

<h3><u>Safety and Belonging</u></h3>	<p>We prioritize the safety and belonging of all members of our community.</p> <p>We prioritize the social, emotional, and physical well-being of students as a prerequisite for learning.</p>
<h3><u>Diversity, Equity, and Inclusivity</u></h3>	<p>We commit to providing trauma sensitive and healing centered instruction for all students and honoring and acknowledging the impacts of historical and racial trauma on the communities of color where we work.</p> <p>We actively address current events that impact our students, families, staff, and communities, through and beyond our curriculum.</p> <p>We constantly analyze our actions as an organization, as leaders, and as teachers to ensure that our anti-racist journey is amplifying and empowering, not harming, our students.</p> <p>We strive to ensure equitable access to systems, technology, and structures for all students.</p>
<h3><u>Family Communication and Input</u></h3>	<p>Families are viewed and treated as active partners in their student's education.</p> <p>Communication with families is frequent, predictable, thorough, and two-directional.</p>
<h3><u>Pedagogy + Curriculum</u></h3>	<p>We teach the highest leverage grade-level content.</p> <p>We recognize that all subject areas are essential.</p> <p>We maintain a high bar of academic rigor* for all students.</p> <p>We minimize lecture-style instruction and make learning engaging and interactive.</p> <p>We actively encourage, facilitate, and create space for student voice and student-to-student interactions within all instruction.</p> <p>We believe assessment is an integral part of the teaching cycle. We must know what students know and where there are misconceptions.</p> <p>We effectively use both synchronous and asynchronous learning when appropriate.</p> <p>We believe that executive functioning and independent life skills are more crucial than ever in a remote environment. We recognize that these are skills that must be explicitly taught and reinforced within our instruction and in partnership with our families.</p>
<h3><u>Instructional Systems</u></h3>	<p>Student assignments, deadlines, schedules, and current progress is organized and transparent to students, teachers, and families.</p> <p>Structures are in place to maximize student participation, engagement, and investment.</p> <p>Roles have been clearly defined for staff and families</p>

How does each Guiding Principle live at KIPP MA?

Safety and Belonging

<p>We prioritize the safety and belonging of all members of our community.</p>		
<p>This means....</p> <ul style="list-style-type: none"> ✓ Prioritizing opportunities to build and strengthen relationships between staff, students, and families ✓ Providing additional opportunities for food, water, handwashing, and rest ✓ Re-establishing positive school-wide values and expectations ✓ Re-teaching school-wide and classroom routines ✓ Enforcing a strengths based approach in our classrooms and avoiding a punitive behavior management system ✓ Aligning across schools and grade-levels on best practices for all students 	<p>This does NOT mean....</p> <ul style="list-style-type: none"> ✗ Reproducing the same expectations and routines that existed prior to closure without re-examination ✗ Allowing negative or unsafe behaviors to go unaddressed ✗ Alignment is deprioritized because students are not switching spaces. 	<p>Additional research + notes:</p> <p>[KIPP Foundation]</p>
<p>We prioritize the social, emotional, and physical well-being of students as a prerequisite for learning.</p>		
<p>This means....</p> <ul style="list-style-type: none"> ✓ Creating repeated and consistent opportunities for students and families to share how they are doing and what they need from the school ✓ Providing supports both within and beyond academics such as facilitating social interactions, processing space for traumatic events, etc. ✓ Ensuring flexibility of systems and structures 	<p>This does NOT mean....</p> <ul style="list-style-type: none"> ✗ Assuming that all students and families have the same needs - taking a "one size fits all" approach 	<p>Additional research + notes:</p>

