School Action Fund (SAF)

LASO Cycle 3

Restart Action

October 28, 2024

Welcome and Thank you for Joining Today!

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Agenda

LASO Cycle 3
    SAF in LASO 3
    Grants Available

School Action Fund (SAF)
    SAF: Restart Action
    Resources, Next Steps, and Q&A

Next Steps

FYIs

? Submit questions during the webinar using the Zoom Q&A

🎥 Webinar slides and recordings will be posted on the LASO Cycle 3 website after all webinars have been completed

✉ Email LASO@tea.texas.gov with follow-up questions

Today's Objectives

Participants will:

- Understand the why, what, and how of the Restart school action

- Understand what Planning and Implementation will include

- Discuss real-world examples of the school actions and models

LASO Cycle 3

LASO Cycle 3 will award $160M to LEAs

Includes 11 grants to support learning acceleration

Curriculum & Instruction

Strong Foundations Planning

Strong Foundations Implementation

SFI School Improvement PLC Supports

Instructional Leadership

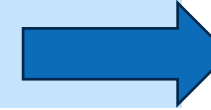Technology Lending Grant

Blended Learning Grant

Advanced Placement Computer Science Principles

More Time

ADSY Full Year

ADSY Summer Planning and Execution Program

Innovative School Models

School Action Fund

Early College High School

Pathways in Technology Early College High School

School Action Fund (Cycle 9), LASO 3

The School Action Fund is designed to support districts in planning and implementing a whole school model. SAF's ultimate goal is for every campus we support to be rated A or B at the end of two years of implementation.

Innovative School Models

Innovative school **models** to incorporate all aspects of the learning acceleration framework

Estimated Total Funding Available	$8 Million-Direct
Estimated Range of Award	$185K - $375K per campus
Estimated Award Numbers	36 campuses
Estimated Timeline: Planning Grants	March 2025 – June 2026
Estimated Timeline: Implementation Grants	SY 2025 – 2026

School Action Fund

SAF Eligibility

Theory of Action

Benefits of SAF

Impact

How to select an Action

Actions and Models included in LASO 3

Elements of Successful Actions

Why Restart?

SAF Program Overview

Purpose

School actions are **whole-school strategies** districts use to increase access to high-quality schools by meeting community needs an/or addressing chronic underperformance.

The 4 school actions that TEA supports are:

- Restart an existing school
- Create a new school
- Reassign students to high performing campuses after school closure
- Redesign an existing school

Eligibility

| Eligibility |
|---|
| Title 1 **and** Federal Accountability Designation:
 • CSI
 • TSI
 • Not ATS |
| Not previously awarded SAF, since 2019-2020 |

Best Fit For

Districts interested in:

- transforming **campus and district systems** to enable better student experiences.
- Dramatically improving for **chronically underperforming campuses**.
- Creating **new school options** for families.
- **Integrating multiple strategies** such as HQIM, RBIS, and new academic and staffing models.

More information can be found in the Grant One Pager

More information can be found in the Eligibility and Prioritization Doc

More information can be found in the Best Fit Guidance Doc

Not an exhaustive list of Eligibility, Program Assurances or Requirements.

School Action Fund Theory of Action

If district and campus leaders are supported to **plan deeply every aspect of the school action** and **implement that plan with fidelity,** then more students will have access to high-quality learning environments and outcomes will dramatically improve.

Strong Planning + **Implementation with Fidelity** = **High Performing Schools and Improved Student Outcomes**
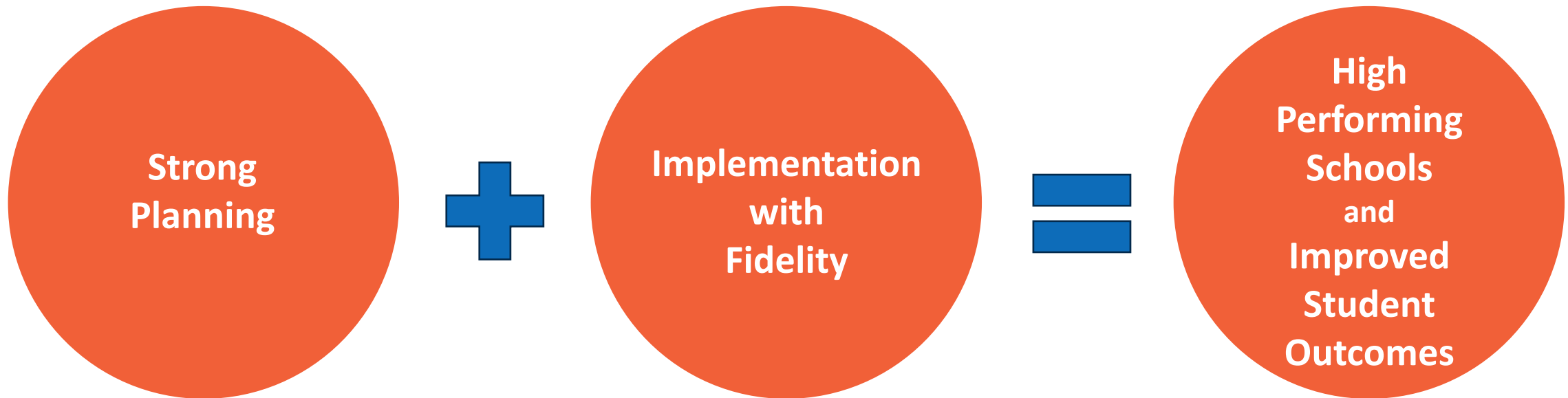
What's included in a School Action Fund grant?

