

**Colorado's Unified Improvement Plan for Schools for 2015-16 – Online UIP Report**

Organization Code: 0180      District Name: ADAMS-ARAPAHOE 28J      School Code: 1458      School Name: AURORA CENTRAL HIGH SCHOOL  
 Official 2014 SPF: 1-Year

**Executive Summary**


**How are students performing? Where will school staff be focusing attention?**

**Priority Performance Challenges:** *Specific statements about the school's performance challenges (not budgeting, staffing, curriculum, instruction, etc.), with at least one priority identified for each performance indicator (achievement, growth, growth gaps, PWR) where the school did not meet federal, state and/or local expectations.*

- **Academic Achievement:** The 9th and 10th grade achievement scores, for all disaggregated groups, are persistently below state expectations in reading, math, and writing
- Percentage of students reaching proficiency is consistently below state and district averages, resulting in a total SPF rating of "Does Not Meet."
- **Academic Growth:** MGP for all disaggregated groups in Reading, Writing and Math is not making adequate growth over a three year period.
- The total MGP in the areas of reading, math, and writing are below state average. In particular, reading MGP has significantly declined from 57 to 49 from 2011 to 2014. In addition, the MGP of students in minority, FRL, ELL, IEP subgroups declined over the past year in the area of reading and writing.
- **Academic Growth Gaps:** All subgroups have not demonstrated
- Median adequate growth for the past three years.
- Overall math growth data for all subgroups is below the state average. In particular, ELL students rank in the 46th percentile and behind other subgroups.
- Overall growth data for IEP and ELL has decreased in Math over a three year period.
- **Postsecondary & Workforce Readiness:** Students that have been labeled at-risk are not being successful in the comprehensive setting, due to the number of transitions, gaps in their education, suspension/expulsion history, and truancy issues
- The school's attendance rate has remained constant and flat.
- The school has not met state expectation in the graduation rate, and dropout rate. The graduation rate is 38% points below state expectatons.
- The school is below state expectations in ACT Composite

**Why is the school continuing to have these problems?**

**Root Causes:** *Statements describing the deepest underlying cause, or causes, of the performance challenges, that, if dissolved, would result in elimination, or substantial reduction of the performance challenges.*

- **Assessment:** We lack appropriate methods to assess student learning, including formal and informal assessments, and the results of current assessments are not employed to drive instruction.
- **Data Driven Instruction:** We lack instruction that has been aligned to Common Core Standards and informed by data results and student academic needs.
- **ELL Strategies:** We lack in-depth training on instructional strategies to support English Language Learners. 
- **Newcomer Outreach:** We have not connected with our minority students, specifically our ELL students, and inspired them to attend and excel academically at a level that meets state expectations and prepares them for college and/or workforce.

School Code: 1458

School Name: AURORA CENTRAL HIGH SCHOOL

- **Instructional Strategies:** We lack research based instructional strategies and best practices in all content areas that target literacy, math, and the needs of English language learners.
- **Professional Development:** We lack adequate professional development and training for our staff to teach literacy and numeracy across all content areas, and professional development around differentiation through the lens of culturally responsive teaching and beliefs that all students can learn.
- **High Expectations:** We do not establish and communicate high expectations for all students or create and foster predictable learning environments characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.
- **Community Expectation:** We inconsistently communicate and plan with our immigrant families around the expectations of high school graduation, post-secondary options and pathways.
- **Community Communication:** We inconsistently communicate and plan with our immigrant families around the expectations of high school graduation, post-secondary options and pathways.
- **Progress Monitoring:** We lack aligned post-secondary workforce readiness systems to progress monitor 9-12 grade students off-track in order to decrease the dropout rate and increase the graduation rate. Excessive administration and high quality teacher turnover has led to a lack of consistent support structures and related progress monitoring.
- **Multi-tiered Systems of Support (MTSS):** We do not adequately respond to Low performing students that miss an inordinate amount of school due to several factors, including but not limited to: lack of engaging instruction, low academic resiliency and increasing responsibilities out of school.
- **PLCs:** We lack cohesive planning and pacing in our content area PLCs as PLCs not specifically identified and implemented best-practices for literacy and numeracy instruction.
- **Instructional Models:** We lack additional systems and supports in our math instructional model, such as tutoring and/or intentional inclusion to continue the reduction of academic growth gaps.
- **Planning for Instruction:** We lack appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction.
- **Student Engagement:** We lack culturally responsive professional development focusing on affective, behavioral and cognitive needs of students.
- **Unresponsive and Ineffective Student Support System:** Multi-tiered Systems of Support (MTSS) - We do not adequately respond to Low performing students that miss an inordinate amount of school due to several factors, including but not limited to: lack of engaging instruction, low academic resiliency and increasing responsibilities out of school. This results in a lack aligned post-secondary workforce readiness systems to progress monitor 9-12 grade students off-track in order to decrease the dropout rate and increase the graduation rate.
- **Unresponsive and Ineffective Teaching and Learning Practices:** We lack appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction which supports fidelity to the instructional model that continues to reduce academic growth gaps.
- **Unresponsive and Ineffective Systems and Structures for Collaboration:** We lack instruction that has been aligned to Common Core Standards and informed by data results, student academic needs, and cohesive planning and pacing in core content area as Professional Learning Communities have not been specifically identified and do implement recognized best-practices.
- **Unresponsive and Ineffective Data Driven Instruction:** We lack adequate professional development and training for our staff to teach literacy and numeracy across all content areas, and professional development around differentiation through the lens of culturally responsive teaching and beliefs that all students can learn. This results in ineffective communication of high expectations for all students and predictable learning environments characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.