Diversity, Equity, and Inclusivity

<p>We commit to providing trauma sensitive and healing centered instruction for all students and honoring and acknowledging the impacts of historical and racial trauma on the communities of color where we work.</p>		
<p>This means....</p> <ul style="list-style-type: none"> ✓ Establishing individual, classroom, & school-wide systems to promote a healing environment. ✓ Prioritizing tiered support systems. ✓ Providing professional development to educate staff and provide skills/strategies to acknowledge & respond to signals of emotional need/distress. ✓ Teachers and leaders collaborating and aligning with our counselors and social-emotional support staff members. 	<p>This does NOT mean....</p> <ul style="list-style-type: none"> ✗ Assuming trauma has affected students in the same ways and at the same level ✗ Continuing to teach in the same way as we always have, without examining our approach. ✗ Teachers are counselors. 	<p>Additional research + notes:</p>
<p>We actively address current events that impact our students, families, and communities, through and beyond our curriculum.</p>		
<p>This means....</p> <ul style="list-style-type: none"> ✓ Curricula relates to current events when 	<p>This does NOT mean....</p> <ul style="list-style-type: none"> ✗ Expecting students to be passive 	<p>Additional research + notes:</p>

How does each Guiding Principle live at KIPP MA?

- possible and is actively supporting students in living informed lives of independence, impact, and choice
- ✓ Family and student input is used to determine how we address current events
- ✓ Providing teachers with opportunities to process and plan to share current events with students in an age-appropriate way
- ✓ Students must have opportunities to discuss current events and they also must be provided an equitable education with access to grade-level content.

- consumers of current events and the teacher's viewpoints
- ✗ Operating in a vacuum - ignoring the world outside of our schools.
- ✗ Not teaching our curriculum.
- ✗ Forcing students to process when they'd rather not.

We constantly **analyze our actions** as an organization, as leaders, and as teachers to **ensure that our anti-racist journey is empowering, not harming**, our students.

This means....

- ✓ Examining our curriculum and instruction through a DEI lens and then adjusting our approach
- ✓ Providing on-going anti-racism training and direct feedback to our staff
- ✓ Including consistent DEI reflection in regular coaching for teachers and leaders
- ✓ Integrating DEI work into all of our PD
- ✓ Creating intentionally inclusive spaces for input and gathering feedback from families, students, and staff of color both on the front end of initiatives and on an ongoing basis

This does NOT mean...

- ✗ Assuming that a PD is enough - relegating DEI work to DEI sessions
- ✗ Avoiding calling out microaggressions
- ✗ Discounting some voices- not asking for the feedback from students or families.

Additional research + notes:

From Ann Braga: DEI learning is beyond race and color but includes underrepresented and marginalized (Disability, socio-economic, etc.)

We strive to ensure **equitable access** to systems, technology, and structures for all students.

This means....

- ✓ We ensure that all students have a computer, headphones and internet access
- ✓ We have clear systems to replace technology when necessary
- ✓ Providing clear and consistent family communication and support in families' preferred language on using the technology, systems, and curriculum utilized at that grade-level.
- ✓ Ensuring students have ongoing support and explicit training with the technology, systems, and structures they need to be successful.
- ✓ Actively modifying materials and differentiating instruction for students that need a different approach
- ✓ Providing all legally-required services to students with 504s, IEPs, or EL status. Recognize the additional obstacles for students with disabilities or limited English proficiency and differentiate

This does NOT mean...

- ✗ Thinking that students can complete work using tablets or phones
- ✗ Expecting students and families to navigate online platforms, technologies, and curriculums without providing opportunities for support
- ✗ Assuming that the presence of a learning specialist or EL teacher in an online classroom is "enough"
- ✗ Only providing supports to students with 504s, IEPs, or EL status.

Additional research + notes:

How does each Guiding Principle live at KIPP MA?

	<ul style="list-style-type: none"> remote learning to accommodate each individual. ✓ We deliberately build capacity in our general education teachers to provide services to students when a specialist is not present. ✓ Teachers use SEI and universal accommodation strategies and best practices to make learning accessible to all students. ✓ We are all ELL teachers and we are all Special Education teachers. We provide on-going training and feedback to teachers to ensure all students are receiving high-quality instruction and support. 		
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Family Communication and Input