Technical Assistance

Pre-approved TA providers with deep content expertise to support planning and implementation

Tools & Resources

Access to tailored tools and resources from TEA

Funding

Planning (1 year): approx. $185k per school

Continuation (up to 2 years): $375k-$500k per school
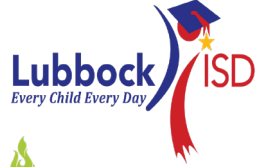
Leader Professional Development

Opportunities for school leaders to participate in action-specific **professional development** or **school design programs**
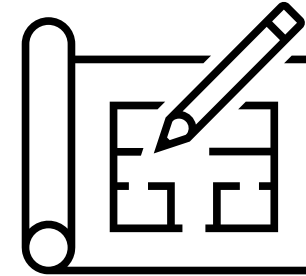
The Center for School Actions (CSA) works with campuses and LEAs to support strategic decision-making to identify and select best-fit school actions. Visit their website for tools, resources, and webinars.

School Action Fund Impact
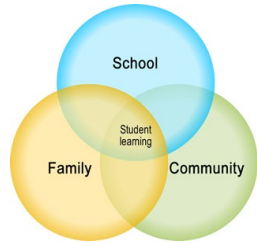
90 LEAs across all 20 ESCs

295+ School Actions Awarded/Planned/Implemented

More than $232 million in direct-district grants and in-kind support

Community Engagement

HQIM

Professional Development

133,000+ students impacted

SAF Cycle 9 (LASO 3) School Actions and Models

Step 1: Select an Action

1. Restart an Under-Performing School
- New leader and mostly new teachers
- New academic program implemented in Year 1 (not phased in)

2. Create a New School
- New school w/new CDCN phased in one grade level at a time
- New school leader, new teachers, new academic program

3. Redesign an Existing School
- New academic program implemented in Year 1 (not phased in)

4. Reassign Students to a High-Performing Campus
- Students reassigned to A/B rated campuses following deep community engagement and student and family support
- Campus closed in Year 1 w/ transition support provided to students in receiving schools

Step 2: Select a Governance Type

A. District- Run
- Flexibility from district policy/ practice required

B. 1882 Partnership $
- Must meet all 1882 designation requirements

C. Governance Type and Model: N/A
- Target campus will close
- Students may be assigned to any A/B-rated campus in district, regardless of governance type or model

Step 3: Identify school model

1. ACE
2. Advanced STEM*
3. ADSY Full Year $

4. Turnaround Partnership $
- F-rated campuses, Restart only
- Eligible for pause in accountability sanctions
5. Innovation Partnership $

*Advanced STEM is available to Elementary and Middle schools **only**

$ Actions/ Models that yield additional sustained funding opportunities.

Note: Planning and/or implementation grants available. Districts already working with an approved TA provider may elect to apply for an implementation grant.

Elements of Successful School Actions

Regardless of action or model, all School Action Fund campuses will include the following elements:

Effective School Framework (ESF) alignment

High Quality Instructional Materials (HQIM)

Research based instructional strategies (RBIS)

Strategic Scheduling

Campus Leader with a track record of success

Selecting an Action

School Action Self – Assessment

The School Action Self-Assessment:

- Helps spark conversations with your fellow district leaders, your school board, and your families.
- Provides a starting place to understand which actions are the most likely to align with your school and community assets and needs.

Recommendations you will receive within this tool are created based off formulas. ***This tool is not an exact science.*** *You know your district best, so please keep the human element in mind as you work through the assessment.*

Why choose the Restart Action?

Why select this action?

- Restart actions are designed to transform a chronically under-performing campus into a high-performing learning environment.

