

Executive Summary

A Quartet of Quotes

“When we look at the educational experiences of many groups marginalized by race, language, or socioeconomic status, we see that they often get a ‘watered down’ curriculum that doesn’t require higher-order thinking. Consequently, they don’t build the capacity to do higher order thinking on their own. To empower dependent learners and help them become independent learners, the brain needs to be challenged and stretched beyond its comfort zone.”

-Zaretta Hammond

“The Pedagogy of Confidence is fearless expectation and support for all students to demonstrate high intellectual performance. It is based on the transformative belief that within all of us resides an untapped reservoir of potential to achieve at high levels.”

-Yvette Jackson

“Although no one person is equipped or has the right to speak for millions, particularly on the issues of race and racism, there is one thing that I know with everything I am: we who are dark want to matter and live, not just to survive but to thrive.”

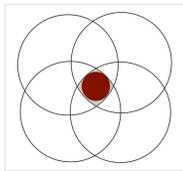
-Bettina Love

“This work is economic, it is political, and it is disruptive; it seeks to change the status quo by making room at the table for all of us. There are those who oppose this kind of work, and they do so partly because, whether they know it or not, they benefit in some way from the way things are.”

-Cornelius Minor

SY 2020-2021

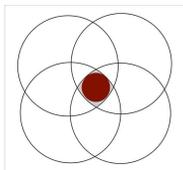
From the inception of our very first year-long Turnaround Plan, and each year since, in the creation, implementation, and evaluation of these plans, we have proudly described the Wright Academy as “a school on the move.” More this year than ever, that description remains true. However, our plan for 2020-2021 is largely focused on taking stock of the progress we’ve made over the past three years, and working to integrate rigorous academics with supportive and trauma-informed social-emotional learning.



With the world coming to a halt this past March, we have had to look for innovative methods to continue to educate our students, grow our own collective capacity as adults, and stay the course in pursuit of ambitious and impactful results. With concrete guidance for this year still unknown, we will continue to strive for academic excellence for all students, both through remote learning as well as in the classroom. That is to say, our focus is to move from good to great, strengthening consistent practices, maximizing the effectiveness of the many assets we already have in place, and continuing the work from last year's Turnaround Plan that remains unfinished due to the disruption brought by the COVID-19 pandemic.

Three years ago, we focused on higher-order thinking, and working relentlessly to develop vertical content teams, each tasked with defining what rigor, inquiry, and complex learning looked like in their respective departments and classrooms. Two years ago, we built on this work by layering on the element of focused instruction, leveraging a school-wide instructional framework to ensure all students had consistent access to this content, and that all teachers could effectively assess and evaluate mastery. Additionally, we have continuously worked to solidify our social-emotional programming and our reading and math interventions, dedicating committees to each of those initiatives. We have invested, collaborated, and improved in this work as a school, with all hands on deck, from coaches and teacher leaders to our student support team, paraprofessionals, and administrators. This work is stronger than it has ever been, and we will continue to be deliberate and reflective in moving it even farther forward this year, whether we return to a brick-and-mortar, remote, or hybrid setting.

Last year, we incorporated two new areas of focus, both of which continued to strengthen our continued mission to deliver rigorous instruction, supportive social-emotional learning, and targeted interventions. First, we began to bridge the connection between maximizing our instructional framework and complex higher-order thinking by prioritizing instructional strategies. As a school, we developed the foundation to learn, analyze, practice, reflect upon, and refine best practices that actualize deep learning and authentic engagement. Secondly, we tapped into our strong culture and climate, leveraging our strong faculty-faculty and faculty-student relationships in order to shift our school-wide approach from "warm" to "warm demander." To anchor and intensify this work, we adopted *Culturally Responsive Teaching and The Brain* as our anchor text and worked to preserve Faculty Meeting time for targeted professional learning around the mindsets, knowledge, and skills outlined within this text. The subtitle of this text is "promoting authentic engagement and rigor among culturally and linguistically diverse students," and the text itself focuses on creating a culture of high expectations, cultural relevance, and building authentic learning partnerships in order to develop academic mindset within each and every student. This is the very urgent, meaningful, rewarding, and complex work that keeps us up at night and fires us up each morning, and we will continue to work together, as one school and one team, to take on this adaptive work, and to empower our students. Though our year was cut short in the brick-and-mortar sense, this work carried us through our remote phase, and we are setting out this school year to go deeper and continue to develop our practice,