	<p>Families are viewed and treated as active partners in their student's education.</p>		
	<p>This means....</p> <ul style="list-style-type: none"> ✓ Systems are in place to proactively seek out family questions, concerns, and feedback and share it with appropriate staff members to respond ✓ Major decisions are made with input from families 	<p>This does NOT mean....</p> <ul style="list-style-type: none"> ✗ Making large decisions with no family input ✗ Treating family investment as an afterthought 	<p>Additional research + notes:</p>
<p>Communication with families is frequent, predictable, thorough, and two-directional.</p>			
	<p>This means....</p> <ul style="list-style-type: none"> ✓ Families have frequent, scheduled check-ins in the families' preferred language, when possible, with a single staff member ✓ Systems are in place to exchange information on student performance and participation among all subject areas ✓ Clearly and continuously communicating any shifts to systems and structures ✓ We strive to provide the "right amount" of communication; we prioritize family preferences, volume of communication from multiple stakeholders and schools, and ensuring that clear, direct, and consistent communication is maintained ✓ Communication between schools and grade-levels for families that have more than one KIPP student to ensure alignment 	<p>This does NOT mean....</p> <ul style="list-style-type: none"> ✗ Families receiving separate disjointed feedback from each of their child's teachers ✗ Unpredictable or infrequent communication ✗ Incomplete communication of a student's participation (i.e. only some subjects) ✗ Overwhelming families or increasing stress ✗ Assuming families know that systems and structures may look different from years prior or even weeks or months prior 	<p>Additional research + notes:</p> <p>Notes from leader input session: Add a central, updated space where families can access all updates for all schools?</p> <p>Myisha: "KTCC has seen inverse correlations between this and college enrollment / matriculation and persistence. This is important."</p>

How does each Guiding Principle live at KIPP MA?

Pedagogy + Curriculum

We teach the highest leverage grade-level content.		
<p>This means....</p> <ul style="list-style-type: none"> ✓ Students receive instruction at their grade-level ✓ Remedial material will be spiraled in as a necessary component of continued learning ✓ Priority content identified by experts in each content area, with input from research, teachers, and leaders at that grade-level ✓ Data is utilized throughout the year to determine and adjust pacing and prioritization of content 	<p>This does NOT mean....</p> <ul style="list-style-type: none"> ✗ Extended period of remedial learning at the start of the year ✗ Isolated remedial blocks ✗ Each teacher determining independently what content is the highest leverage 	<p>Additional research + notes:</p>
We recognize that all subject areas are essential.		
<p>This means....</p> <ul style="list-style-type: none"> ✓ Students receive balanced instruction in all subject areas: ELA, math, science, social studies, ESL (for EL students) and school or grade specific additional content areas. ✓ Social studies is taught K-12 ✓ We take into account where learning loss is most significant and adjust our approach accordingly ✓ Data is utilized throughout the year to determine and adjust which content areas are prioritized or deprioritized 	<p>This does NOT mean....</p> <ul style="list-style-type: none"> ✗ Removing some subject areas or designating them as optional ✗ Spending equal amounts of time on all content areas 	<p>Additional research + notes:</p> <p>[Natalie Wexler]</p> <p>From Garcia (paraphrased): How does this relate to electives, which are important and engaging?</p>
We maintain a high bar of academic rigor* for all students.		
<p>*The Teaching and Learning Team will be analyzing the KIPP MA definition and expectations of rigor through a DEI lens.</p>		
<p>This means....</p> <ul style="list-style-type: none"> ✓ Assignments match the deepest level of DOK demanded by the standard ✓ Opportunities are provided for students who master new content to deepen understanding and skills through challenge and extension work ✓ Intentional coaching, honest feedback, and ongoing development for teachers and leaders. ✓ Aligned K-12 definition of rigor ✓ Teachers provide ongoing opportunities for students to deepen content knowledge through discourse, affirming feedback, and targeted adjusting feedback. 	<p>This does NOT mean....</p> <ul style="list-style-type: none"> ✗ Focusing only on procedural or surface-level knowledge. ✗ Assuming that providing a strong assignment is "enough" ✗ Not actively engaging in content knowledge development for teachers and leaders. 	<p>Additional research + notes:</p> <p>Notes from leader input session: How does this overlap and interact with HIIP? Does it? Details around how to check for and impact understanding Where do coaches continue discourse and add to a shared space what "best practices" are?</p>
We minimize lecture-style instruction and make learning engaging and interactive .		
<p>This means....</p> <ul style="list-style-type: none"> ✓ Instructional videos or teacher lectures are kept short (<6 minutes); when 	<p>This does NOT mean....</p> <ul style="list-style-type: none"> ✗ Long instructional videos with few opportunities for students to 	<p>Additional research + notes:</p> <p>[Guo, Kim, and Rubin (2014)]</p>

How does each Guiding Principle live at KIPP MA?

