**Achievement First Dean of Students Roles and Responsibilities**

*The following table is intended for use as a guide.*

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| **Bucket** | **DOS Core Actions** | **DOS-Principal Check-in Items** |
| **Week 6 Oversight (80% of time during first six weeks)** | Set a compelling vision for the Week 6 work, invest all staff members in the goals and build out a strategic plan. As part of readiness, this work includes creating/refining a well-documented Common Picture. | The Principal should co-lead the Week 6 oversight process with the DOS. During check-ins, the Principal and DOS should conduct joint walkthroughs, analyze data together, plan for data analysis/action planning meetings, plan and practice for upcoming PD, and surface any adult culture challenges that need to be addressed. |
| Build the capacity of the entire teaching staff through practice-based PD, real time coaching and various teacher interventions (video-viewing protocols, culture club, lesson rehearsal, etc.) |
| Monitor progress through a rigorous weekly data collection, analysis and action planning process. Hold all SLT members accountable to action steps and adjust course as needed in order to win on the Week 6 goals. Report back to teachers on data trends and progress they are making towards goals. |
| Maintain a strong culture foundation post-Week 6 by conducting strategic walkthroughs, action planning based on data and capacity building of all staff that still necessitate core culture skill building. |
| **Coaching and PD (30%)** | In addition to the DOS’s consistent coaching load, identify the school’s most struggling classroom managers throughout the year and coach them to proficiency via real time coaching and other network recommended strategies (video-viewing protocols, culture club, lesson rehearsal, etc.) | Based on the DOS’s analysis of weekly culture data, align on teachers to support  |
| Reset struggling classrooms and/or school-wide routines when they do not meet the Common Picture. | Analyze the data together to identify root causes and pain points. Co-plan or review the DOS’s strategy plan. Practice tricky portions of the plan or crucial conversations that need to happen pre-reset. |
| Design and deliver high impact practice-based professional development for teachers- delivered during Early Release Days (often Fridays) and Roll Off Days,  | Review and revise PD plans. Practice tricky portions of plans. |
| **Behavior Management and Struggling Scholar Support (25%)** | Create and oversee a school-wide behavior management system that includes daily incentives and logical consequences. The system should be predictable and consistent across all classrooms. | Provide upfront input on system and conduct joint walkthroughs to ensure fidelity to the system across all classrooms. |
| Design and oversee a removal/reentry process that includes scholar practice, reparative conversations and logical consequences. Manage other culture team members towards these outcomes. | Observe the removal/reentry process together, reflect on what is working and thought partner on next steps to make the structure most impactful for students. |
| Collect, analyze, and communicate widely on data trends (removals, suspensions, special education, struggling scholars, etc.) and proactively problem solve ways to better serve all scholars with the Special Services Leader. | Reflect on data, inventory and monitor systems together to identify bright spots and pain points. Identify school wide trends to inform Tier 1 and Tier 2 management. |
| Facilitate the Child Study Team and co-manage the Grade Level Team Child Study Team meetings in collaboration with the Special Services Leader and Grade Team Lead. | Review action plans and provide input, practice high stakes conversations, review GTLs’ agendas. |
| **Family Partnership (15%)** | Oversee a powerful onboarding process for all families that invests them in school policy/practice and sets the tone for authentic collaboration. | Collaborate on planning and facilitation. Rehearse together. |
| Reflect weekly on culture data (attendance, uniforms, homework, etc.) to identify the root causes for families that aren’t meeting policy expectations and partner with them to ensure success. Train SSM to be a strong manager of attendance calls: role-play conversation, build insisting and problem solving skills on getting kids into school, and problem solve. | Based on DOS’s analysis of weekly culture data, align on family partnership plans. Practice high stakes conversations with DOS and provide feedback. Observe DOS-Family meetings and provide feedback. |
| Proactively partner with families of struggling students to learn about their children, share updates and strategize on supports. | Practice high stakes conversations with DOS and provide feedback. Observe DOS-Family meetings and provide feedback. |
| Oversee family events that foster collaboration, trust and community; leverage Ops and TIRs as critical partners in events. | Provide input on planning process and project management. |
| Monitor teacher call logs to ensure that they are happening, the content of calls is substantive (both positive and constructive updates are shared), and potential attrition families are flagged. | Based on DOS’s analysis of call logs, discuss the trends and action plan to ensure all families have meaningful communication with the school. |
| **Systems and Policy Oversight (15%)** | Create airtight systems (attendance, homework, behavior policy, etc.) with clear goals, incentives and monitoring processes. | Provide input on plans to ensure they are airtight and set up to be successful |
| Create monitoring mechanisms (data strategy, observation of systems, systems inventory, etc.) to ensure systems run smoothly across the year. Reflect on data weekly to identify bright spots and pain points.  | Reflect on data, inventory and monitor systems together to identify bright spots and pain points.  |
| Action plan around the pain points and hold all key stakeholders accountable to achieving goals; in particular, leverage and support TIRs and Ops for the smooth running of these systems | Review action plans and provide input. Practice high stakes conversations with the DOS. |
| **Ritual/Tradition and School Event Oversight (15%)** | Oversee the planning and implementation of rituals, traditions and events that foster community and increased sense of belonging. | Provide input on planning process and project management. |
| Design and implement a calendar of joyful, engaging events for students and parents; regularly review the calendar and ensure strong execution of all events | Review the calendar. Provide feedback on events to inform following events. |
| Monitor rituals, traditions and events to ensure they align with the AF framework. Adjust plans accordingly. | Co-observe, thought partner around pain points, and adjust accordingly |
| **Other** |  |  |