completing our arc of learning with Zaretta Hammond’s text in the first half of the year and shifting in 2021 to a second anchor text, Dr. Yvette Jackson’s *The Pedagogy of Confidence*. That name may sound familiar, as Dr. Jackson served as Zaretta Hammond’s mentor and wrote the foreword in *Culturally Responsive Teaching and The Brain*. This is an intentional choice, as we seek to continue, deepen, and expand on the work we’re already doing rather than merely pivot to “new” initiatives and plans for the sake of meeting a “new” year with “new” work.

Our goal is to develop and sustain a school where every student feels they can belong, succeed, grow, and prepare not only for high school, but for college, career, the future, and whatever dreams they and their families hold. We will continue to welcome and educate each and every child, and to honor those hopes and dreams of our families and our larger Chelsea community. Our plan is indicative of a school that will continue its progress. Regardless of what the COVID-19 pandemic may throw our way, we have systems and structures and a team of great educators in place to remain effective, supportive, and focused on meeting the needs of our students. And, as the sociopolitical landscape continues its upheaval, with an upcoming election and the recent reckoning with racial injustice, we will remain a school that is committed to pushing ourselves to do better when it comes to walking the walk with culturally responsive teaching, learning what it means to be anti-racist and unlearning problematic mindsets and practices, and holding each other accountable with ongoing open, honest, and courageous dialogue about who we are and what we do as a school and as individuals committed to excellence, equity, and empowering our students.

With this plan for 2020-2021, we remain a school on the move, but moving at a more rapid and powerful pace and in a more intentional and positive direction than ever before.

I - Consistent Instructional Approaches and Adult Learning to Support Culturally Responsive Teaching

Turnaround Practice(s): *Which turnaround practice(s) are you addressing?*

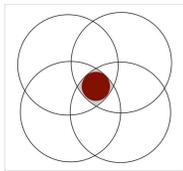
A

1. Leadership, Shared Responsibility, and Professional Collaboration
2. Intentional Practices for Improving Instruction
3. Student-Specific Supports and Instruction to all Students
4. School Climate and Culture

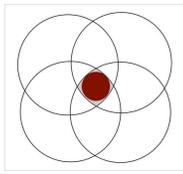
Overarching Goal: *What are you trying to achieve with work with this turnaround practice(s)?*

B

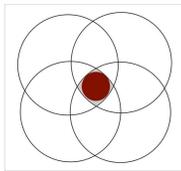
- We will highlight and implement targeted instructional strategies in a flexible model to support high quality teaching in Tier 1 instruction, building upon our previous Turnaround Plans’ foci on an Instructional Framework for Focused Instruction (SY



