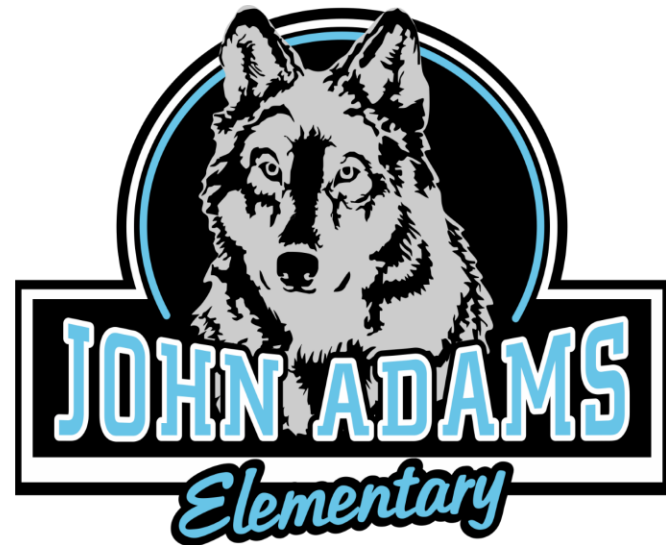

John Adams Elementary School

*We are John Adams, we E.X.C.E.L. with
P.R.I.D.E.*



OUR DATA STORY



2020 – Adams was **partially organized** for improvement



Very Strong Strong Neutral
Weak Very Weak No Data
Low Response/Not Applicable

2021 – Adams was **organized** for improvement



Very Strong Strong Neutral
Weak Very Weak No Data
Low Response/Not Applicable

2022 – Adams was **moderately organized** for improvement



Very Strong Strong Neutral
Weak Very Weak No Data
Low Response/Not Applicable

GALILEO MET/EXPECTED GROWTH 3-5 GRADE		
	2020-2021	2021-2022
ELA	52.08%	47.56%
Math	52.84%	50.96%



	2019	2021	2022
BOY	42%	31%	33%
EOY	59%	45%	51%
Gain	+17%	+14%	+18%

Percent of students in K-5 proficient or advanced (composite score)



ELA - MEAN SCALE SCORE BY GRADE

21-22 Academic Achievement ELA Percentile Rank: 13%

	2019	2021	2022
3 rd	730	707	718
State	740	736	737
	-10	-29	-19

	2019	2021	2022
4th	716	N/A	722
State	745	N/A	740
	-29		-18

	2019	2021	2022
5 TH	730	727	730
State	747	746	745
	-17	-19	-15



21-22 ELA CMAS Proficiency Levels

Level 1	Level 2	Level 3	Level 4	Level 5
34%	19%	19%	26%	2%
			Meets & Exceeds Grade Level Expectations	

MATH- MEAN SCALE SCORE BY GRADE

2022 Academic Achievement Math Percentile Rank: 8%

	2019	2021	2022
3 rd	735	N/A	711
State	740	N/A	737
	-5		-26

	2019	2021	2022
4th	710	713	718
State	735	729	732
	-25	-16	-14

	2019	2021	2022
5 th	719	N/A	713
State	738	N/A	736
	-19		-23



21-22 Math CMAS Proficiency Levels

Level 1	Level 2	Level 3	Level 4	Level 5
32%	26%	27%	15%	0%
			Meets & Exceeds Grade Level Expectations	

3890: Adams Elementary School | 1010: Colorado Springs 11

Grade Levels: E - (1 Year)

Plan Type	Official Rating based on 1-Year SPF Report	
<p>Turnaround Plan: Meets 95% Participation</p>	<p>32.5/100 Points Earned</p>	
<p>Year 0^</p>		

Indicator Rating Totals			
Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	25.0%	10.0/40	Does Not Meet
Academic Growth	37.5%	22.5/60	Approaching



Low Growth and Achievement in ELA and Math.

In response to this priority performance challenge, Adam's staff will increase collaborative practices and collective responsibility.

OUR PLAN TO ACT ON THE DATA



Our North Star

Best First Instruction: Engagement

We are a school that values the voice of all students by providing collaborative opportunities which build confidence, self-esteem, and higher-order thinking skills.