<ul style="list-style-type: none"> possible, teacher voices are present and faces visible. ✓ New content is introduced into smaller "chunks" to ensure retention ✓ Students have multiple opportunities to practice and demonstrate understanding within each lesson. ✓ Lessons activate prior knowledge and connect to content and concepts students already know 	<ul style="list-style-type: none"> ✓ practice and demonstrate knowledge ✗ Lessons that are disconnected from prior knowledge, student experience, and real-world phenomena 	[Natalie Wexler]
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We actively encourage, facilitate, and create space for **student voice and student-to-student interactions** within all instruction.

This means.... <ul style="list-style-type: none"> ✓ Lessons include multiple opportunities for student-to-student discussion ✓ Providing teachers with development, practice, and feedback on how to facilitate student discussion within a virtual classroom ✓ Utilizing similar expectations to the ratio of teacher to student voice as we would within a physical classroom. 	This does NOT mean.... <ul style="list-style-type: none"> ✗ Facilitating "discussion" that goes student to teacher to student to teacher, rather than student to student. ✗ Only hearing from students in the chat or from 1-2 students per block. ✗ Not providing daily opportunities for discussion within all content areas. 	Additional research + notes: Notes from leader input session: Are students listening to each other? Are students and teachers using nuanced specific academic vocabulary? Student voice + student choice - how are we allowing time for students to talk without dictating what it sounds like <i>What helped you learn today, what could have helped you learn more?</i>
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We believe **assessment is an integral part** of the teaching cycle. We must **know what students know** and **where there are misconceptions**.

This means.... <ul style="list-style-type: none"> ✓ Providing ongoing feedback and opportunities for students to respond, revise, and practice. ✓ Prioritizing ongoing assessment to inform and adjust our instructional approach. ✓ Creating or utilizing systems that are feasible for teachers, families, and students to track ongoing student progress and mastery. ✓ Ensuring that data is easily accessible for all stakeholders from the leadership level to the student level. ✓ Utilizing varying forms of diagnostic, formative and summative assessments: process based, product based, and performance based. 	This does NOT mean.... <ul style="list-style-type: none"> ✗ Utilizing assessments as strictly evaluative or only for grades ✗ Viewing assessment narrowly as just large-scale summative assessments ✗ Sharing data only internally with teachers and leaders 	Additional research + notes: Notes from leader input session: Here's what we know about assessment in a remote space - here's what works and here's what doesn't. Redefine the scope + sequence or arc of learning. Anticipate challenges w. the change of speed that comes with remote learning. Whole different menu of assessment - open the door to WHAT assessment is for and HOW it can be done . <i>From Jesse Fetbroth (paraphrased): Which assessments will be used for grades? This is important for families to know and might be something we align on.</i>
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We **effectively use both synchronous and asynchronous** learning when appropriate.

This means....	This does NOT mean....	Additional research + notes:
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How does each Guiding Principle live at KIPP MA?

<ul style="list-style-type: none"> ✓ Students learn in both asynchronous and synchronous settings (when possible) ✓ Multiple synchronous classes are scheduled to accommodate student and family schedules and constraints. ✓ Live classes are kept small as possible or include breakout groups monitored by teachers. ✓ Content areas have flexibility in choosing a “flipped” or “traditional” model depending on the topic being taught and the recommendations provided. 	<ul style="list-style-type: none"> ✗ Keeping students in large, live classes (15+ students) for extended periods of time ✗ Offering only a single live session ✗ Providing only asynchronous options ✗ Offering only one-on-one check-ins ✗ Utilizing synchronous time solely for lecture-style instruction ✗ 	<p>[Natalie Wexler] [Taft, Kesten, and El-Banna (2019)]</p>
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We believe that **executive functioning and independent life skills are more crucial than ever in a remote environment**. We recognize that **these are skills that must be explicitly taught and reinforced** within our instruction and in partnership with our families.

