**What are the goals of this process?**

* AF’s Phase 2 PIRs fully clarify, internalize, and articulate their visions for how Core Practices and Consistent Practices will operate at their schools.
* New AF schools open with robustly planned and vetted Core Practices.
* AF’s Phase 2 PIRS develop strong relationships with their regional superintendents, the cohort, and key AFNS members.

**What is the process?**

1. **Prior to Cohort Meeting**.
   1. Exemplar Review
      * Team Leadership Development finds and shares exemplary versions of the deliverables with each RS and PIR, focusing on documents from the founding years of school where possible.
      * PIR and RS independently review docs with these focus questions:
        1. What are the key decisions this document captures?
        2. What organizational and structural aspects of this document will I keep? Change? Why?
        3. What substantive aspects of this document will I keep? Change? Why?
   2. PIR and RS Engagement
      * PIR and RS meet 1:1 to deeply discuss the substantive decisions embedded in each document with these goals:
        1. Reach shared clarity on the directionality of substantive decisions
        2. Help PIR own these decisions for his/her schools
        3. Identify decisions that require further engagement between the PIR and RS
      * Depending on time of year, PIR meets with Achievement Director
   3. Drafting
      * PIR begins drafting after reaching sufficient shared vision with RS as to substantive decisions
      * PIR completes full draft of deliverables and sends to Regional Sup and Sorby by 5 pm the day before each cohort day.
2. **At Cohort Meeting** 
   1. PIR brings full (electronic) drafts of all deliverables to cohort meeting
   2. Role plays and case studies
      * 1. PIRs participate in role plays and case studies relevant to the deliverables. PIRs get feedback from other PIRs with these goals: Tighter Plans: Holes and flows are caught during role plays
        2. Better ideas: Strengths in other plans, presentations can be incorporated
        3. Deeper ownership: PIRs explain and defend their decisions, leading to refined vision and stronger articulation
   3. Network support orientation
      * PIRs are introduced to key Network Support teams with these goals:
        1. Team Function and Support Mechanisms: Team explains their function at AF and in particular how their team supports founding schools and principals
        2. Upcoming Deliverables & Events: Team orients PIRs to upcoming deliverables or key events and explains PIR role and team support (ex. hiring of DSOs/teachers/Deans, board meetings, budgets)
        3. Resource/Best Practices: Team shares resources and best practices relevant to principals interacting with their team (ex. hiring best practices, exemplar board reports).
3. **After Cohort Meeting**
4. Within approximately a week, RS provides feedback to PIR on submitted deliverables.
5. RS and PIR meet to discuss feedback and agree to timeline for revisions.
6. PIR completes any relevant post work from PD or Orientation sessions.

**What types of documents are due at each cohort meeting?**

At each meeting, PIRs are responsible for submitting deliverables:

1. Core Practice & Culture System Documents: Aligned to AF’s Core Practices and Consistent Practices. For the chosen system or practice, PIRs will thoroughly adapt AF exemplar systems to their own context and assign the tasks required for that system to specific staff members.
2. Updated “Principal Power Tools”. 
   1. Staff Handbook
   2. Staff Roles and Responsibilities Spreadsheet
   3. Master Calendar
   4. Meeting Matrix
   5. Principal Monthly Map

**How are specific topics and deliverables chosen?**

The Scope and Sequence for School Founding Readiness (found below) includes most of the documents outlined in AF’s [Core Practices](https://afnet.achievementfirst.org/Core%20Practices/Core%20Practice%20Exemplars/Core%20Practices-Readiness%20Detail-2012.docx) and AF’s [Consistent Practices](https://afnet.achievementfirst.org/Core%20Practices/Core%20Practice%20Exemplars/AF%20Consistent%20Practices.docx). It also takes into account the calendar for “behind the scenes” work driven by AFNS teams such as Finance, Operations, and Facilities. The goal is to provide a logical order and pace that will result in strong planning in all key areas. Given the number of variables, it is very likely that we will revise the S&S along the way.