What is this action?

- Replace campus leader with a principal with a track record of success
- Replace all or majority of instructional staff
- Incorporate new, evidence-based instructional model designed to accelerate instruction

Track Record

- The number of A and B Restart campuses increased from 14% in 2019 to 49% in 2022.

What are the Key Elements of SAF Restart?

Replace Leader and Staff

- The campus **replaces the campus leader and staff** with a new leader and staff that have a **successful track record of student achievement**.

- The campus **keeps** its CDCN.

New Student Experience

- Instructional excellence focused on **data-driven instruction**, high-quality instructional materials, and early interventions.

- **Support for students** and **training for educators** focused on mental health and student resilience.

Rethinking the School Day

- Restart actions rethink the school day to provide **more instructional** time for students, resulting in rapidly improved outcomes.

Benefits of Restart Action

Highly Effective Teachers and Leadership

Students remain in neighborhood campus

Increase of Wraparound Services for Students

Additional Funding (1882 Partnership, if eligible)

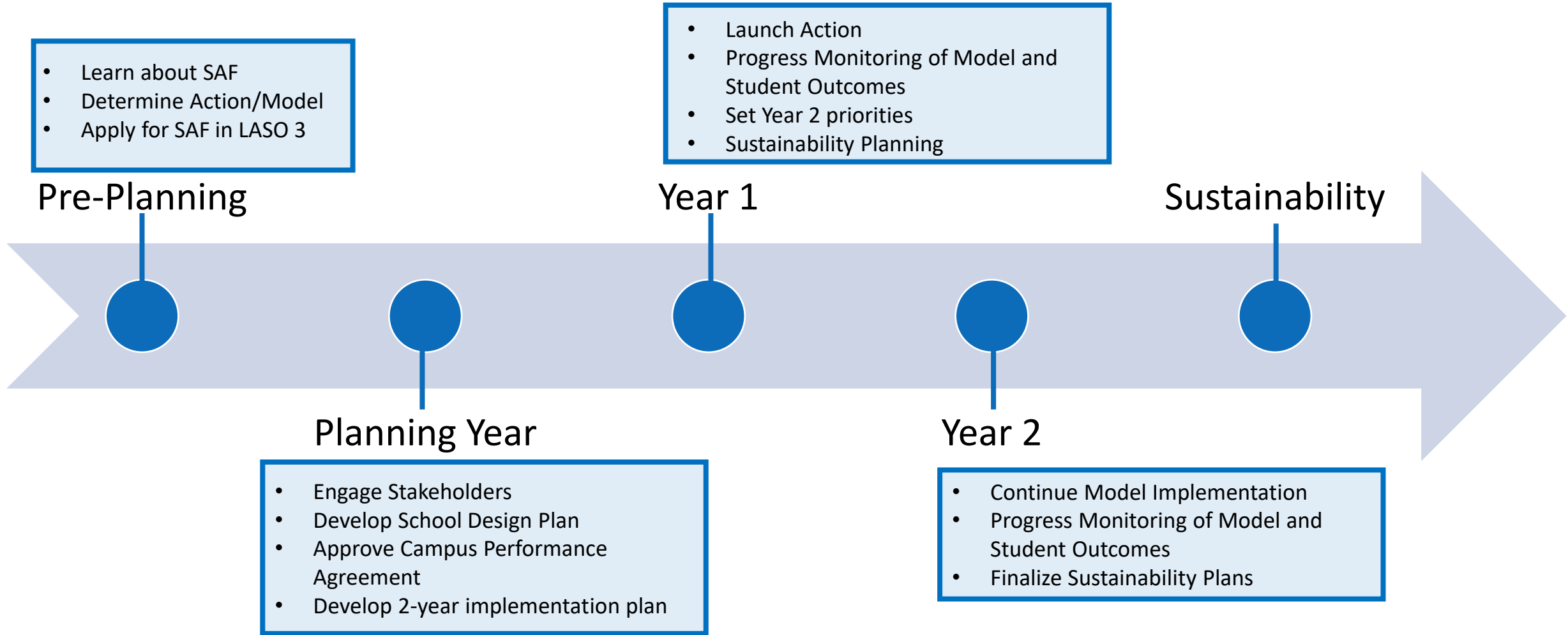# How do you plan and implement this action?