**What action is the school taking to eliminate these challenges?**

**Major Improvement Strategies:** *An overall approach that describes a series of related actions intended to result in improvements in performance.*

- **School Redesign:** Full school redesign resulting in ACTION Zone Innovation Plan

Access School Performance Frameworks here: <http://www.cde.state.co.us/schoolview/performance>

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School Code: 1458

School Name: AURORA CENTRAL HIGH SCHOOL

## Section II: Improvement Plan Information

### Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):

- State Accreditation Improvement Support Grant   
  Title I Focus School   
  Other:   
  Tiered Intervention Grant (TIG)   
  Colorado Graduation Pathways Program   
  School

### School Contact Information

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### Additional Information about the School

#### Comprehensive Review and Selected Grant History

Related Grant Awards	Has the school received a grant that supports the school's improvement efforts? When was the grant awarded?	Tiered Intervention Grant: Awarded July 1st, 2013.
Diagnostic Review, School Support Team or Expedited Review	Has (or will) the school participated in a Diagnostic Review, SST or Expedited Review? If so, when?	

School Code: 1458

School Name: AURORA CENTRAL HIGH SCHOOL

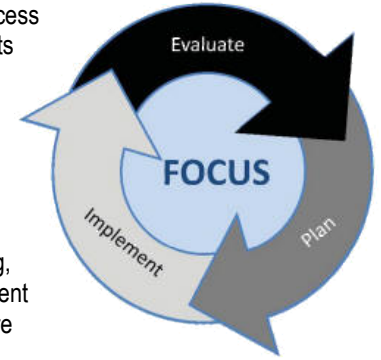
External Evaluator

Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.

RMC Instructional Audit: May of 2013, May of 2014; Mass Insight Organizational Readiness Audit: September 2015.

### Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the “Evaluate” portion of the continuous improvement cycle. The main outcome is to construct a narrative that describes the process and results of the analysis of the data for your school. The analysis should justify the performance targets and actions proposed in Section IV. Two worksheets have been provided to help organize your data analysis for your narrative. This analysis section includes: identifying where the school did not at least meet minimum state and federal accountability expectations; describing progress toward targets for the prior school year; describing what performance data were used in the analysis of trends; identifying trends and priority performance challenges (negative trends); describing how performance challenges were prioritized; identifying the root causes of performance challenges; describing how the root causes were identified and verified and what data were used; and describing stakeholder involvement in the analysis.



**Implications of Colorado Measures of Academic Success (CMAS) on Data Analysis:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, updating the data analysis this year (particularly the trend statements) may be more challenging. While the school’s data analysis is still expected to be updated, some modifications in typical practice may be needed.

#### 1. Description of School Setting and Process for Data Analysis

Provide a very brief description of the school to set the context for readers (e.g., demographics). Include the general process for developing the UIP and participants (e.g., SAC).

##### Description: SCHOOL CONTEXT

Aurora Central High School (ACHS) is a comprehensive high school located in Northwest Aurora with 2,169 students. Demographics comprising the student population are: 1444 / 66.57% Hispanic; 346 / 15.95% Black or African American; 214 / 9.87% Asian; 95 / 4.38% White; 46 / 2.12% two or more races; 14 / .65% Native American; 10 / .46% Hawaii/Pacific Island. ACHS has 86 / 4.0% identified gifted/talented and high potential students. Additionally, ACHS has a student population of 306 / 14.1 % of students with Individualized Educations Plans (IEPs). Trend analysis also points us to 1,568 / 72.3% of the student population is identified as English Language Learners; Non-English Proficient and Limited English Proficient students total 928 students / 42.8% of population. Fluent English Proficient ELL students total 640/ 29.5%.

ACHS has selected a transformation model for Priority School Improvements and is in its third year of receiving a Tiered Intervention Grant (TIG). In 2013-2014 a new administrative leadership was instilled at ACHS which consisted of a new principal and three new assistant principals. Then, for the 2015-2016 school year, another leadership change was made which consisted of a new principal and one new assistant principal.

The 2015-2016 ACHS Unified Improvement Planning Team / Instructional Leadership Team was comprised of the ACHS school Leadership and Licensed Instructional staff. The team analyzed three years of data which included: PARCC, TCAP, TCAP Growth, ACT Aspire, and MASS Insight Innovation School Readiness Assessment. Additional data reviewed included graduation rates, dropout rates, ACT scores, and student daily attendance.

#### Student Enrollment and Demographic Data 2014-2015

**Grades** 9-12 **5 Year Enrollment Trend** Downward

School Code: 1458

School Name: AURORA CENTRAL HIGH SCHOOL

<b>Student Enrollment</b>	2,188	<b>Mobility Rate</b>	30%
<b>% Male</b>	56.9%	<b>% ELL</b>	70.4%
<b>% Female</b>	43.1%	<b>% ESS</b>	14.0%
<b>% Free and Reduced Lunch</b>	82.4%	<b>% Gifted/Talented</b>	3.8%

Aurora Central High School is in Year 5 of the state accountability clock and as a result in Transformation model for Priority School Improvements and is in its third year of receiving a Tiered Intervention Grant (TIG). In 2013-2014 a new administrative leadership was instilled at ACHS which consisted of a new principal and three new assistant principals.

Then, for the 2015-2016 school year, another leadership change was made which consisted of a new principal and one new assistant principal. The school leadership established 3 broad priorities for the year: culture and climate, observation and feedback cycles, and data-driven instruction.

### **UIP DEVELOPMENT PROCESS**

In the past, ACHS has not had a fully functioning Instructional Leadership Team (ILT). This year, the new administrative team assembled a representative team by reaching out to staff members who were poised for leadership and making an open invitation to all staff to join. The 2015-2016 ACHS Unified Improvement Planning Team / Instructional Leadership Team was comprised of the ACHS school Leadership and Licensed Instructional staff. The ILT refinded the UIP on 09/17/2015, 0-9/24/2015, 10/01/2015, 10/29/2015, 11/12/2015,, and 12/3/2015. The UIP development process and site Innovation update was shared with Community Members on 09/24/2015, 10/21/2015, and 11/21/2015.

