



Live to Learn, Learn to Live

BOARD OF EDUCATION SUPERINTENDENT'S REPORT



CrisisGo

- *Completed daily*
- *Deadline is now 7:50 a.m.*
- *Please adhere to guidelines*

CrisisGo will give you one of two results:



Your student is good to go! They can go to school as normal. You're done until tomorrow, when you have to certify again!



Your student should stay home. Please call the school and let them know your child is staying home.



COVID-19 Decision Protocol

- *“Close contact” status is determined using CDC and state guidelines or Princeton Health Department*
- *Quarantine period based on community’s transmission rates*
- *Close contacts are eligible for remote learning during quarantine period*

Lockers & Lunch as Mitigation Strategy

- Restrict Use of Middle School Lockers
- Moving to “Serve-Only” Lunch (limited option, grab-n-go bags)





Student and Staff Screening (*COVID-19 Test*)

- *Screening Testing Program for Unvaccinated Staff Members → Beginning the Week of October 5th*
- *Screening Testing Program for Unvaccinated Students → Information forthcoming*

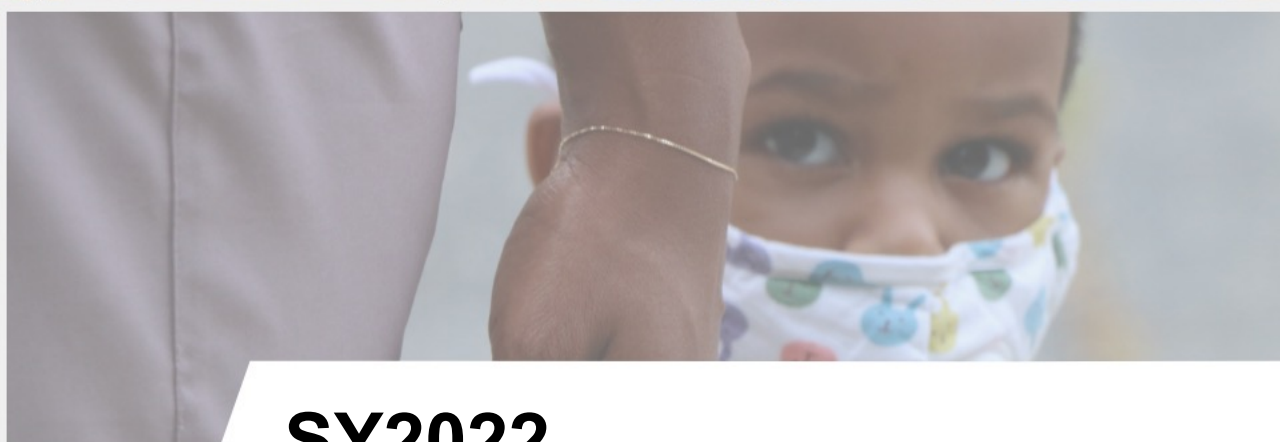


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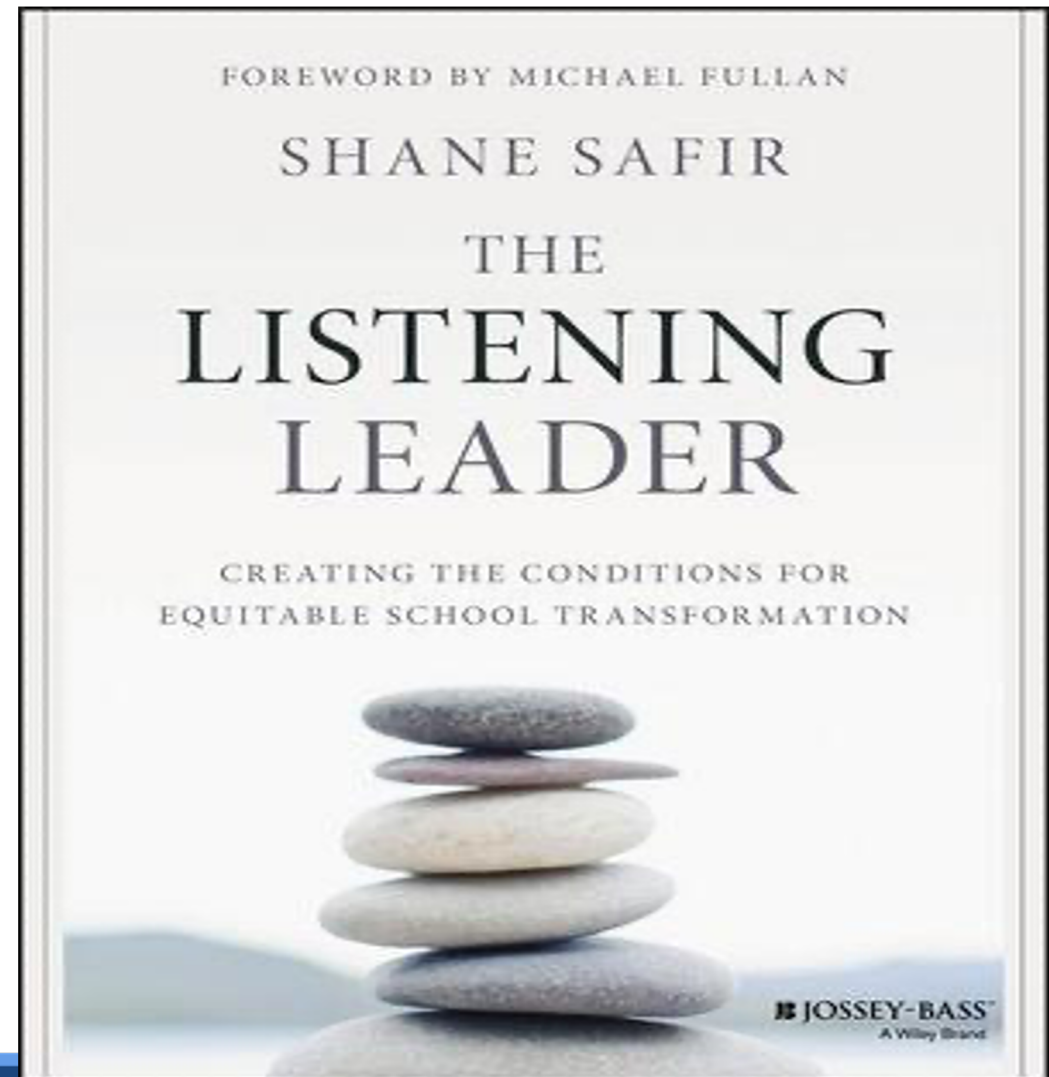


SY2022 DISTRICT-LEVEL ACTION PLANNING

Listening: Essential Component for Action Planning

*“An essential element in our Leading for Equity Institute is a structure called a personal experience panel. It is a **constructivist listening practice** we use to listen to each other and share our stories.”*

– Victor Cary, NEP



Key Themes From Staff

Top themes emerging from staff's responses:

- Communication/engagement
- Culture/Race (DEI)
- Technology/Safety and/or Facilities/Safety



Key Themes From Family Surveys

Top themes emerging from families' responses:

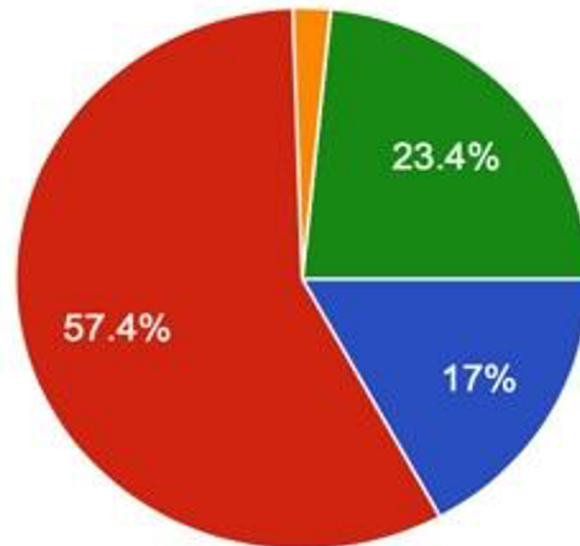
- High Quality Instruction
- High Expectations for All
- Equity and Culture
- Facilities/Safety
- Communication



Key Themes from (Empathy) Interviews

Part A, Question 1 - Safe, Health and Inclusive School Environments: What essential questions feel most relevant when you think about where PPS is today (our strengths and most pressing challenges)?