**Achievement First Academic Dean: Key Data to Drive Work**

*The following table is intended for use as a guide.*

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| **Key Data to Look At:** | **Most Helpful Reports to Review:** | **Frequency** | **Purpose** |
| **Week 6 Data** | * Week 6 Dashboard (teacher proficiency, % on task and scholar habits)
 | Weekly | * Monitor the school’s progress against the Week 6 goals
* Determine bright spots and pain points
* Action plan to allocate LT coaching and PD support for the following week
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| **Core Behavior Data** | * Culture Dashboard (removals, suspensions, merit/demerit ration)
* Monthly SPATA Report
* PID Network Summary (click on your school to drill down)
* PID Grade Level Reports
 | Weekly | * Identify the school’s most struggling scholars and teachers
* Develop individual support plans to accelerate their growth
* Track the implementation of the plans and progress monitor
* Gather information for Tiered Intervention and Behavior Support Plans
* Identify students for Tier 2 and Tier 3 Intervention
* Create school-wide action plans to best serve subsets of scholars
* Identify positive outliers and ensure students receive recognition
* Identify scholars whose promotion is in doubt and diagnose why in order to build a support plan and communicate out to parents.
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| **Walkthrough Data (Post Week 6)** | * Ongoing walkthrough data
 | Weekly or Bi-weekly (depends on whether school met and maintained Week 6 goals | * Identify struggling teachers, whole-school pain points and whole-school trends for PD
* Action plan around the data to determine coaching and PD priorities
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| **Policy Data**  | * Attendance and Tardies
* Uniform
* Homework
 | Weekly | * Identify teachers who are not adhering to policy (ex: counting incomplete homework as complete) and create action plans
* Identify families who are not meeting policy expectations, determine root causes, create action plans
* Identify school-wide pain points and create action plans
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| **Arc of the Year Data Report**  | Access depending on the time of year (see Arc of Year Manual for additional details)  | Weekly  | * Assess if you are consistently observing the teachers in your portfolio
* Identify trends in teacher needs to inform upcoming PD
* Identify teachers in your portfolio who need more aggressive support (in order to become anchors for the school in a particular skill related to the arc of the year or because they are especially struggling and need additional support to meet proficiency targets)
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| **Parent Data** | * Family Call Logs
* Parent Survey Data (NYC DOE)
* Parent Survey Data (AF Survey)
 | Every two weeks | * Monitor logs to ensure all families are contacted and relevant information is shared
* Analyze trends in family feedback
* Provide support to teachers who are struggling to communicate effectively/build meaningful relationships with families
* Identify families that are not happy with the school and create action plans
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| **Attrition Data**  | * Attrition report
 | Every two weeks | * Identify trends (subsets of students leaving the school, grade levels experiencing high attrition, etc.)
* Cross-reference this data with call logs to ensure an SLT member is cultivating relationships with each potential attrition family
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