This means....	This does NOT mean....	Additional research + notes:
<ul style="list-style-type: none"> ✓ Teachers actively plan into lessons how to name, model, and have students practice skills like time management, task prioritization and initiation, and organizational habits. ✓ Providing systems and structures that allow students to monitor their own progress (e.g. checklists, timers, sample schedules, exemplar note taking models, etc.) ✓ Teaching students to use virtual resources similar to what they might utilize in the classroom to build these skills (e.g. if students utilize paper folders in the classroom to organize papers, teachers prioritize teaching students how to create and manage online folders) ✓ Partnering with families on specific skills that need in-person practice and reinforcement 	<ul style="list-style-type: none"> ✗ Primarily teaching executive functioning skills in isolation, outside of content ✗ Not providing students with practice or feedback on necessary executive functioning skills 	

Student **assignments, deadlines, schedules, and current progress is organized and transparent** to students, teachers, and families.

Instructional Systems	This means....	This does NOT mean....	Additional research + notes:
	<ul style="list-style-type: none"> ✓ Online platforms (like Canvas) are organized and easy to navigate ✓ Systems are aligned K-12 when possible ✓ Common naming conventions are used across classes and grade-levels ✓ Deadlines are clearly and repeatedly shared and predictable ✓ Families receive access and training to know what their children should be working on ✓ All students know who to ask for help and when they can receive support if they are confused or stuck on a concept, skill, or activity 	<ul style="list-style-type: none"> ✗ Numerous, disconnected learning platforms ✗ Disorganized learning platforms ✗ Assuming families know deadlines, expectations, and where students are with their learning + work completion 	<p>[Success Academy] [Natalie Wexler]</p> <p>Notes from leader input session: What is the student's holistic day and experience? How do we empower students to use their time well, both with us (on zoom) and beyond us? K-12 alignment of messaging. The spring was CRISIS learning. This is remote learning.</p>

How does each Guiding Principle live at KIPP MA?

Structures are in place to **maximize student participation, engagement, and investment.**

This means....

- ✓ Relationships between teachers and students, teachers and families, and students with other students are intentionally developed and maintained
- ✓ Rigorous academic content is used as a driver of participation, engagement, classroom culture, and investment by providing opportunities for students to share, explore, and deepen understanding together.
- ✓ Goals and expectations around participation and student work are clear. Students know what goals they are working towards and why. Classes, grade-levels, teachers, leaders, and families know what goals students are working towards, provide feedback and targeted support to help these goals be achieved, and celebrate when they are reached.
- ✓ Classroom culture is viewed as an integral part of academic success and teachers are provided coaching and development to support a strong virtual classroom. Culture and academics are not separate.
- ✓ Student participation is tracked, easily shared, and celebrated
- ✓ Positive trends are celebrated with students to make participation feel like "the norm"

This does NOT mean....

- ✗ Unclear expectations for participation
- ✗ Unclear systems for tracking student participation
- ✗ Not engaging families and students as true partners in this work.
- ✗ Assuming that "showing up" is enough for participation.

Additional research + notes:

[[Harry Fletcher-Wood](#)]

Notes from leader input session:
Ratio of student to teacher talk time. How do teachers know right off the bat if work was completed prior to meeting? What do teachers do if work is NOT completed? What is the thinking that students are doing? What are the creative products that students are generating? Are students responding to students? Are they building on to what they're hearing?
Ratio w/o rigor is a waste of time.

Roles have been clearly defined for staff and families

This means....

- ✓ Responsibilities are clearly defined for teachers, leaders, operations staff, support staff, families, and students
- ✓ Each guiding principle on this document is "owned" by a specific staff member or team
- ✓ Coverage has been determined for all roles in case of absence

This does NOT mean....

- ✗ Vague definitions of responsibilities
- ✗ Failing to assign all responsibilities

Additional research + notes:

[[Success Academy](#)]

Notes from leader input session:
Clarifying systems for students and teachers that are absent.