47 responses

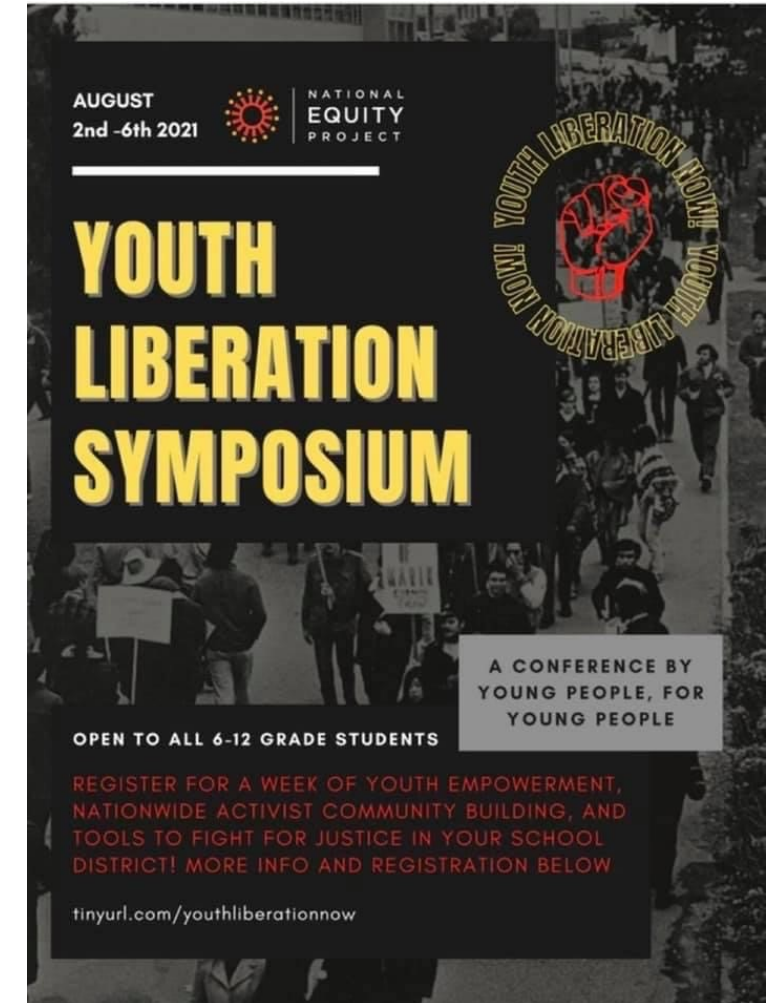


- How does the district address students' physical and mental health needs?
- Is the district inclusive of all students, fostering positive youth development and interpersonal relationships?
- Does the district use social-emotional supports and restorative practices?
- Do the district and schools provide a safe and supportive environment for all community members?