Root Cause: Low Levels of Student Engagement

Student achievement levels have continued to decrease and have been significantly impacted by low attendance and behavior challenges.

According to CDE Diagnostic review in May 2022, student engagement was highlighted as an area of need.

Theory of Action: Implement Professional Development focused on Engagement Strategies

When our school focuses on Tier I instruction by engaging in professional development and implementing Best First Instruction with an emphasis on student engagement, then student achievement will improve.

Major Improvement Strategy #1

Best First Instruction: Engagement

Action Steps

- Professional development opportunities are focused on Best First Instruction: Engagement
- Five teachers and two administrators are participating in Kagan Cohort 2
- Kagan structures are being introduced at staff meetings and reviewed during PLC
- Learning Walk form is focused on Best First Instruction to identify strengths and needs
- Weekly lesson planning is aligned with consistent expectations
- Teachers have opportunities to visit other teachers using the Adams Observation Protocol
- The observation, feedback, and coaching cycle includes coaching about engagement strategies
- D11 After School Daycare Program
- Engagement specialists from D11 will provide professional development opportunities and on-going social-emotional learning
- Community/Business partnerships will be utilized to support our students, families and classroom

We are a school where collective responsibility is demonstrated by teachers and students learning and working together to ensure student success.

Major Improvement Strategy #2

Teacher-Teacher Trust (Collective Responsibility)

Root Cause: Lack of Teacher-Teacher Trust

Adams has had significant staff turnover, to include administrators, for the past three school years. There is a need to build a culture of trust as evidenced by a decrease in collective responsibility as measured by 5 Essentials Survey.

Theory of Action: Increase a sense of responsibility for student development, school improvement and professional growth.

When our staff collaborates to define and implement coherent practices around Best First Instruction and social emotional learning while ensuring high expectations for all students, then teacher-teacher trust will be strengthened.

Teacher to Teacher Trust (collective responsibility)

Action Steps

- The Building Leadership team will collaborate about school wide schedules, opportunities, and processes to increase collective efficacy
- Four grade-level teams are participating in Professional Learning Community coaching with Dr. Ewald (using Empower funds).
- Adams has developed a Strategy Implementation Guide (SIG) to support school wide PLC practices
- Adams has school wide expectations for PLCs
- Professional development opportunities are focused on social-emotional learning to support improved academic success
- Adams staff collaborated to develop and implement school wide systems and processes like our Professional Learning Community work and school-wide student expectations

OUR PLAN TO DELIVER



Progress Monitoring Plan-School and Central

Implementation/Progress Monitoring

MIS #1

- Building Leadership Team meets monthly to review progress on the One Plan
- Adams staff engaged in Best First Instruction Module 1 Standards Literacy
- Adams staff is following the D11 BFI Schoology Planner to collaboratively complete Modules 2 & 3 by the end of 1st Semester
- Kagan structures are being introduced at monthly staff meetings and reviewed during weekly PLC meetings
- Five teachers and two administrators are participating in the 5-Day Kagan Cohort 2 professional development throughout the school year
- Learning Walks data is shared monthly with the Building Leadership Team
- Quarterly review of progress on One Plan will be shared with the Adams School Accountability Committee

Implementation/Progress Monitoring

MIS #2

- Building Leadership Team meets monthly to review progress on the One Plan
- Four grade-level teams are participating in Professional Learning Community coaching sessions with Dr. Ewald (using Empower funds) five times throughout the year
- PLC teams will reflect quarterly on progress with the Strategy Implementation Guide (SIG)
Prerequisite #1
- PLC team meeting agendas will show implementation of school wide tight and loose expectations for PLCs
- Adams will partner with the D11 Engagement Specialists to offer professional development opportunities and ongoing support focused on social-emotional learning throughout the school year

Central Supports

Implementation/ Progress Monitoring

- Bi-weekly meetings with Area Superintendent
- Quarterly One Plan review meetings
- Quarterly Eureka Math learning walks with math content facilitator
- Empower funds
- Area Instructional Coach
- Monthly meetings and learning walks with Educator Effectiveness facilitator
- Student Support Engagement Department
- D11 Engage

Together we can!