District-Run

```
Select a Leader  →  Design the School  →  Launch the ACE Model
```

Partner-Managed

```
Approve Board Policy  →  Launch a Call and Approve a Partner  →  Launch the Partnership Restart
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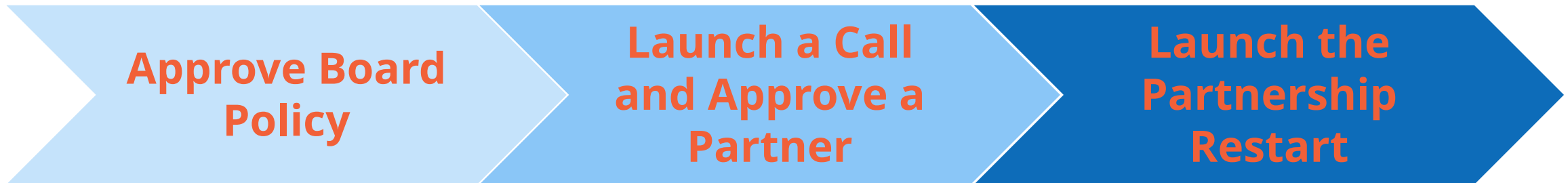
How will the action be implemented?

Pre-Planning
- Learn about SAF
- Determine Action/Model
- Apply for SAF in LASO 3

Planning Year
- Engage Stakeholders
- Develop School Design Plan
- Approve Campus Performance Agreement
- Develop 2-year implementation plan

Year 1
- Launch Action
- Progress Monitoring of Model and Student Outcomes
- Set Year 2 priorities
- Sustainability Planning

Year 2
- Continue Model Implementation
- Progress Monitoring of Model and Student Outcomes
- Finalize Sustainability Plans

Sustainability

Restart Models in LASO 3

School Models are evidence-based, ESF-aligned approaches that districts can implement as best fit school options for students.

ACE

The five pillars of the ACE model are:
- Strategic Staffing
- Instructional Excellence
- Extended Learning Time
- Wraparound Supports
- Partnerships with Parental and Community Organizations

ADSY Full Year

The three components of the ADSY Full Year model are:
- Extended Year (up to 210 days)
- Reimagined schedule to increase teacher planning time
- Student Brain Breaks
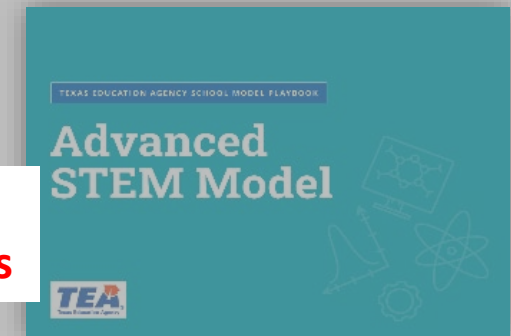- Must include an elementary grade
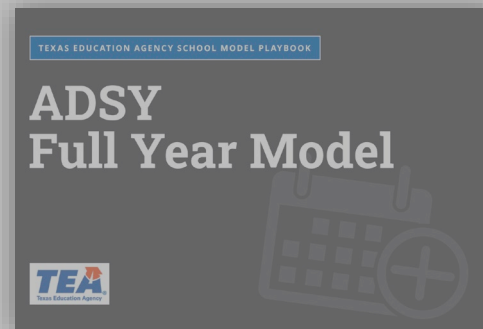
Advanced STEM

The elements of the Advanced STEM model are:
- STEM integration
- Applied Learning
- Instructional Excellence
- Schoolwide Culture of Innovation

Note: Available to Elementary and Middle schools **only**

Not Available for Restart Actions

Overview of Core Components of Campus Turnaround Plan (Sec 39A.105)

1. Principal Assignment
- Principal with a history of improving student academic growth

2. Teacher Effectiveness
- At least 60% of classroom teachers must have demonstrated instructional effectiveness

3. Employment and Compensation
- Incentives: Significant incentives for high-performing principals and teachers
- Commitment: Three-year commitment to continue incentives

4. Best Practices Implementation
- Instruction: Practices based on data
- Teacher Observation and Feedback: Systematic observation and feedback mechanisms
- Positive Student Culture: Creating a positive culture for students
- Family and Community Engagement: Partnerships with parents and community groups
- Extended Learning: Opportunities beyond regular school hours
- Student Services: Services before or after school to improve performance

5. Third-Party Assistance
- Involvement of an approved third-party provider in the development and implementation of the plan

Restart Action: District-Run Campuses
ACE Model

The campus is directly run and supported by the LEA. All staff members of the campus are employees of the LEA. The grant-awarded campus is allowed flexibility from LEA policies and practices in order to enact the school action, model, and implement high quality instructional materials, or HQIM. This flexibility is documented in School Design Plans, Performance Agreements, and Implementation Plans, and is approved by the Superintendent and/or the Board of Trustees.

2025-2026 School Action Fund Grant Program Guidelines, Program elements, pg. 17
District Run

ACE School Model Playbook
Center for School Actions website

Since 2015 – ACE has been implemented in 15 Districts, 50 Campuses and Impacts 35,000 Students.

Core Components of the ACE Model

There are 5 components of the ACE model

Strategic Staffing

Instructional Excellence

Extended Learning Time

Wraparound Supports

Parent and Community Organizations

Core Components of the ACE Model
Strategic Staffing

Strategic Staffing	**Instructional Excellence**