Key Themes from Youth Symposium

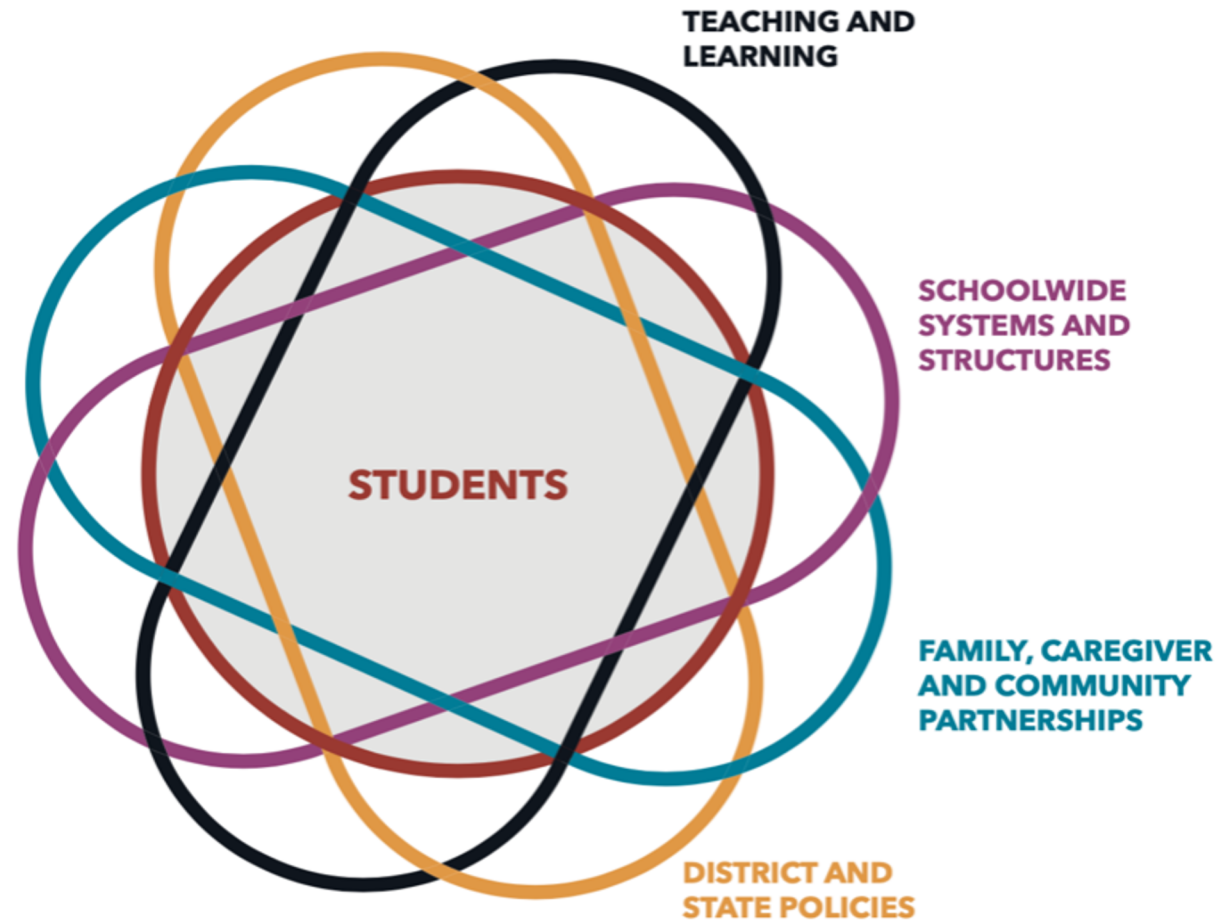
Top themes emerging from student leaders:

- Representation
 - Staff
 - Inclusive Curriculum
 - Safe environment
- Student Voice
- Communication/engagement
- Restorative practices



BELE Framework

(BUILDING EQUITABLE LEARNING ENVIRONMENTS)



BELE FRAMEWORK

LEARNING CONTEXT AND CONDITIONS

Creating equitable learning environments necessitates we commit to a shared understanding of what we are all working toward in our respective areas or domains of the education system.

TEACHING AND LEARNING

Research demonstrates that how young people experience their learning – what, how, and where they are taught – **substantially impacts their ability to learn and grow**. This domain focuses on creating meaningful relationships and learning experiences as the central work of an equitable school.

SCHOOLWIDE SYSTEMS AND STRUCTURES

Equitable, high-quality schools are **organized** to ensure that people, resources, and opportunities are **prioritized and aligned** to support the core work of Teaching & Learning.

FAMILY, CAREGIVER AND COMMUNITY PARTNERSHIPS

Schools belong to families and communities in service of nurturing their children's learning and development. Research proves that **trusting relationships, a shared vision, and authentic collaboration** are at the heart of equitable schools.

DISTRICT AND STATE POLICIES

Districts and states must **set the conditions and expectations and provide the resources** to ensure that school communities can fulfill the core commitments in the first three domains.



Admin Retreat: August 2021

**** Based on your Breakout Group, please click on the appropriate Commitment link below to record your milestones.**

Click link for the District-wide Commitment your group is working on.

Commitment #1	Professional processes, structures, and cultures build the individual and collective efficacy of educators and staff while supporting their personal well-being and providing opportunities for ongoing inquiry and critical reflection.	Link
Commitment #2	Structures and resources prioritize mastery and engagement to require and advance deeper learning.	Link
Commitment #3	Facilitate community-building, routines and rituals that reduce stress, address trauma, promote healing and belonging, and prepare the brain for learning. Bookmark	Link
Commitment #4	Systematic use of a broad range of disaggregated quantitative and qualitative data to enhance equitable opportunity, experiences, and success.	Link

Exchange Summary

Carol Kelley, Princeton Public Schools
September 16, 2021

What thoughts, perspectives, or questions do you have about the draft district goals (see attached) for school year 21/22?