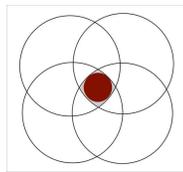
	<p>2018-19, 2019-20) and Higher-Order Thinking (SY 2017-18) and continue to foster a culturally responsive mindset in staff to ensure the success of all students.</p>	
C	<p>Theory of Action: <i>Data analysis and challenges (including data from last year), rationale for this work</i></p> <ul style="list-style-type: none"> ● If teachers plan and implement every lesson using the schoolwide Instructional Framework with shared expectations for rigor and instructional best practices to meet all students' needs, then students will have consistent access to high-quality curriculum, instruction, and assessment that builds their confidence and independence, increases engagement, and leads them toward higher-order thinking that ensures successful mastery of content knowledge and skills. <ul style="list-style-type: none"> ○ Rationale: <ul style="list-style-type: none"> ■ Defining common expectations for high-quality instructional practices both remote and in school that address clearly identified student-specific needs will help all students thrive and succeed. ■ Using and analyzing a variety of student-specific data to assess the effectiveness of our teaching will help us to modify instruction to meet the needs of all students. ■ Strengthening differentiated instruction to provide targeted instructional interventions and supports to all students. ■ Focusing on leveraging culturally responsive teaching to integrate more effective academic and social emotional components into the day to day teaching and learning for our teachers and students will result in more positive relationships focused on high academic and behavioral expectations, stronger teacher pedagogy and student engagement, and an overall greater understanding of our students' strengths, cultures, and interests. 	
D	<p>Proposed Solution/Strategy 1: <i>What is the first focus of our work?</i> <i>What is one strategic initiative to address our problem?</i></p>	<ul style="list-style-type: none"> ● Adopt and integrate best instructional practices (for both remote and in school) into our Instructional Framework (SY 2018-2019, 2019-2020) strengthening our Focused Instruction and Higher-Order Thinking (SY 2017-2018) in Tier 1. <ul style="list-style-type: none"> ○ Identify and define best instructional practices and expectations for effective instruction that are both consistent and coherent and allow for flexibility between grade levels and content areas. ○ Adopt and integrate these instructional practices into the framework in order to ensure student engagement and mastery in either model.
E	<p>Desired Impact</p>	<ul style="list-style-type: none"> ● Teachers will understand and articulate a shared vision for best instructional



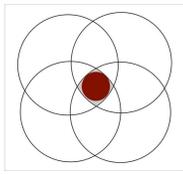
<p>of Solution/ Strategy 1: <i>What are we trying to change? (Lag)</i></p>	<p>practices and expectations for high quality instruction both remote and in the classroom.</p> <ul style="list-style-type: none"> • Teachers will consistently use student data to assess the effectiveness of their instruction and modify instructional practices to meet the needs of all learners. • Students will consistently experience common lessons planned with the identified best instructional practices and strategies that utilize their data to enhance their level of engagement • Students will consistently benefit from lessons that ensure higher-order thinking, engagement, and mastery
<p>Identified Challenges: <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<p><i>Think about SchoolWorks review, student outcomes in academics or SEL, survey data and/or your personal reflection.</i></p> <p>SchoolWorks Visit Data (February 2020):</p> <ul style="list-style-type: none"> • School leadership has identified a clear instructional focus and a set of prioritized instructional best practices to address student needs. • There is a system for monitoring and enhancing classroom-based instruction; teachers receive frequent feedback and differentiated coaching. • Teachers have access to a variety of student-specific data and use this data to inform student groupings. Some teachers use data to assess the effectiveness of their instructional strategies and practices and to modify instruction to meet their students' needs as identified. <p>CVT Data:</p> <ul style="list-style-type: none"> • March 2020 school-based percentages were as follows: <ul style="list-style-type: none"> ○ #5 Focused Instruction: 51% ○ #6 Instructional Strategies: 53% ○ #7 Participation and Engagement: 60% ○ #8 Higher-Order Thinking: 39%
<p>Assets/Resources: <i>What are the</i></p>	<p>Assets & Resources:</p>