To develop a complete and accurate view of the current reality at Aurora Central, the team analyzed three years of data which included: PARCC, TCAP, TCAP Growth, ACT Aspire, and the TELL Staff Climate Survey. Additional data reviewed included graduation rates, dropout rates, ACT scores, and student daily attendance. Notable trends from the data analysis include:

### ***School Climate Data Trends***

- While the average attendance rate at Aurora Central High School remains steady, it has not surpassed 82% in the past four years. Additionally, chronic absenteeism is a persisting problem for nearly two-thirds of all Central students. Schools with average daily attendance rates higher than 97% rarely have a problem with chronic absence. Although attendance remains consistent, it is well below this benchmark.
- Although the graduation rate at Aurora Central High School increased by 10 percentage points between the 2011-12SY and the 2013-14SY, less than half of the seniors at Central graduate each year. The school's graduation rate remains consistently lower than the district and state averages.
- While the number of ISS/OSS/Expulsions at Aurora Central High School increased progressively in prior years, this number decreased by 65% from 797 in 2013-14 to 272 in 2014-15. Due to inconsistent and varying discipline practices during the 2014-15 school year, the apparent positive trend does not accurately reflect the current discipline realities at ACHS.

### ***Student Achievement & Growth Data Trends***

- Overall proficiency at the state level has remained steady between 67-69% and district-level proficiency has remained steady around 50%. Reading proficiency at Aurora Central High School has increased progressively over the past three years, but remains significantly lower than state and district levels. The percent proficient of 36% in 2014 reflects that nearly two-thirds of the student population is not proficient in reading. Academic growth in reading has decreased from 57%tile in 2011 to 49%tile in 2014
- Math proficiency at the state level remains steady between 35-36% and proficiency at the district level remains steady around 20%. Aurora Central High School proficiency remains significantly below the district average and continues to decline. 90% of the student population at Central is not proficient in math. Academic growth in math has decreased from 49%tile in 2011 to 48%tile in 2014

- Writing proficiency at the state level remains steady between 49-52%, while proficiency at the district and school levels is trending upward. Although proficiency at Aurora Central High School has increased by 5% since 2012, proficiency remains below the state and district average. Academic growth in writing has decreased from 57%tile in 2011 to 49%tile in 2014.
- All subgroups have not demonstrated Median adequate growth for the past three years

**2015 Aurora Central High School - TELL Survey**

- 51 Percent of participants strongly disagreed/disagreed that ACHS with the survey question item, "Overall, my school is a good place to work and learn."
- 75 Percent of participants strongly disagreed/disagreed that ACHS with the survey question item, "Parents/guardians know what is going on in this school."
- 52 Percent of participants strongly disagreed/disagreed that ACHS with the survey question item, "The faculty work in a school environment that is safe."
- 55 Percent of participants strongly disagreed/disagreed that ACHS with the survey question item, "The faculty has an effective process for making group decisions to solve problems."
- 61 Percent of participants strongly disagreed/disagreed that ACHS with the survey question item, "There is an atmosphere of trust and mutual respect in this school."
- 54 Percent of participants strongly disagreed/disagreed that ACHS with the survey question item, "Sufficient resources are available for professional development in my school."

Over the past three years, ACHS has shifted local assessment utilized to monitor student achievement progress from Acuity to ACT Aspire. This transition currently limits our ability to conduct a trend analysis using local data over the past three years. ACT ASPIRE results for Quarter 1 of the 2015-2016 Academic Year are as follows:

**2015 ACT ASPIRE Assessment, Administered 09/08/2015 - 09/23/2015**

GRADE LEVEL	ENGLISH	READING	MATH
9TH GRADE	40% ANSWERS CORRECT	35% ANSWERS CORRECT	29% ANSWERS CORRECT
10TH GRADE	42% ANSWERS CORRECT	34% ANSWERS CORRECT	28% ANSWERS CORRECT

**2015 ACT ASPIRE Assessment, Administered 09/10/2015 - 10/30/2015**

GRADE LEVEL	ENGLISH	READING	MATH
9TH GRADE	38% ANSWERS CORRECT	33% ANSWERS CORRECT	23% ANSWERS CORRECT
10TH GRADE	40% ANSWERS CORRECT	33% ANSWERS CORRECT	24% ANSWERS CORRECT



## 2. Prior Year Targets

Consider the previous year's progress toward the school's targets. Identify the overall magnitude of the school's performance challenges.

### Academic Achievement (Status)

**Prior Year Target:** Reading: 40.5%, Proficient or Advanced;

Writing: 21.5%, Proficient or Advanced;

Math: 17%, Proficient or Advanced

**Performance on Target:** Reading: 39.66%, Proficient or Advanced. The target was missed by .84 percentage points.

Writing: 21.47%, Proficient or Advanced. The target was missed by .03 percentage points.

Math: 11.68%, Proficient or Advanced. The target was missed by 5.32 percentage points

### Academic Growth

**Prior Year Target:** Reading: 57 Percentile, Writing: 57 Percentile, Math: 57 Percentile, ELP: 60 Percentile

We did not obtain adequate Academic Achievement in Reading, Writing, and Math to move ACHS out of Priority Improvement status.

**Performance on Target:** Reading: 54th Percentile. The target was missed by 3 percentile points.

Writing: 50th Percentile. The target was missed by 7 percentile points.

Math: 55th Percentile. The target was missed by 2 percentile points.

ELP: 48th Percentile. The target was missed by 12 percentile points.

### Academic Growth Gaps

**Prior Year Target:** Overall, Reading: 57 Percentile

Overall, Writing: 57 Percentile

Overall, Math: 57 Percentile

**Performance on Target: Reading:**

Free/Reduced Lunch: 56 Percentile. The target was missed by 1 percentile point.

Minority Students: 55 Percentile. The target was missed by 2 percentile points.

Students with Disabilities: 45 Percentile. The target was missed by 12 percentile points.

English Learners: 57 Percentile. The target was met.

**Writing:**

Free/Reduced Lunch: 50 Percentile. The target was missed by 7 percentile points.

Minority Students: 50 Percentile. The target was missed by 7 percentile points.

Students with Disabilities: 45 Percentile. The target was missed by 12 percentile points.

English Learners: 51 Percentile. The target was missed by 6 percentile points.

**Math:**

Free/Reduced Lunch: 53 Percentile. The target was missed by 4 percentile points.

Minority Students: 54 Percentile. The target was missed by 3 percentile points.

Students with Disabilities: 50 Percentile. The target was missed by 7 percentile points.