PARTICIPATION

Breakdown of Participation



106
Participants



108
Thoughts



1,048
Ratings



THOUGHTS

Key Thoughts



Better communication between VR, supervisors, building administrators, and teachers There is such a void of communication from the top down in this district. No one knows what anyone is doing. It has never been this bad.

4.4 ★★★★★ (16 👤)
Ranked #1 of 90

Our new superintendent should meet with those in the trenches We see what is really going on

4.2 ★★★★★ (16 👤)
Ranked #2 of 90

Well-being is a key component and/or related to all of the district goals. We are experiencing 2 historical pandemics:COVID and RACISM. Maintaining wellness is key for surviving, healing, and creating a new global future!

4.1 ★★★★★ (14 👤)
Ranked #3 of 90



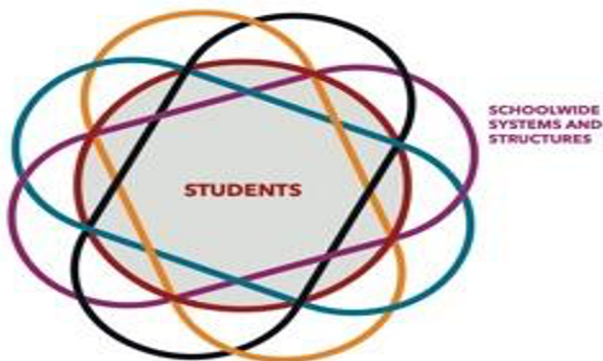
SY2022 District-Level Action Plan



Building on the Best of Princeton: *BELE Framework*

BELE FRAMEWORK

SCHOOLWIDE SYSTEMS AND STRUCTURES



COMMITMENTS

Professional processes, structures, and cultures build the individual and collective efficacy of educators and staff while supporting their personal well-being and providing opportunities for ongoing inquiry and critical reflection

CORE PRACTICES & POLICIES

- Invest in growth-oriented professional development based on adult learning principles that is sustained, supportive, job-embedded, team-based, and student-centered
- Recruit, hire, and retain a diverse faculty and staff that is representative of and culturally and emotionally attuned to the students in the building
- Engage educators and staff in collective learning, discussion, and reflection on key topics: learning and development, stress and trauma, the importance of learning environments to human behavior and development
- Distribute formal and informal leadership across educators and other staff members
- Establish weekly staff circles to support adult relationships and collaborative meaning-making
- Structure time in the school day for frequent teacher collaboration and professional learning, e.g., by grade-level, content area, and/or student cohort
- Provide educators with models, protocols, and opportunities for practice for any new endeavor
- Use tools to support educators' mindful reflection and self-assessment for bias (e.g., the Mindful Reflection Protocol for Checking Unconscious Bias)
- Establish mentoring and leadership development opportunities for interested teachers, administrators, and other staff members



Building on the Best of Princeton: *Listening To Your Voices*

- ***“We have opportunities for educators to learn about and address implicit bias. I just don’t know what people are doing to address it and put their learning into practice.”***
- *“culture of learning, for staff to look at the data and see we have issues to address and own it vs. putting the deficit on the student or families”*
- *“He did a lot of work of brining in training for equity, book studies... it is great to do it in an admin team meeting; after the meeting, has there been any action taken to impact change? And were there any ways to check-in on what those changes were?”*

**Inspire
innovation and
experimentation
in both teaching
and learning**

PPS Commitment #1

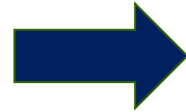
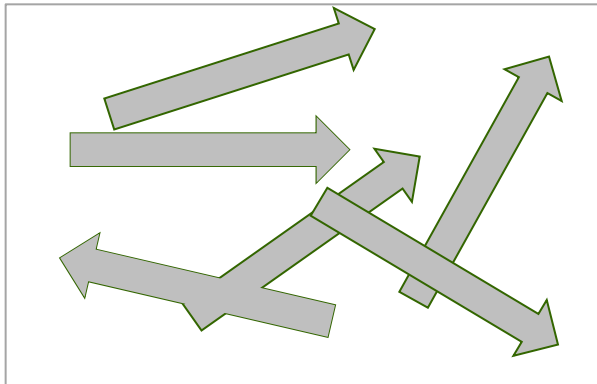
Milestones of Progress (CPR Card™) District-Level Commitments for SY21/22

