COLORADO
Department of Education

Mandatory
FORM # SPS-135
EDAC REVIEWED
05/01/2026 for 2026-2027

Notice: Ensure no publicly identifiable information is included in the UIP. All included images, attachments and reference links must be accessible.

Executive Summary

School Information

School Name

Aurora Central Campus

Grades Served

PK - 12

Phone

3033401600

District Name

Adams-Arapahoe 28J

Website

State Identification

Improvement Plan

Federal Identification

Targeted Support and Improvement: Asian, Two or More Races

Description

Most recently, our Aurora Central Campus includes K-12 students and serves as neighborhood school. We offer three different pathways for students once they reach high school, but our K-8 grade students are in the Charles Burrell Visual and Performing Arts pathway. Once students enter into the high school setting, our Aurora Central students can choose one of our 3 pathways (Concurrent Enrollment pathway, CTE pathway, or our Charles Burrell Visual and Performing Arts pathway).

School Contact Information

Relationship of UIP Elements



Priority Performance Priorities



Root Cause



Major Improvement Strategies

- Instructional Transformation - PLC and Instructional Model

- Lack of internalizing language demands for grade-level learning
- Lack of Student Engagement
- Tracking students On-Track to graduation

- Instructional Content Planning for Language
- Culture and Climate - Attendance and Engagement
- Postsecondary and Workforce Readiness

Student Performance Priorities

Student Performance Priority Summary

- Based on disparate outcomes for our MLLs and a lack of students meeting the SGP on ACCESS (low growth, not meeting (50MGP%), we believe that we must address how we monitor and provide learning opportunities for staff to best accelerate growth for all MLLs. Our findings indicate a need to refine our PLC work (DDI, unit planning, internalization) systems to specifically address the growth of MLLs within all content areas. Our current MGP growth scores for all students in Math and ELA are below the 50% MGP (1 years growth), therefore we need to focus on the following priorities.

Student Performance Priority # 1 : Instructional Transformation - PLC and Instructional Model

Student Performance Priority Category

Math performance

What group(s) is this Student Performance Priority focused on? (Choose

What grade(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.)

English Learners/Multi-Language Learners Students of Color/Minority Students

all that apply OR select "All Grades Served")

9101112

What is the current performance of this Student Performance Priority?

Overall English MGP = 40 MGP (All students)

What is the 2-year (end of 2027-28) measure and target?

2 year target goal = 55% MGP Measure - STAR English assessments throughout the school year. Measure - CDA English (PSAT-Aligned) assessments throughout the year.

Interim Measure and Target	Measurement Dates
STAR English Assessment	12 / 01 / 2026
CDA English Assessment	03 / 29 / 2027

What is the 1-year (end of 2026-27) measure and target?

1 year target goal = 50% MGP Measure - STAR English assessments throughout the school year. Measure - CDA English (PSAT-Aligned) assessments throughout the year.

What is the current performance of this Student Performance Priority?

Overall Math MGP = 45 MGP (All students)

What is the 2-year (end of 2027-28) measure and target?

2 year target goal = 60% MGP Measure - STAR Math assessments throughout the school year. Measure - CDA Math (PSAT-Aligned) assessments throughout the year.

Interim Measure and Target	Measurement Dates
STAR Math Assessment	12 / 01 / 2026
CDA Math Assessment #4	03 / 22 / 2027

What is the 1-year (end of 2026-27) measure and target?

1 year target goal = 55% MGP Measure - STAR Math assessments throughout the school year. Measure - CDA Math (PSAT-Aligned) assessments throughout the year.

Root Cause Analysis

Instructional Transformation - PLC and Instructional Model

Lack of internalizing language demands for grade-level learning

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

We have yet to develop staff skills to identify student language levels and implement appropriate opportunities to practice language in the content: - internalize language demands for grade-level learning - Curriculum maps should reflect language demands within content -PL focused on language demands embedded language instuctional strategies - planning systems, DDI analysis specific to language demands

Root Cause Category

Curriculum

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.

The Instructional Leadership Team worked on identifying this root cause at the end of the 25-26 school year looking at our progress measure data. We identified that our MLL students were not growing at the same rate as our Non-MLL students. In addition, our team spent time in August of 2026 looking at our our PSA, SAT, and our ACCESS data results and saw that same discrepency. APS, as a district, is also ensuring that all district schools have this focus for instruction in all schools.

Lack of Student Engagement

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

Students are not attending school at 95% of the time. The school does not have a clear system to hold students and families accoutable to for their daily attendance. The students are not engaged in the content and the curriculum that is being delivered in all classes.

Root Cause Category

Student engagement systems

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.

Data analysis and empathy interviews have been conducted about our students. Our families have also filled out surveys that provide us with data that tells us that we need to adjust the way that we are teaching to increase student engagement.

Tracking students On-Track to graduation

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

As a school, we are not monitoring our students on track to graduation throroughly throughout their 4 year period of time in the building. We are waiting too long to support students at getting back on track to graduate.

Root Cause Category

Student engagement systems

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.

Data analysis - We often times look at the data at the end of each quarter when it is too late. Our counseling team and administrative team identified that we have to monitor our students throughout the quarter and identify students that are off track much earlier instead of waiting until the end of each quarter.

Major Improvement Strategies

Instructional Content Planning for Language

Major Improvement Strategy Category

Curriculum and Content

Describe the Major Improvement Strategy and the vision for implementation.