English Learners: 54 Percentile. The target was missed by 3 percentile points.

### **Postsecondary & Workforce Readiness**

**Prior Year Target:** Targets, Graduation Rates:

4 year Graduation Rate Target: 50%

Drop Out Rate Target: 7%

Mean CO ACT Target: 16

**Performance on Target:** Graduation Rate (4 year) Target: 50%; 2015 Graduation Rate: 44.4 % and 46.2% with students enrolled in the ASCENT program. Target was missed by 5.6%.

Drop Out Rate Target: 7%; 2015 Drop Out Rate: 10.5. Rate increased by 1.7% and target missed by 3.5%

Mean CO ACT Target: 16; 2014-15 ACT Results: 15.1 Target missed by .9

### **Academic Achievement Reflection**

We did not obtain the level of Academic Achievement in Reading, Writing, and Math needed to move ACHS out of Priority Improvement status.

### **Academic Growth Reflection**

We did not obtain adequate Academic Growth in Reading, Writing, Math, and ELP to move ACHS out of Priority Improvement status.

### **Academic Growth Gaps Reflection**

We did not obtain adequate growth in all disaggregated Growth Gap areas to move ACHS out of Priority Improvement status.

### **Postsecondary Workforce Readiness Reflection**

We did not meet the Post-Secondary & Workforce Readiness graduation targets due to persistently low and declining graduation rates, drop out rates and ACT performance.

### 3. Current Performance

Review the SPF and local data. Document any areas where the school did not at least meet state/ federal expectations.

#### Reflection

While overall aggregated achievement has increased very slightly, reading, writing, and math achievement remain below district and state expectations and ACHS is in PRIORITY IMPROVEMENT. In the four School Performance Frameworks Indicators categories on the 2014 Aurora Central High School Performance Framework in the category of Academic Achievement ACHS has a performance rating of DOES NOT MEET.

In the category of Academic Growth ACHS has a performance rating of APPROACHING. In the category of Postsecondary and Workforce Readiness ACHS has a performance rating of DOES NOT MEET. ACHS met the required 95% Participation rate on standardized assessments. Although ACHS as seen increases in both Academic Achievement and Academic Growth rates for reading, writing, and math, the gains of the 2013-2014 school year were not enough to move the school out of Priority Improvement status.

Reading Academic Achievement for ACHS is 39.66% Proficient/Advanced; this is 9.34 percent behind the APS District Average and 27.84 percent behind the State of Colorado average. Writing Academic Achievement for ACHS is 21.47% Proficient/Advanced, this is 10.53 percent behind the APS District Average and 30.03 percent behind the State of Colorado average. Math Academic Achievement for ACHS is 11.68% Proficient/Advanced, this is 14.32 percent behind the APS District Average and 36.5 percent behind the State of Colorado average.

The priority improvement challenge is to significantly increase Academic Achievement in Reading, Math, and Writing and narrow the Achievement gaps between the APS District and State of Colorado averages.

While graduation rates have increased slightly over the course of the three previous years the priority improvement challenge is to significantly increase 4 year graduation rate as they are currently in the category of DOES NOT MEET with the urgent need to move into the category of APPROACHING in 2015-2016. The current 4 year graduation rate is 44.4%, which is significantly below the 80% expected graduation rate for the state of Colorado.

### 4. Trend Analysis

Provide a description of the trend analysis that includes at least three years of data (state and local data). Trend statements should be provided in the four performance indicator areas and by disaggregated groups. Trend statements should include the direction of the trend and a comparison (e.g., state expectations, state average) to indicate why the trend is notable.

#### Academic Achievement (Status)

- Academic Achievement has been rated as “Does Not Meet” as identified by the SPF
- 
- Overall Academic Achievement in Reading has risen slightly from 2012 to 2014 from 32.5% to 39.7%.
- 
- The 2014-15 ACHS 9th grade MAP Reading Test Result of 201.5 is slightly lower than the NWEA 5th grade result of 207.1
- 
- Overall Academic Achievement in Math has decreased slightly from 2012 to 2014 from 13.32% to 11.68%.

School Code: 1458

School Name: AURORA CENTRAL HIGH SCHOOL

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- The average 2014-15 ACHS 9th Grade MAP test result of 212 indicates most ACHS students are scoring at the 5th grade level/expectation of 212.7
- 
- Overall Academic Achievement in Writing has risen slightly from 2012 to 2014 from 15.5% to 21.5%.

### Academic Growth

- Academic growth has been rated as Approaching as identified by the SPF.
- 
- Academic growth in reading has decreased from 57%tile in 2011 to 49%tile in 2014
- 
- Academic growth in math has decreased from 49%tile in 2011 to 48%tile in 2014
- 
- Academic growth in writing has decreased from 57%tile in 2011 to 49%tile in 2014.
- 
- Academic growth in English Language Proficiency (ACCESS) has been rated as MEETS for the past three years as identified by the SPF

### Academic Growth Gaps

- All subgroups have not demonstrated Median adequate growth for the past three years. Overall math growth data for all subgroups is below the state average. In particular, ELL students rank in the 46th percentile and behind other subgroups. Overall growth data for IEP and ELL has decreased in Math over a three year period.

### Postsecondary & Workforce Readiness

- Graduation rate has increased slightly each year from 2012 to 2014, with a decline in 2015, indicating a “Does Not Meet” rating as identified by the SPF.
- 
- The 4 year graduation rate has averaged 40.7% and the current 4 year ACHS graduation rate is 44.4% which is significantly below state expectation. The 4 year graduation rate has averaged 40.7%, the 5 year graduation rate has averaged 53%, the 6 year graduation rate has averaged 57.9%, and the 7 year graduation rate has averaged 57.4%.
- 
- ACT Composite Score rating is “Does Not Meet” as identified by the SPF. 2015 ACT Composite score of 15.1 remains comparatively unchanged from 2012.
- 
- Drop-Out rates has decreased slightly over three years from 2012 to 2014 with a 1.7% increase in 2015 resulting current drop out rate of 10.5%. A rating of “Approaching” is identified by the SPF.