**District-wide
Commitment
#1**

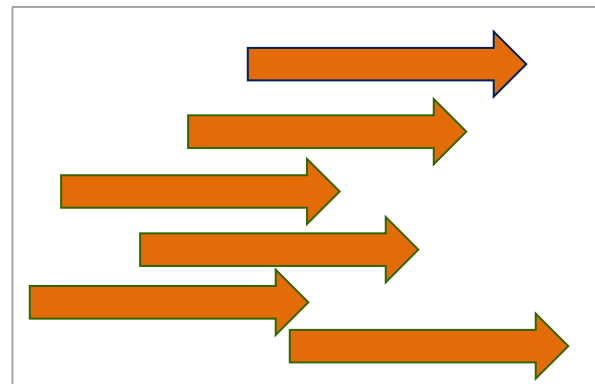
1. Professional processes, structures, and cultures build the individual and collective efficacy of educators and staff while supporting their personal well-being and providing opportunities for ongoing inquiry and critical reflection.

KEY TASKS / ACTIVITIES / DELIVERABLES	START DATE	DUE DATE	LEAD PERSON	CONTRIBUTORS / TEAM MEMBERS
Schools and departments will develop improvement goals and specific SMART goals for student learning.	Fall 2021	10.31.2021	Principals Supervisors	School Leadership Team, Department
Identify educator professional learning needs and develop SMART learning objectives.	Fall 2021	10.31.2021	Principals Supervisors	School Leadership Team, Department

Misalignment



Alignment



A primary aim of
planning is
unity of purpose,
or
alignment

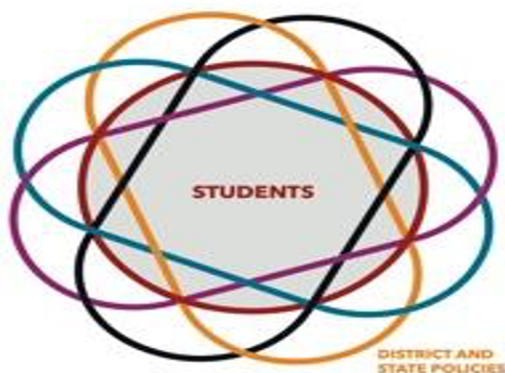
Alignment: *getting people, process, program and structure on the same page, going in the same direction.*

“BIG PICTURE” _ Aligning School & District SY21/22 Priorities

STUDENT TARGETS	Four District-Level Commitments	Potential Aligned Strategies
<ul style="list-style-type: none"> • *Increased student Attendance • *Growth in Student Social-Emotional Wellbeing & School Experiences • (Optional) Growth in Core Academics: ____specify academic subject____ 	<ol style="list-style-type: none"> 1. Professional processes, structures, and cultures build the individual and collective efficacy of educators and staff while supporting their personal well-being and providing opportunities for ongoing inquiry and critical reflection. 2. Structures and resources prioritize mastery and engagement to require and advance deeper learning. 3. Facilitate community-building, routines and rituals that reduce stress, address trauma, promote healing and belonging, and prepare the brain for learning. 4. Systematic use of a broad range of disaggregated quantitative and qualitative data to enhance equitable opportunity, experiences, and success. 	<ul style="list-style-type: none"> • Inclusion / Inclusive Classrooms • Coherence in curriculum, equitable access, and professional learning, • Use of data (about student progress <u>and</u> effectiveness of professional practices

BELE FRAMEWORK

DISTRICT AND STATE POLICIES



COMMITMENTS

Structures and resources prioritize mastery and engagement to require and advance deeper learning

School leaders are held accountable for advancing these commitments while being given autonomy and ownership to find the most locally-appropriate path to fulfill those commitments

CORE PRACTICES & POLICIES

- Require and enable schools to provide high quality educational experiences for all students
 - Replace Carnegie units with competency-based approaches focused on mastery
 - Provide varied assessments that allow for differentiated opportunities to demonstrate mastery
 - Provide competency-based graduation pathways
-
- Create local school councils to democratize decision making at the local level
 - Implement school-based budgeting that aligns funds with student needs
 - Provide sufficient flexibility at the school level to allow schools to be responsive to community priorities consistent with the goals of equitable learning environments and whole student development



- ***“If we are going to go after the biggest impact, I choose cultivating inclusive classrooms, if we achieve this, some of the other things will fall into place”***
- *“Consider redesigning our district and how we teach and engage our students-
embrace innovation”*
- *“the special education and identification process, and the supports that should be in
place before even getting to that juncture.. just having a more comprehensive and
forward thinking approach for how to provide early intervention and things of that
nature”*
- *“access to deeper learning and all that work is important and we need to do that for
everybody”*