|  |  |  |  |
| --- | --- | --- | --- |
| ***Date[[1]](#footnote-0)*** | ***Core Practice Focus*** | ***Core Practice Deliverables  (Pre-work for Cohort Meeting)*** |  |
|  |  | ***Core Practices*** | ***Culture Systems*** |
| 11.19.13 | School Culture Vision and School Values | 1) Big Picture Questions  School Culture and Vision  - What is the purpose of this school?  - What are the values that animate this school?  -What does strong effective instruction look and feel like at your school?  -What does strong positive school culture look and feel like at this school? |  |
| Dec. | Strong Management  Priorities  Big Goals & Interim Measures | 1) Big Picture Questions  -- Who are you as a school leader? -What does an effective, high functioning leadership team look like at this school?  -What does strong positive staff culture look and feel like at this school?  -What are the key levers by which this culture is achieved?  2) Roles & Responsibilities for Principals, Deans, DSO  3) Goals and agenda for Spring Leadership Team "retreat" to occur in May or June 4) School Priorities: 3-5 key year 1 priorities and the high level tactics for each one | 1) Homework  2) Attendance |
| Jan. | Schedule  Teacher Development | 1) Daily Schedule Part 1  -Including all variations – Friday, Test Days, Early Dismissal, Weather Delays, etc.  2) High level agenda for your August Staff Training (session titles and aims)  3) Staffing Plan[[2]](#footnote-1) | 1) Student Behavior System (Merits, Clip Moves) 2) Character Development plan (values, direct instruction, embedding in the day, assessment, PD) |
| ***Date*** | ***Core Practice Focus*** | ***Core Practice Deliverables***  ***(Pre-work for Cohort Meeting)*** |  |
|  |  | ***Core Practices*** | ***Culture Systems*** |
| Feb. | Special Education Strong Management | 1) Special Education Program Design & Teacher Expectations  2) Staff Newsletter  - Template -First Newsletter to send to hired staff  3) Spring Leadership Team Retreat  Full agenda  At least two detailed session plans and all supporting materials (PPT, handouts etc.) | 1) Common Picture Manual Part 1  Table designating all conceivable procedures/routines as school-wide, grade-wide, or classroom specific; detailed description of routines and procedures for shared spaces (Arrival, Breakfast, Snack, Lunch, Dismissal, Hallway Transitions, Bathrooms, etc.) |
| Mar. | Reading Program | 1) Updated August Training--Overview, AIMS, Sequence  2) Reading Program Overview  3) FOI for each part of the reading program  4) August Training-Reading Program  5) Reading Intervention Plan (Triggers, Program Choices, Data Tracking)  6) Accountable miles on the page  7) Reading Lesson and Unit Plan Expectations | 1) Common Picture Manual Part 2: In Class Routines/Procedures-classroom set up, paper distribution, pencil sharpening, start of class, hand signals, rug to desks etc.  2) Session plan and PowerPoint for Family Orientation Sessions |
| Apr. | Math Program  School Culture | 1) Math Program Overview and FOI 2) Math Intervention Plan (Triggers, Program Choices, Data Tracking)  3) Math Lesson and Unit Plan Expectations  4) Coaching Program  5) Friday PD-calendar and repeatedly do protocols | 1) Family Agreements, Family Chants and Recommitment Meetings[[3]](#footnote-2) 2) Investment Plan/Calendar (joy, fun, events) for students, parents teachers  3) Family Handbook (Part 2)  4) Weekly Staff & Family Memo Format (first family memos to prospective) |
| ***Date*** | ***Core Practice Focus*** | ***Core Practice Deliverables***  ***(Pre-work for Cohort Meeting)*** |  |
|  |  | ***Core Practice*** | ***Culture System*** |
| May | Final Priorities  Big Goals  Academic Program | 1) Final Priorities  2) Big Goals  3) Science Program Overview and FOI  4) History Program Overview and FOI  5) Redo Expectations  6) Clear Daily Schedule with Teacher Assignments and Core Expectations, including duties and interventions (that matches the plans in all subject-area docs, includes all holes to dates and flags any open decisions and positions) | 1) Afization |
| June | Strong Management  Teacher Development | 1) August Training--At least two fully developed session plans and supporting materials 2) Roles and responsibilities, Check-In Protocols, goals and learning plans for Deans, DSO, SSCs  3) Plan for July and early August LT time  4) After School Enrichment  5) Intern Program |  |

1. All dates TBD (except November date) [↑](#footnote-ref-0)
2. Potentially will be moved, ask TE and Team Recruit about placement. [↑](#footnote-ref-1)
3. Determine with Team X if and when this should be moved. [↑](#footnote-ref-2)