### Priority Performance Challenges and Root Cause Analysis

Priority Performance Challenges: Identify notable trends (or a combination of trends) that are the highest priority to address (priority performance challenges). No more than 3-5 are recommended. Provide a rationale for why these challenges have been selected and address the magnitude of the school's overall performance challenges.

Root Cause: Identify at least one root cause for every priority performance challenge. Root causes should address adult actions, be under the control of the school, and address the priority performance challenge(s). Provide evidence that the root cause was verified through the use of additional data. A description of the selection process for the corresponding major improvement strategies is encouraged.

#### Priority Performance Challenge



#### Root Cause

Academic Achievement: The 9th and 10th grade achievement scores, for all disaggregated groups, are persistently below state expectations in reading, math, and writing



Unresponsive and Ineffective Data Driven Instruction: We lack adequate professional development and training for our staff to teach literacy and numeracy across all content areas, and professional development around differentiation through the lens of culturally responsive teaching and beliefs that all students can learn. This results in ineffective communication of high expectations for all students and predictable learning environments characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.

Percentage of students reaching proficiency is consistently below state and district averages, resulting in a total SPF rating of "Does Not Meet."

Academic Growth: MGP for all disaggregated groups in Reading, Writing and Math is not making adequate growth over a three year period.



Unresponsive and Ineffective Systems and Structures for Collaboration: We lack instruction that has been aligned to Common Core Standards and informed by data results, student academic needs, and cohesive planning and pacing in core content area as Professional Learning Communities have not been specifically identified and do implement recognized best-practices.

The total MGP in the areas of reading, math, and writing are below state average. In particular, reading MGP has significantly declined from 57 to 49 from 2011 to 2014. In addition, the MGP of students in minority, FRL, ELL, IEP subgroups declined over the past year in the area of reading and writing.

Academic Growth Gaps: All subgroups have not demonstrated



Unresponsive and Ineffective Teaching and Learning Practices: We lack appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction which supports fidelity to the instructional model that continues to reduce academic growth gaps.

Median adequate growth for the past three years.

Overall math growth data for all subgroups is below the state average. In particular, ELL students rank in the 46th percentile and behind other subgroups.

School Code: 1458

School Name: AURORA CENTRAL HIGH SCHOOL

Overall growth data for IEP and ELL has decreased in Math over a three year period.

Postsecondary & Workforce Readiness: Students that have been labeled at-risk are not being successful in the comprehensive setting, due to the number of transitions, gaps in their education, suspension/expulsion history, and truancy issues

The school's attendance rate has remained constant and flat.

The school has not met state expectation in the graduation rate, and dropout rate. The graduation rate is 38% points below state expectatons.

The school is below state expectations in ACT Composite



Unresponsive and Ineffective Student Support System: Multi-tiered Systems of Support (MTSS) - We do not adequately respond to Low performing students that miss an inordinate amount of school due to several factors, including but not limited to: lack of engaging instruction, low academic resiliency and increasing responsibilities out of school. This results in a lack aligned post-secondary workforce readiness systems to progress monitor 9-12 grade students off-track in order to decrease the dropout rate and increase the graduation rate.

### Reflection on Priority Performance Challenges

In short, the school is in urgent need for improvement. Some of the key foundational elements for improvement are in place; the staff shares the mission of helping all students to become college and career ready and to raise test scores, but few understand the vision for achieving that goal. Teachers want to do well, but feel that the assistance provided to them to improve is inadequate. They do not have a clear vision of instructional effectiveness.

The quality of the teaching staff is generally high yet efforts should be taken to provide differentiated professional learning that leads to rigorous, engaging first instruction which emphasizes literacy, language and critical thinking across all content. Instructional practice should be assessed through continual learning walks and instructional rounds that monitor practice challenges and to gather data to plan for and adjust targeted professional development to meet the instructional needs of teaching staff. Professional learning community time should be provided and strictly enforced. Time for instruction should be extended, not reduced, and instruction should become more student-centered and far more engaging. Teachers generally do care about the students and would like their school to succeed.

Many students are motivated. Both teachers and adults are hopeful about the future. However, both groups must have a voice in the future of the school is to succeed. They must own the problem and the solution. Their voices should be considered in the plan for improvement. The system of collaborative decision making should result in strategies that should be analyzed for cohesiveness, monitored for effectiveness, and co-owned throughout the school. Teachers, students, and all

School Code: 1458

School Name: AURORA CENTRAL HIGH SCHOOL

other stakeholders must be made aware that they have a shared responsibility for increasing achievement, post-secondary work force readiness and graduation rates while working to decrease growth gaps and drop-out rates. This will enable Aurora Central High School to foster a school culture in which all stakeholders have a shared responsibility to increase student achievement, attendance and create opportunities for students, parents and community to participate in preparing students with workforce readiness skills. Additionally, this work will enable us to increase student achievement and graduation rates while decreasing growth gaps and drop-out rates by continual monitoring of attendance, mentoring of students and providing targeted content, and social interventions for students to be successful. This should include continued and new efforts to increase parental involvement and the community perception as seeing the school as welcoming with significant outreach programs that develop a home school connection.

### Reflection on Root Cause

Verification of the root cause was found in the School Readiness Assessment conducted by Mass Insight Education in October 2015. The review included a team of reviewers to meet with members of the school community through multiple focus groups comprised of school administrators, teachers, staff, students, parents, and community members to ask targeted questions about school performance. Additionally, MIE administered an anonymous survey as an additional method to gather stakeholder input. Via focus groups, the SRA was able to talk to a representative sample of the ACHS community. Stakeholder focus groups included approximately 50% of the staff at ACHS including the entire administrative team, instructional coach, deans, core content area instructors, electives instructors, the counseling department, student representation from the upper and lower grades, and a group of community partners. Additional verification of root causes occurred through the instructional audit conducted by RMC Research Corporation in Spring 2014 use a process similar to the one described above.