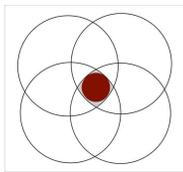
	<p><i>strengths of the school and/or district and supports available to the school to implement this strategy?</i></p>	<ul style="list-style-type: none"> ● Previous Turnaround Plan initiatives (SY 2017-18, SY 2018-19, SY 2019-2020) ● Ongoing Progress Monitoring Meetings with School and District Leadership ● SchoolWorks Reviews & Visits ● RI and I-Ready Data ● 5DP Assessment Data ● School and District CVT Data ● SSOS and State Partners ● MathLabs, WriteBoston, District-offered Professional Development (CPLA)
F	<p>Measures of Change of Solution/Strategy 1: <i>What outcome indicators do we use to measure success throughout the year? (Lead)</i></p>	
G	<p>Adults: <i>what & when?</i></p>	<ul style="list-style-type: none"> ● By June of 2021, the WSTA will grow by 20% in classrooms scoring a 4 in CVT indicators 5, 6, 7 and 8 with an expected average growth of 5% per quarter. ● Baseline data of 4s in June* 2020: <ul style="list-style-type: none"> ○ Indicator 5 at 51% ○ Indicator 6 at 53% ○ Indicator 7 at 60% ○ Indicator 8 at 39%
	<p>Students: <i>what & when?</i></p>	<p><i>Please think about subgroup measures as well as aggregate (ELs and SWD).</i></p> <p>Engagement on Google Classroom Students will receive an engagement level indicator, by content area teachers for their participation/engagement in google classroom once per month.</p> <p><i>Green - Proficient Engagement, Yellow - Some Engagement, but Needs Improvement, and Red - no engagement. The reporting will occur once per month. Data will be shared with school leadership and with students and families.</i></p> <ul style="list-style-type: none"> ● By the end of Quarter 1, 50% of students will be Proficient in participation in all content areas. ● By February, 75% of students will be Proficient in participation in all content areas. ● By June, 100% of students will be Proficient in participation in all content areas.



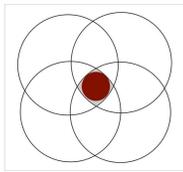
		<p>Benchmark Testing:</p> <ul style="list-style-type: none"> ● In 5DP assessments WSTA will be within 3 percentage points of the network when we are below in ELA and Math, and within 3 percentage points of the district when we are below in Science.
I	<p>Measures of Implementation of Solution/Strategy 1: <i>How do we hold ourselves accountable for the work and outputs? what & when (frequency)? What are the data structures that need to be in place?</i></p>	<p><i>For Adults:</i></p> <ul style="list-style-type: none"> ● By the end of August, the school leadership team will continue to define and implement best instructional practices to focus on for SY 2020-2021, in addition to rolling out engagement level indicators for content areas. ● By the end of August the school leadership team, leads, coaches, and teacher leaders from each content area will identify common instructional practices that can be used both remote and in school. ● Vertical PLT members will complete walkthroughs once per quarter using department defined criteria and bring observation data to vertical PLT. ● Vertical PLTs will follow-up from observation and debrief trends (glows and grows), and determine next steps for their content area. ● Vertical PLTs will support in problem-solving using the consultancy protocol and the workshopping of lessons. ● Vertical PLTs will examine content specific CVT data, engagement level data, and identify patterns and trends, and assign next steps.
D	<p>Proposed Solution/Strategy 2: <i>What is the first focus of our work? What is one strategic initiative to address our problem?</i></p>	<ul style="list-style-type: none"> ● Continue to refine and improve an effective Enrichment/Tier 2/Tier 3 system to provide students with targeted intervention. <ul style="list-style-type: none"> ○ Continue to build upon the work from WIN Committee (SY 2019-2020) and adjust and differentiate practice to respond to the needs of students. ○ Progress Monitor using student data and learning walk data for different groups of students. ○ Horizontal and Vertical PLT work to provide teachers with what is the student outcome data telling us about student progress/needs? How are we flexibly grouping our students and responding to their needs in a specialized way? <ul style="list-style-type: none"> ■ Hyper focus on the lowest 25% of students and how to help them grow.



