impact on addressing selected Root Causes and/or improving student outcomes) and explain why it's a good fit for your specific context (e.g., existing assets, identified needs, student population, staff capacity).

The Colorado Department of Education board approved this strategy during our rehearing.

What funding will be used to implement and support this Major Improvement Strategy? Choose all that apply.

## Assurances & Requirements

| Requirement   | Applies to...                     | Agreement                                   |
|---|-----------------------------------|---|
| Data Analysis: The Unified Improvement Plan is the result of thorough data analysis. Data was analyzed from both local and state sources. Data was disaggregated by student demographics (e.g., students with IEPs, Free & Reduced Lunch eligibility, Multilingual Learners, race/ethnicity), as applicable. Current school performance was analyzed relative to local, state and federal metrics and expectations (e.g. SPF metrics, ESSA indicators). | All Schools and Districts         | <input checked="" type="checkbox"/> I agree |
| Stakeholder Input on Plan Development: The plan was developed in partnership with stakeholders, including the principal and other school leaders, teachers, and the School Accountability Committee (SAC) or District Accountability Committee (DAC). For additional information on Accountability Committees, view the resource linked under "Resources" on this page.   | All Schools and Districts         | <input checked="" type="checkbox"/> I agree |
| Stakeholder Awareness - ESSA School Improvement: Stakeholders involved in the development of the plan were made aware of reasons for ESSA identification and were active partners in reviewing performance on related indicators and providing input on strategies or interventions related to identification.  | Federal Identification            | <input checked="" type="checkbox"/> I agree |
| Stakeholder Progress Monitoring: The site will involve stakeholders—at a minimum, the School Accountability Committee—in progress monitoring the implementation of the plan throughout the school year.   | All Schools and Districts         | <input checked="" type="checkbox"/> I agree |
| OPTIONAL Title I, Part A Schoolwide Plan: This plan will serve as the Comprehensive Schoolwide Plan for schools participating in Title I, Part A Schoolwide programming.  | Title I, Part A Schoolwide Plan   | I agree                                     |
| Family Notification and Local Board Adoption: Written notice of the initial plan type was shared with families within 30 calendar days of identification. The SAC met to provide input on the improvement plan prior to the public hearing. A public hearing was held at least 30 calendar days after the date on which the district provided the written notice. The local board reviewed and adopted the plan.  | State Identification              | <input type="checkbox"/> I agree            |
| Data Analysis - READ Act: K-3 reading assessment performance data from at least the last two school years has been analyzed. Data were disaggregated by grade level, by the percentage of students who have significant reading deficiencies, and by the percentage of students who achieved grade level expectations in reading.   | Districts and Schools Serving K-3 | <input checked="" type="checkbox"/> I agree |
| Data Analysis - Improving Mathematics Outcomes K-12: Math assessment performance data from  | Improvement, Priority             |   |

at least the last two school years has been analyzed. Data were disaggregated by grade level, performance levels, and student demographics (e.g., Free & Reduced Lunch, IEP, Multilingual Learners).

Improvement and Turnaround  
Plans

I agree

## Attachments

- Final\_~V1 Aurora Central Campus UIP 2025-26.pdf
- Aurora Central Pathway Plan (June 2024).docx