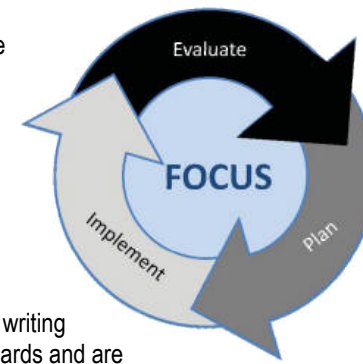


**1. Summary/Conclusion**

## Section IV: Action Plan(s)

This section addresses the “Plan” portion of the continuous improvement cycle. First, identify annual performance targets and the interim measures. This will be documented in the required *School Target Setting Form* on the next page. Then move into action planning, which should be captured in the *Action Planning Form*.

Schools are expected to set their own annual targets for the performance indicators (i.e. academic achievement, academic growth, academic growth gaps, and postsecondary and workforce readiness). At a minimum, schools should set targets for each of the performance indicators where state expectations were not met; targets should also be connected to prioritized performance challenges identified in the data narrative (section III). For each annual performance target, identify interim measures that will be used to monitor progress toward the annual targets at least quarterly during the school year.



**Implications of Colorado Measures of Academic Success (CMAS) on Target Setting:** During the 2014-15 school year, Colorado transitioned from reading, writing and math TCAP assessments to CMAS PARCC English language arts and math assessments. These assessments measure related, but different content standards and are expected to have different proficiency levels. As a result, setting targets based on the percent of students scoring proficient and advanced on TCAP is not appropriate. Furthermore, CDE does not yet know if student growth percentiles and median student growth percentiles will be available for accountability, planning or reporting use. It is known that adequate growth percentiles will not be available this school year for 2014-15 results. Target setting is still expected to occur in the UIP process during this transition period. However, some modifications in typical practice may be needed.

### School Target Setting Form

#### Academic Achievement (Status)

Subject		R
Priority Performance Challenge		Academic Achievement
Annual Performance Targets	2015-2016	15%tile
	2016-2017	20th%tile
Interim Measures		ACT ASPIRE

Subject		W
Priority Performance Challenge		Academic Achievement
Annual Performance Targets	2015-2016	15th%tile
	2016-2017	20th%tile
Interim Measures		ACT ASPIRE

Subject	M
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School Code: 1458

School Name: AURORA CENTRAL HIGH SCHOOL

Priority Performance Challenge		Academic Achievement
Annual Performance Targets	2015-2016	15th%tile
	2016-2017	20th%tile
Interim Measures		ACT ASPIRE

### Academic Growth

Subject		R
Priority Performance Challenge		Academic Growth
Annual Performance Targets	2015-2016	55th Median Growth Percentile
	2016-2017	65th Median Growth Percentile
Interim Measures		ACT ASPIRE

Subject		W
Priority Performance Challenge		Academic Growth
Annual Performance Targets	2015-2016	55th Median Growth Percentile
	2016-2017	65th Median Growth Percentile
Interim Measures		ACT ASPIRE

Subject		M
Priority Performance Challenge		Academic Growth
Annual Performance Targets	2015-2016	55th Median Growth Percentile
	2016-2017	65th Median Growth Percentile
Interim Measures		ACT ASPIRE

Subject		ELP
Priority Performance Challenge		Academic Growth
Annual Performance	2015-2016	55th Median Growth Percentile
	2016-2017	65th Median Growth Percentile

School Code: 1458

School Name: AURORA CENTRAL HIGH SCHOOL

Targets		
Interim Measures		ACT ASPIRE / ACCESS

### Academic Growth Gaps

Subject	M	
Priority Performance Challenge	Academic Growth Gaps	
Annual Performance Targets	2015-2016	55th Median Growth Percentile
	2016-2017	65th Median Growth Percentile
Interim Measures	ACT ASPIRE	

Subject	R	
Priority Performance Challenge	Academic Growth Gaps	
Annual Performance Targets	2015-2016	55th Median Growth Percentile
	2016-2017	65th Median Growth Percentile
Interim Measures	ACT ASPIRE	

Subject	W	
Priority Performance Challenge	Academic Growth Gaps	
Annual Performance Targets	2015-2016	55th Median Growth Percentile
	2016-2017	65th Median Growth Percentile
Interim Measures	ACT ASPIRE	

### Postsecondary & Workforce Readiness

School Code: 1458

School Name: AURORA CENTRAL HIGH SCHOOL

Subject		Graduation Rate
Priority Performance Challenge		Postsecondary & Workforce Readiness
Annual Performance Targets	2015-2016	62.2 Percent Four-Year Graduation Rate
	2016-2017	80 Percent Four-Year Graduation Rate
Interim Measures		On Track / Off Track Student Progress Monitoring

Subject		Mean CO ACT
Priority Performance Challenge		Postsecondary & Workforce Readiness
Annual Performance Targets	2015-2016	17.6 Mean ACT Score
	2016-2017	20.0 Mean ACT Score
Interim Measures		ACT Aspire

Subject		Dropout Rate
Priority Performance Challenge		Postsecondary & Workforce Readiness
Annual Performance Targets	2015-2016	6.2 Percent Drop Out Rate
	2016-2017	3.6 Percent Drop Out Rate
Interim Measures		On Track / Off Track Student Progress Monitoring, Attendance Rates

**Action Planning Form for 2015-16 and 2016-17**

Identify the major improvement strategy(s) for 2015-16 and 2016-17 that will address the root cause(s) determined in Section III. For each major improvement strategy, identify the root cause(s) that the major improvement strategy will help to dissolve. Then, indicate which accountability provision or grant opportunity it will address. Details should include the action steps that will be taken to implement the major improvement strategy, a general timeline, resources that will be used to implement the actions, and implementation benchmarks.