PLCs will engage in a deep planning and data analysis process that includes (language) leveled analysis of supports and student work in alignment with content standards, WiDA standards, and student language levels. Unit Plans will expand on exemplars and proficiency scales by creating leveled entry supports and monitoring points for the learning. Proficiency scales include the language needed to access the content and express mastery over it. If we are successful in addressing this data, we will observe marked increases in the percent of students who have high growth and in the number of students meeting the SGP on ACCESS.

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

- Lack of internalizing language demands for grade-level learning

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 Evidence: John Hattie’s Visible Learning synthesis identifies Collective Teacher Efficacy—the shared belief among educators that their combined practice impacts student learning—as the #1 factor influencing student achievement, with an effect size of $d = 1.57$ (more than triple the standard threshold for high impact, $d = 0.40$). Application to Strategy: By utilizing structured PLC cycles to analyze student work through language levels, teachers collectively adjust tier-1 instruction rather than working in isolation. Research by DuFour, DuFour, & Eaker (2016) confirms that PLCs focusing on specific student work data directly translate to accelerated student growth.

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

General Fund/Local Funds

Culture and Climate - Attendance and Engagement

Major Improvement Strategy Category

Continuous Improvement

Describe the Major Improvement Strategy and the vision for implementation.

If we are successful in addressing the priority of 9th Grade Success, then our system (master schedule, teaching assignments, professional learning, meeting schedules and structures, grading practices etc.) will reflect 9th grade success as a priority, so that 80% of 9th grade students end their 9th grade year on-track for graduation. Adult Outcomes (Actions): Our system, including but not limited to: master schedule, teaching assignments, meeting schedules and structures, grading practices & coompetency based credit aquisition & recovery opportunities, will reflect 9th grade success work as a priority. All staff will be informed of the research behind the importance of 9th grade on-track rates. 9th grade staff will be trained in specific meeting structures and intervention practices to support meeting the whole child needs of all 9th grade students. This work will be done alongside the PLC work outlined in Big Rock 1. Student Outcomes (Results): 80% of 9th grade students will end their 9th grade year on-track for graduation.

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

- Lack of Student 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).

Ninth grade is the foundational transition year of secondary education. Landmark research from the University of Chicago Consortium on School Research (Allensworth & Easton, 2007) demonstrates that ending 9th grade on-track is a stronger predictor of high school graduation than previous academic test scores. Students who are on-track at the end of 9th grade are nearly four times more likely to graduate on time. Achieving our target of 80% on-track requires an intentional, systemic approach rather than ad-hoc interventions (Roderick et al., 2014). By aligning our master schedule, teaching assignments, PLC meeting structures, and grading practices around 9th-grade cohorts, we create an early-warning system capable of supporting whole-child needs in real-time. Furthermore, shifting toward equitable, competency-based grading policies (Farrington et al., 2012) removes systemic barriers to credit acquisition, directly impacting graduation rates and closing sub-group achievement gaps across our system.

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

General Fund/Local Funds

Postsecondary and Workforce Readiness

Major Improvement Strategy Category

Continuous Improvement

Describe the Major Improvement Strategy and the vision for implementation.

Every k-12 student on the Aurora Central Campus will have exposure to college and career readiness options and 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 with a College and Career Readiness Coordinator and a graduation coach and has 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, more resources have been added to meet the student's emotional, social, and academic needs. In senior year, many students are allowed to intern, and Burrell Arts will also expand these opportunities in many Art industries. Large comprehensive high schools are a place to feel lost for too many students, and more support is necessary to establish student/staff relationships.

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

- Tracking students On-Track to graduation

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).

Rationale for K–12 Postsecondary & Career Pathways Strategy:Providing early, continuous exposure to clear postsecondary pathways across a K–12 campus aligns with extensive research on student retention and career readiness. Studies on Individualized Career and Academic Planning (Solberg et al., 2018) demonstrate that early career exploration increases academic motivation and credit accumulation.By offering three distinct pathways—(1) College, (2) Career Tech, and (3) Visual and Performing Arts—our strategy leverages proven framework models:CTE & College Prep Integration: Research from the CTE Research Network (2024) confirms that structured CTE pathways increase on-time graduation rates and postsecondary credential completion while maintaining high academic rigor. Arts Pathway Engagement: Longitudinal research from the National Endowment for the Arts (Catterall et al.) demonstrates that deep engagement in the arts drives higher postsecondary attainment and critical workforce skills for diverse student populations. Providing a clear, multi-pathway roadmap ensures that every student on the Aurora Central campus connects their current learning to a concrete, self-selected goal for postsecondary success.

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

General Fund/Local Funds

Assurances & Requirements

Requirement	Applies to...	Agreement
Data Analysis : 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	✓ I agree

Stakeholder Input on Plan Development : 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	☑ I agree
Stakeholder Awareness - ESSA School Improvement : 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	☐ I agree
Stakeholder Progress Monitoring : 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	☑ I agree
OPTIONAL Title I, Part A Schoolwide Plan : 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
Data Analysis - READ Act : 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	☑ I agree
Data Analysis - Improving Mathematics Outcomes K-12 : Data Analysis - Improving Mathematics Outcomes K-12: Math assessment performance data from 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, Priority Improvement and Turnaround Plans	☐ I agree

Files & Trackers

- Final_~V1 Aurora Central Campus UIP 2026-27.pdf
- Aurora Central Pathway Plan (June 2024).pdf
- Aurora Central_ 2026-27 UIP_90-Day Plan.xlsx