

Demonstrate the effectiveness of CFAs and CFSs in helping achieve the academic goals:

In looking at the data points given every team uses qualitative vs quantitative data sheets to track CFA's and CFS. From these data points we meet with the teams to have a data chat where they share their data points and predict where their students are going to perform on their interims and every grade is within 5 to 10% of their predictions. In looking at these data points at the end of each quarter all sheets are updated and we compare data points on CFA's to interims or unit assessments to check for alignment in rigor, proficiency, and depth of knowledge which aligns to their unwrapping and essential standards. Through these reflection opportunities built into our collaborative times with teams it allows for us to see trends and patterns across the campus for professional learning to occur in developing effective CFA's and CFS's. As the data from the CFA increased we saw an increase in the interims from the pre-test to each of the interims, as well as the connection to the growth from the pretest to the posttest.

Littleton STEM Academy Monitoring Process:

In order to ensure we are on track with our learning targets and goals set by the teams we assess students in using team crafted CFA's at the end of each learning cycle the team has created using their process of unwrapping standards, identification of essential standards and creating learning targets to instruct and assess. Teachers use this data during PLC to discuss student progress and determine needs for reteach, enrichment, potential student needs-child study, behavior plans-and leverage our staff to support (resource teacher, coach, psychologist, reading interventionist, social worker, etc), and to look at the target in alignment with the teams overall goal to determine any adjustments needed to support student learning. In the 2020-2021 school year the admin team met monthly with all teams for data chats to see where the team was in relation to their goal, learning and application of the PLC process, and how they were showcasing student growth and support that was needed for students or the team. This allowed for the leadership team to support teams in their work with the application of the PLC process, questioning teams on their data and growth and support the learning cycle during this year. In the 2021-2022 school year data chats continued quarterly where teams would share out how students had done with CFA data and aligned this with our district quarterly interim data to support the work they were doing in the items mentioned above. The administrative team was able to support teams in looking at their data, standards and student needs with the additional layer of the interim to support them in meeting goals set. It was during this time that we were able to push teams to adjust goals and really work towards goals that were in alignment with the work we were doing with Micheal Roberts and move from "safe" goals to goals that addressed moving

ALL our students. These were done as part of our instructional rounds process so we were able not only monitor the learning, growth, support and needs based on student results but we were able to tie it in to teachers instructional practices and leverage the collective knowledge and learning on campus through the process of rounds, goals and intentional walks to support student learning, teacher and campus goals through our process and work.

We have continued these practices on our campus for the current school year where teams will continue their work, learning and supporting student growth as shared and we will monitor with teams using the data chat model and aligning with district assessments to monitor and support teams and students. As we are always working to refine our work and grow we are layering in our student agency learning during this year's work with rounds, data and monitoring. We are focused on supporting teachers in the work around systems of student data tracking, student data chats and leveraging students to become active in their learning process, monitoring their own learning, growth and needs and working towards those goals with the support of the teacher, campus and parents.