**Major Improvement Strategy:** School Redesign  
Full school redesign resulting in ACTION Zone Innovation Plan

**Root Cause(s) Addressed:**  
Instructional Strategies  
Data Driven Instruction  
High Expectations  
Student Engagement  
Planning for Instruction

**Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy** (check all that apply):  
 State Accreditation   
  Title I Focus School   
  Tiered Intervention Grant (TIG)   
  Colorado Graduation Pathways Program   
  Other:

Action Steps	
Aug. 2015 - Feb. 2016	<p><b>School Design Team</b></p> <p><b>Description:</b> Development of school-based team to engage in collaborative design process resulting in full school redesign of systems, structures and practices</p> <p><b>Implementation Benchmarks:</b> Weekly Status Check meetings to monitor progress and quality of School Design Team efforts</p>

School Code: 1458

School Name: AURORA CENTRAL HIGH SCHOOL

	<p><b>Resources:</b> District funds, TIG</p> <p><b>Key Personnel:</b> Administrative Team, Teachers, Staff, Community members, District Leaders, Mass Insight Education Consultants</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - Feb. 2016</p>	<p><b>Community Engagement</b></p> <p><b>Description:</b> School-based strategy to engage all community stakeholders in redesign efforts, including input and feedback</p> <p><b>Implementation Benchmarks:</b> Weekly Status Check meetings to monitor progress and impact of Community Engagement strategy</p> <p><b>Resources:</b> District funds, TIG</p> <p><b>Key Personnel:</b> Administrative Team, district Communications Team, Mass Insight Education Consultants</p> <p><b>Status:</b> In Progress</p>
<p>Aug. 2015 - Feb. 2016</p>	<p><b>Writing of the Innovation Plan</b></p> <p><b>Description:</b> Written Innovation Plan</p>

**Implementation Benchmarks:**

Weekly Status Check meetings to monitor progress and quality of Innovation Plan

**Resources:**

District funds, TIG

**Key Personnel:**

Writer, Administrative Team, School Design Team, Zone Design Team, Mass Insight Education Consultants

**Status:**

In Progress



## Section V: Appendices

Some schools will need to provide additional forms to document accountability or grant requirements:

- Additional Requirements for Turnaround Status Under State Accountability (Required)
- Tiered Intervention Grantee (TIG) (Required)
- Title I Schools Operating a Schoolwide Program (Optional)

## Section V: Supporting Addenda Forms

### For Schools Operating a Title I Schoolwide Program (Optional)

Schools that participate in Title I may use this form to document Title I program requirements for operating a schoolwide program. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through (1) descriptions of the requirements or (2) a cross-walk of the Title I program elements in the UIP. The Title I schoolwide program requirements are listed in NCLB Sec. 1114(b)(1)(A-J).

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Comprehensive Needs Assessment: What are the comprehensive needs that justify activities supported with Title I funds?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	
<p>Reform Strategies: What are the major reform strategies to be implemented that strengthen core academic programs, increase the amount and quality of learning, and provide an enriched and accelerated curriculum?</p>	<p>Section IV: Action Plan</p>	
<p>Professional Development: How are student and staff needs used to identify the high quality professional development?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	
<p>Community Involvement: How are staff, parents and other members of the community collaborating to influence program design?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	

Description of Title I Schoolwide Program Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
<p>Teacher Recruitment and Retention: What process is in place to ensure that only highly qualified staff are recruited and retained for schoolwide programs?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	
<p>Data Analysis: How are teachers involved with assessment and data analysis to improve overall student achievement and classroom instruction?</p>	<p>Section III: Data Narrative and Section IV: Action Plan</p>	
<p>Timely Intervention: How will students be identified for and provided early interventions in a timely manner?</p>	<p>Section IV: Action Plan</p>	
<p>Parent Involvement: How will the capacity for parent involvement be increased? How will parent involvement allow students served to become proficient or advanced on state assessments?</p>	<p>Section IV: Action Plan</p>	
<p>Transition Plan: How does the school assist in the transition of preschool students from early childhood programs to elementary school programs?</p>	<p>Section IV: Action Plan</p>	
<p>Coordination with Other Services: How are Title I funds used in coordination with other ESEA, state and local funds?</p>	<p>Section IV: Action Plan, Resource Column</p>	

## Section V: Supporting Addenda Forms



### Required For Schools with a Tiered Intervention Grant (TIG) that Selected a Transformation Model

Schools that participate in the Tiered Intervention Grant and selected the Transformation Model must use this form to document grant requirements. As a part of the improvement planning process, schools are strongly encouraged to weave appropriate requirements into earlier sections of the UIP. This form provides a way to ensure all components of the program are met through descriptions of the requirements or a cross-walk of the grant program elements in the UIP.

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Describe how the LEA has granted the school sufficient operational flexibility in the following areas: Staffing, Calendars/Time, and budgeting.	Required TIG Addendum	<p>A new Principal was hired in 2013 and given the authority to determine if any changes are necessary in the administrative team. Consequently, 3 new assistant principals were and 2 previous assistant principals were not retained in the transition. The RMC external evaluation was completed and a detailed plan for overall staffing was developed. The TIG has allowed for site-based restructuring of the school day to maximize time for student learning and professional learning. APS already provide for site based decision making related to the master schedule and assignment of teachers. School sites are given the flexibility with assigned dollars to define essential programs and services when allocating resources.</p> <p>A new grant project manager was hired to oversee the grant for alignment of work to strategic plan, budget, and any changes to the TIG plan. All changes must be approved through the process of the TIG team and project manager.</p> <p>LEA has granted flexibility with staffing in that ACHS is responsible for recruiting, interviewing, and hiring of all staff whose salaries are paid from the TIG. ACHS calendar is the APS school calendar, however; ACHS has the right to schedule all professional development according to time available for ACHS.</p> <p>LEA must approve all spending from the TIG budget. The grants office oversees the grant and communicates all fiscal pieces when reporting on CDE Tracker.</p>
Describe how the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).	Section IV: Action Plan or Required TIG Addendum	The school principal is supported and supervised by the Director of Student Achievement for Community A from the Division of Instruction. They work collaboratively to ensure the proposed interventions are implemented in a timely manner. The Director is in direct communication with other leaders in the division and ensures coherence in supports offered. The Division of Accountability and Research support the school and district assessments, as well as monitoring data and providing feedback. The Division of Finance provides ongoing financial management support and will assist with directing the