Promote Equity and Access

District-Level Commitment #2

Milestones of Progress (CPR Card™) District-Level Commitments for SY21/22

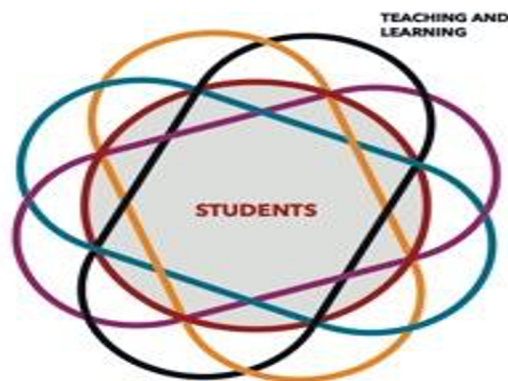
District-wide
Commitment
#2

Structures and resources prioritize mastery and engagement to require and advance deeper learning.

KEY TASKS / ACTIVITIES / DELIVERABLES	START DATE	DUE DATE	LEAD PERSON	CONTRIBUTOR / TEAM MEMBERS
Curriculum/unit revision work: Develop competency based, interdisciplinary units based on the Deeper Learning Framework	Nov. 2021	June 2022	Departmental Supervisors	Core Curriculum Writing Team
Provide varied authentic assessments for student mastery: <ul style="list-style-type: none"> - Training on designing authentic, differentiated assessments - Creation of Performance Based assessment rubrics for deeper learning units - Determine and design formative checks 	Nov. 2021	June 2022	Departmental Supervisors	Core Curriculum Writing Team
Develop & Implement Multi-Tiered Systems of Support (Academic and Behavior) <ul style="list-style-type: none"> a. Convene, a committee of administrators and supervisors, achievement coaches, behaviorists to develop a draft plan, including: <ul style="list-style-type: none"> i. Obtain technical assistance from an external organization, e.g., American Institute of Research (AIR) ii. Define what kinds of instruction and interventions comprise each tier. iii. Develop a menu of relevant supports. iv. Develop the implementation plan, which includes training, communication plan, and identification of how the plan will be rolled-out. 				

BELE FRAMEWORK

TEACHING AND LEARNING



COMMITMENTS

Facilitate community building, routines, and rituals that reduce stress, address trauma, promote healing and belonging, and prepare the brain for learning

CORE PRACTICES & POLICIES

- Demonstrate care and interest through opening and closing routines to begin and end lessons
 - *Build Community With Classroom Circles*
 - *Get to Know Students as People*
- Use *Collaborative Classroom Structures*, e.g., jigsaw work groups, dyads/pair shares, Liberating Structures, to ensure learning engagement and equity of voice
- Build culturally sustaining and responsive learning environments, e.g., *Make Lessons More Culturally Responsive*
- Engage students in the *Value Affirmation Activity*
- Provide guided breathing and moving breaks
- Engage in *Healing-Centered Practices*, also known as trauma informed practices



- *“...would like to see the district expand the opportunity for students to connect in affinity spaces, expand to middle school and provide additional staffing so more students can participate.”*
- *focus first on ... “school structures and programs that foster positive adult-student and student-student relations ([morning meetings], advisories, peer mentoring, looping)... because these are things we will be able to make progress with*
- ***“I think the students’ sense of belonging is vitally important for you to focus on first”***

Promote Culture of Care, Connectedness, and Communication

Milestones of Progress (CPR Card™) District-Level Commitments for SY21/22

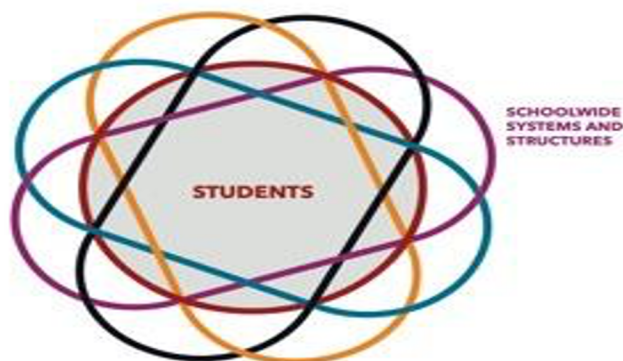
District-wide
Commitment
#3

Facilitate community-building, routines and rituals that reduce stress, address trauma, promote healing and belonging, and prepare the brain for learning and working during pandemic.