		<ul style="list-style-type: none"> ■ Struggling student protocols and follow-up with individual team members
E	<p>Desired Impact of Solution/ Strategy 2: <i>What are we trying to change? (Lag)</i></p>	<ul style="list-style-type: none"> ● Tiered support ensures the following: <ul style="list-style-type: none"> ○ Helps struggling students to grow in Tier 1 instruction ○ Provides accelerated students with enrichment opportunities to extend their learning beyond Tier 1 ○ Becomes an integral part of daily instruction and more ingrained component of our school community
*	<p>Identified Challenges: <i>What caused you to choose this strategy and what data supports the need for it?</i></p>	<p><i>Think about SchoolWorks review, student outcomes in academics or SEL, survey data and/or your personal reflection.</i></p> <p>SchoolWorks Visit Data (February 2020):</p> <ul style="list-style-type: none"> ● Administrators and teachers use a variety of assessments to level students for academic intervention groups; however, the data from these assessments is not consistently used to create differentiated lesson plans aligned with student- specific needs. ● The school has a system for assigning students to leveled interventions; however, teachers do not consistently provide student-specific research- based classroom and small group interventions.
*	<p>Assets/Resources: <i>What are the strengths of the school and/or district and supports available to the school to implement this strategy?</i></p>	<ul style="list-style-type: none"> ● Organized and effective WIN committee already in place ● Previous Turnaround Plan initiatives (SY 2017-18, SY 2018-19, SY 2019-2020) ● Ongoing Progress Monitoring Meetings with School and District Leadership ● SchoolWorks Reviews & Visits ● RI and I-Ready Data ● 5DP Assessment Data ● School and District CVT Data ● SSOS and State Partners ● MathLabs, WriteBoston, District-offered Professional Development (CPLA)
F	<p>Measures of Change of Solution/Strategy 2: <i>What outcome indicators do we use to measure success throughout the year? (Lead)</i></p>	

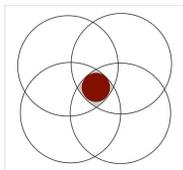


G	<p>Adults: what & when?</p>	<p>The percentage of students moving from tier 3 to tier 2 and 1 intervention groups will increase</p> <ul style="list-style-type: none"> ● Teachers will track student moves in a WIN google doc.
H	<p>Students: what & when?</p>	<p><i>Please think about subgroup measures as well as aggregate (ELs and SWD).</i></p> <ul style="list-style-type: none"> ● RI Data - RI Goals <ul style="list-style-type: none"> ○ By June 2021, 44% of our school will be reading at grade-level. <ul style="list-style-type: none"> ■ Baseline: 38% Proficient (February 2020) <ul style="list-style-type: none"> ● By November, we want to maintain our 38% Proficient from February 2020. ● By February, the target is to increase by 5% of students reading at grade level, for a total of 43% of students in Proficient. ● By June, 44% of students will be reading at grade level. ● RI Data - Growth Goals <ul style="list-style-type: none"> ○ By June 2021, 100% of students at WSTA will have made progress toward their annual growth and 70% will have met their annual growth goal. <ul style="list-style-type: none"> ■ By November, students will have met 33% of their annual growth goal. ■ By February, students will have met 66% of their annual growth goal. <p><u>In Math:</u></p> <ul style="list-style-type: none"> ● i-Ready Math Growth Goals <ul style="list-style-type: none"> ○ By June 2021, at least 50% of students will have met their Typical Annual Growth Goal. <ul style="list-style-type: none"> ■ Baseline: 42% met Typical Annual Growth (June 2019)** ○ By February 2020, at least 50% of students will have made 60% progress toward their Typical Annual Growth Goal. <ul style="list-style-type: none"> ■ Baseline: 45% made at least 60% progress (June 2019)** <p>** due to covid-19 and school closure numbers are not up to date.</p>
I	<p>Measures of Implementation of Solution/Strategy 2: <i>How do we hold ourselves accountable</i></p>	<p><i>(Ongoing)</i> Teachers will re-group students based on multiple data points (RI, i-Ready) for Math and ELA for tiered interventions. *** Dates for re-grouping will be determined by RI and i-Ready testing administration as</p>