		<p>appropriate implementation of TIG funding dollars.</p> <p>The TIG Team which consists of the TIG project manager, Director, Principal, Assistant Principals and Grants Office meet monthly to review strategic plan, data and the needs of ACHS.</p>
<p>Describe the process for replacing the principal who led the school prior to commencement of the transformation model (e.g., use of competencies to hire new principal).</p>	<p>Section IV: Action Plan</p>	<p>The Superintendent's Leadership Team notified the previous principal in November 2012 that she was being replaced due to past and ongoing concerns. A comprehensive selection process was led by the Chief Personnel Officer and involved representatives for the school's stakeholder groups, including "must-have" criteria at each level of the interview process. These were focused on the specific needs and prior experiences identified as crucial for providing leadership of the necessary change of the school. A new principal with a record of previous school improvement was identified; he began on May 15<sup>th</sup> 2013. The new principal was given the authority to have all previous assistant principals re-interview for their positions. Three of the four previous administrators were replaced. This process was again employed in the summer of 2015, as the originally principal selected for transformation was not retained into his third year, and an interim principal was selected for the 2015-2016 school and to continue transformation efforts and to begin innovation design work.</p>
<p>Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: (1) take into account data on student growth as a significant factor as well as other factors (e.g., multiple observation-based assessments) and (2) are designed and developed with teacher and principal involvement.</p>	<p>Section IV: Action Plan or Required TIG Addendum</p>	<p>The Aurora Public Schools Licensed Educator Evaluation System is aligned with state statutes and state licensure requirements to evaluate licensed administrative and non-administrative staff. Committees of teachers and administrators were developed to align the evaluation system with SB 191 provisions. Beginning in the 2013-14 school year, teachers will be evaluated based on quality standards. Beginning in the 2014-15 school year, multiple measures of student growth will account for 50% of licensed educator evaluating rating. Administrative evaluations are conducted at 6-month intervals and include a review of student achievement data, teacher performance reviews and achievement of goals as outlined in the UIP.</p>
<p>Describe the process for Identifying and rewarding school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates. Include how staff who have not improved their professional practice, after ample opportunities have been provided, are identified and removed.</p>	<p>Section IV: Action Plan or Required TIG Addendum</p>	<p>The district's new Licensed Educator Evaluation System, aligned to SB 191 that is being implemented in the 2013-14 school year will guide decisions for hiring, compensation, promotion and assignment while allow for ineffective staff to be dismissed. However, the Superintendent's Leadership Team is currently examining the overall infrastructure of the district to ensure support of turnaround efforts.</p>

Description of TIG (Transformation Model) Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	Section IV: Action Plan	Instructional staff participates in professional learning that is provided in building with Dr. Robert Marzano. The instruction is focused, rigorous and is based on data and professional development that began in 2013. The Instruction is to deepen the learning and understanding that focuses on literacy across content areas building wide. The learning is by whole building and is a shared responsibility. Additional feedback is provided to instructional staff through classroom observations, in building PLC and District Level PLC. Instructional staff have opportunities to work with Dr. Marzano and his team in small mini-sessions to plan and learn during common planning time.
Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school.	Section IV: Action Plan	<p>Opportunities exist for instructional staff to serve as teacher leader's assigned half-time to the classroom and half-time as a coach of instructional practices.</p> <ul style="list-style-type: none"> <li>• Extended hours for professional development and pay for staff</li> <li>• Extended hours for pay for staff</li> </ul> <p>No incentives are connected to the success of assessments or school band movement</p>
Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;	Section III: Data Narrative and Section IV: Action Plan	The school continues to use and follow the Aurora Public Schools planning and pacing guides aligned to state standards and board approved research-based curriculum materials. Strategies will be employed to provide access to rigorous content for all students. Assessments for analysis for increasing student achievement will be aligned to pacing guides and state standards. Processes for transition to the Common Core State standards are included in goal setting and planning for implementation into each subject area. MAPS is our benchmark scores to drive instruction that will then be measured on TCAP 2014. The end of the year summative assessment which will be PARCC for 2015
Describe the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	Section IV: Interim Measures on Target Setting Form and Action Plan	Teachers, coaches and administration examine data through the implementation of collaborative protocols for purposeful data-driven instructional next steps. A coherent system of formative and summative assessments, generated from subject area teachers and the district, will be implemented to provide information for both students and teachers on the acquisition of skills and knowledge. Interim measures on MAPS testing for grades 9 <sup>th</sup> , 10 <sup>th</sup> and 11 <sup>th</sup> grades have been updated to ensure implementation is consistent with program requirements. MAPS testing will take place according to the district permissions and

		<p>schedule.</p> <p>Current action items for UIP, Strategic Plan, PD cycle, MAPS etc.,</p> <p>Weekly D's and F's report</p>
<p>Establish schedules and implement strategies that provide increased learning time.</p>	<p>Section IV: Action Plan</p>	<p>The school has established extended learning opportunities.</p> <ul style="list-style-type: none"> <li>• ELO after school for tutoring and credit recovery</li> <li>• ELL Summer Academy</li> </ul>
<p>Provide ongoing mechanisms for family and community engagement.</p>	<p>Section IV: Action Plan</p>	<p>The school has established ways to improve communication and participation in support of the transformation efforts. Structures are in place to encourage family participation in understanding credits, attendance, classroom instruction, and next steps for higher education. Community partnerships have been aligned with the needs of Aurora Central High School</p> <ul style="list-style-type: none"> <li>• Community breakfasts with partners to report monthly and learn of the needs of students and families.</li> <li>• Parent coffees: Parents learn information of events and instruction at ACHS</li> <li>• Parents are given opportunities at coffees to speak and ask questions of the administrative team.</li> <li>• Counselors are present at Parent and Community events to answer questions in regards to credit acquisition, transitions to higher education, financial aid, and grades.</li> <li>• Home visits and phone calls are made to make the school to home connection about attendance, grades, and workshops</li> <li>• Parent University to give access to parents to community partners and courses to help parents connect with ACHS.</li> <li>• ELL programs for parents who are second language learners. Classes such as English, citizenship and technology.</li> <li>• All communication from ACHS is distributed in several languages to our families and community.</li> </ul>

		Needs assessment by CSU Parenting Matters of parents. This assists with adjusting instruction and communication at Parent Coffees and Parent University.
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