KEY TASKS / ACTIVITIES / DELIVERABLES	START DATE	DUE DATE	LEAD PERSON	CONTRIBUTORS / TEAM MEMBERS
Promote collaboration and professional growth around the use of restorative and community-building practices (e.g., <i>Positive Behavior Interventions and Supports</i> , <i>Responsive Classroom</i> , etc...). <ul style="list-style-type: none"> - Provide quality feedback to staff via informal classroom visits, formal observations, review of lesson plans and pre- and post-conferences - Principals and supervisors will create schedule and mechanism to monitor the feedback provided to staff about their implementation of these strategies - Model community-building strategies, even for a brief time, at all meetings (school, department, grade-level) that administrators and supervisors lead or facilitate. 	Sept. '21	on-going	Principals	Supervisors, Supervisors, Teaching Staff, certified and non-certified
Implement Superintendent's Educator Advisory Panel	October	on-going	Kelley	PPS Educators
Superintendent School and Classroom Visits	September	On-going	Kelley	Principals
Amplify PPS internal communications newsletter to increase educator touchpoints and recognition	October	on-going	Kelley	Supervisors, Principals
Create communications vehicles to share outcomes and to communicate progress of objectives	November	June 2022	Kelley	TBD

BELE FRAMEWORK

SCHOOLWIDE SYSTEMS AND STRUCTURES



COMMITMENTS

Systematic use of a broad range of disaggregated quantitative and qualitative data to enhance equitable opportunity, experience, and success

CORE PRACTICES & POLICIES

- Structure opportunities for teacher and staff teams to meet regularly to review individual student data and develop individualized responses and supports (e.g., Freshman OnTrack 9th grade teacher teams, BARR Center team meetings, Student Support Services Teams)
- Regularly collect, review, and act upon student experience, parent satisfaction, and school community climate data (e.g., Equal Opportunity Schools Student Insight Cards, CRE Wellness Index, family & student surveys, Copilot school-level measures) to inform and contextualize traditional academic data (e.g., grades, attendance)
- Hold regular events for families and other community stakeholders to collect and make sense of data together, e.g., Community Data Nights or Data in a Day sessions, CPS community meetings on Funding Equity



- *“special education rates, and the reason is, that is a way to close the opportunity gap. In the report, it said twenty something students were classified for emotional impairment, we have about 80 black students who are classified, so that percentage of black sped students who are emotionally impaired, that seems like a lot to me”*
- *“I think cultivating inclusive classrooms where we see teachers leaning on data vs. their perceived beliefs about students; ...”*
- *“Data -- we have never been able to get our act together in terms of how we look at data”*
- *“I think we need data to inform decisions. I think we are good at rolling out things, but analyzing and setting metrics, seeing who it impacts, etc... is not as strong for us”*
- *“We do not have common assessments”*

***Every child known,
promote
relationships and
instruction that
discovers and
cultivates the unique
gifts, talents and
interests that each
student possesses.***

PPS Commitment #4

Milestones of Progress (CPR Card™)

District-Level Commitments for SY21/22

District-wide
Commitment
#4

Systematic use of a broad range of disaggregated quantitative and qualitative data to enhance equitable opportunity, experiences, and success.

KEY TASKS / ACTIVITIES / DELIVERABLES	START DATE	DUE DATE	LEAD PERSON	CONTRIBUTORS / TEAM MEMBERS
Strengthen capacity of school and district leaders to foster "data-informed decision-making," including how teachers spend instructional time on what their students need by unpacking standards and analyzing student work via aligned assessment items.	October	on-going	Kelley	Building principals, Director of School Counseling, and C&I Supervisors
Strengthen capacity of district leaders to foster "data-informed decision-making" with improvements in facilities and technology services	October	on-going	Bouldin	Business Office Operations & Facilities Technology



SY21/22 District Action Plan

- *Traditional measures (focusing solely on “achievement” reinforces deficit-oriented discourse) perpetuates inequity*

Expand our Ideas about Measuring Student Success

- *When we listen to and measure the learning experiences of our students, we can meaningfully improve their learning outcomes*



ANY QUESTIONS?



Princeton
Public Schools

Live to Learn, Learn to Live