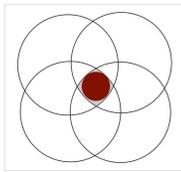


<p><i>for the work and outputs? what & when (frequency)? What are the data structures that need to be in place?</i></p>	<p>well as additional data points determined as necessary. Due to covid-19 closure we are working on gathering and amending data. *** Percentages will be set when we receive baseline data in the fall and any regression data due to covid-19 related closure.</p> <p><i>(Ongoing)</i> The percentage of students reading and doing math on grade level will increase. ***Dates for reporting will be determined by RI and i-ready testing administration in the fall.</p>
---	--

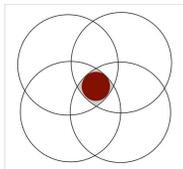
<p>Proposed Solution/Strategy 3: <i>What is the first focus of our work? What is one strategic initiative to address our problem?</i></p> <p>D</p>	<ul style="list-style-type: none"> ● Continue our work with <u>Culturally Responsive Teaching and the Brain</u> and the use of Faculty Meetings as the primary time and space for whole-school professional learning. ● Continue our work with Culturally Responsive Teaching, and using Faculty Meetings as the primary time and space for whole-school professional learning <ul style="list-style-type: none"> ○ We will <i>complete</i> our arc of learning with Zaretta Hammond’s <i>Culturally Responsive Teaching and the Brain</i>, which we adopted as an anchor text for the 2019-2020 school year (but will carry into the first half of 2020-2021 due to COVID-19). <ul style="list-style-type: none"> ■ During the 2019-2020 school year, we accomplished setting the stage for Culturally Responsive Teaching, understanding Zaretta Hammond’s approach, and engaging as a faculty with conversations and independent work around diversity, equity, and inclusion. ■ During the first half of the 2020 school year, we will take last year’s learning and move forward into a deeper understanding of learning partnerships, academic mindset, information processing, and putting all of the pieces together to translate theory into practice. ○ Upon our return in January 2021, we will pivot to Yvette Jackson’s <i>The Pedagogy of Confidence</i> ○ Our leadership team will be representing the WSTA in a Culturally Responsive Teaching Academy, offered by DESE and led by AdaptiveX: <ul style="list-style-type: none"> ■ “AdaptiveX will offer a Culturally Responsive Teaching Academy focused on building school-level leadership, knowledge, and expertise in culturally responsive teaching. Selected districts will engage in a
---	---



	<p>multi-year program in which 3–4 schools are selected per district. Schools select teams of Culturally Responsive Teaching (CRT) Leaders to be trained in research-based "Promising Practices." These leaders support teachers on-site through a dynamic peer learning cycle consisting of six modules."</p> <ul style="list-style-type: none"> ○ We will also leverage current events, media, articles, etc. to continue the WSTA’s commitment to striving toward antiracism. Though conversations about race and identity can be difficult, our faculty has proven they are ready, willing, and trusting enough of one another to engage in these dialogues and to push themselves and each other. Given the recent events in our nation, it is clear that we will need to ensure all faculty, staff, and students have an opportunity to talk to and listen to one another, and that we are all unified both in a vision of equity as well as a commitment to ensuring the WSTA remains a community that welcomes, champions, and celebrates diversity and the well-being of all who come through our doors. ● We will continue to monitor the effectiveness of the learning through exit-tickets, classroom observations, informal conversations, and planning time with teachers and administrators. Additionally, we will use direct feedback from each session to improve future sessions, as this was a successful strategy during SY 2019–2020.
<p>Desired Impact of Solution/ Strategy 3: <i>What are we trying to change? (Lag)</i></p> <p>E</p>	<ul style="list-style-type: none"> ● All teachers, across content areas and grade-level teams, will continue to develop a culturally responsive lens for their day to day work with students, focused on developing the mindsets, knowledge, and skills needed to integrate academic and social emotional learning to build a foundation that will ultimately strengthen their practice as culturally responsive educators. <ul style="list-style-type: none"> ○ Concepts of focus: Warm Demander, Academic Partnerships, Independent Learners, Academic Mindset, and Culturally Responsive Teaching ● As noted above, the WSTA will continue to have dialogue about systemic racism, culturally responsive best practices, and how our school is doing when it comes to excellence and equity throughout the school year.
<p>Identified Challenges: <i>What caused you to choose this strategy and what data supports the need for it?</i></p> <p>*</p>	<p>SchoolWorks Visit Data (March 2019):</p> <ul style="list-style-type: none"> ● <i>The school has behavioral expectations that some teachers actively use and enforce.</i>



	<ul style="list-style-type: none"> • <i>The school has social-emotional resources for students, but has yet to consistently assess the impact of those supports.</i> • <i>The school has a climate of respectful communication, dedicated staff, and supportive, collaborative relationships.</i> <p><i>*NOTE: While we have made strides in the data points above, due to COVID-19, we were unable to “complete” our arc, and thus will continue to work on behalf of improving the SchoolWorks visit data from 2019.</i></p> <p>Personal Reflection:</p> <ul style="list-style-type: none"> • Our school is poised for the next step in our efforts to become culturally responsive. We have received positive feedback in terms of our climate and culture and are ready for the adaptive learning presented in <i>Culturally Responsive Teaching and the Brain</i>. <p><i>Potential Challenges:</i></p> <ul style="list-style-type: none"> ○ Despite the challenges noted in last year’s plan, we were able to successfully move forward with this strategy. The only challenge for SY 2020-2021 will be continuing the work with <i>Culturally Responsive Teaching and the Brain</i>, after an extended hiatus due to COVID-19, and then pivoting from that text into the next phase of our work. That said, our school is ready for the challenge.
<p>* Assets/Resources: <i>What are the strengths of the school and/or district and supports available to the school to implement this strategy?</i></p>	<ul style="list-style-type: none"> • We have begun our work as faculty on implementing this text as an anchor text and working on a coherent definition of Culturally Responsive Teaching • We have been able to purchase copies of the text for each of our teachers. • We have a collaborative and collegial faculty who are comfortable and eager to work together and take on new learning opportunities. • Overall, relationship-building and warm relationships are a strength of our school. • The WSTA leadership will be attending the Culturally Responsive Teaching Academy offered by MTSS beginning in 2020
<p>F Measures of Change of Solution/Strategy 3: <i>What outcome indicators do we use to measure success throughout the year? (Lead)</i></p>	



G	<p>Adults: what & when?</p>	<ul style="list-style-type: none"> ● By June of 2021, the WSTA will grow by 20% in classrooms scoring a 4 in CVT indicators 4 and 7 with an expected average growth of 5% per quarter. ● Baseline data of 4s in June 2019: <ul style="list-style-type: none"> ○ Indicator 4 at 75% ○ Indicator 7 at 40%
H	<p>Students: what & when?</p>	<p><i>Please think about subgroup measures as well as aggregate (ELs and SWD).</i></p> <ul style="list-style-type: none"> ● By June of 2021, we want 100% of students to answer “many” or “all” of the adults at my school know about my strengths, cultures, and interests: <ul style="list-style-type: none"> ○ Baseline data in June 2019: SEL Survey: Question #14 “The adults at my school know about my strengths, culture, and interests” → 64% of students said either “some” (44%) or “one” (20%) vs. 36% who said many (26%) or all (10%).
	<p>Measures of Implementation of Solution/Strategy 3: <i>How do we hold ourselves accountable for the work and outputs? what & when (frequency)? What are the data structures that need to be in place?</i></p>	<p><i>For Adults:</i></p> <ul style="list-style-type: none"> ● By the end of August, the school leadership team will plan a year- long calendar of faculty meetings and CRT practices to focus on for SY 2020-2021. ● The school leadership will continue to develop exit tickets to measure the effectiveness of delivery and content for each faculty meeting.