Extended Learning Time	**Wraparound Supports**
Parent and Community Organizations	

- New campus leaders are selected.

- Exceptional educators are identified by using both qualitative and quantitative data.

- Financial incentives are used to encourage teacher placement

- Leadership and teaching staff is committed to driving school improvement and enhancing student learning

- Targeted professional development for all staff members

Core Components of the ACE Model
Instructional Excellence

Strategic Staffing

Instructional Excellence

Extended Learning Time

Wraparound Supports

Parent and Community Organizations

- Data driven Instruction and PLC implementation

- High student expectations/achievement and culture of continuous improvement for both students and staff

- Ongoing observation feedback cycles

- Use of high-quality assessments to monitor student growth and support student progress

Core Components of the ACE Model

Extended Learning Time

Strategic Staffing

Instructional Excellence

Extended Learning Time

Wraparound Supports

Parent and Community Organizations

- Schools offer extra hours of instruction, primarily focusing on reading and math, to provide students with additional time to master core subjects.

- These extended hours also include time for interventions, enrichment activities, and engagement with parents and the community.

- By providing breakfast, lunch, and dinner to all students every day, the model ensures that students' nutritional needs are met, which is essential for their overall well-being and academic success.

Core Components of the ACE Model

Wraparound Supports

Strategic Staffing

Instructional Excellence

Extended Learning Time

Wraparound Supports

Parent and Community Organizations

- Emphasizes the development of positive relationships between students and adults

- Integration of wraparound services to supports for students and staff throughout the school system

- Free breakfast and lunch served for ALL students

Core Components of the ACE Model

Parent and Community Organizations

Strategic Staffing

Instructional Excellence

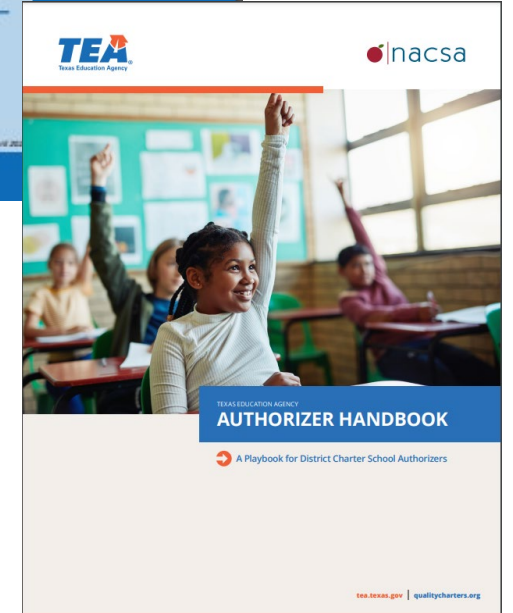**Extended Learning Time**

Wraparound Supports

Parent and Community Organizations

- Effective communication and regular engagement with parents and community members are essential for creating a supportive network around students

- The model encourages schools to hold community-centered events and meetings, fostering a sense of collaboration and shared responsibility for student success

Partner-Managed Campuses

Districts authorize an Operating Partner to manage the school through an SB 1882 partnership, which is either a Turnaround Partnership (available for F-rated campuses only, or, an equivalent, as defined by TEA, or as confirmed by internal LEA data analysis using all publicly available data) or an Innovation Partnership.

The LEA launches a Call for Quality Schools (which must require that Operating Partners implement high quality instructional materials, or HQIM, as defined later in these Program Guidelines) to recruit, evaluate, and approve a high-quality operator to plan and implement the school action(s). More information about Texas Partnerships can be found here.

2025-2026 School Action Fund Grant Program Guidelines

(Program Elements, pg.17)

Partner-Managed

(ii) For partnership benefits applied to all campuses approved for the 2022-2023 school year and thereafter, evidence must be provided that the **operating partner**:

(I) has been in existence for **at least three years** prior to undertaking the management of the district campus;

(II) has managed **multiple campuses for multiple years**; and

(III) has a track record of managing campuses to **academic success** or has **significantly improved the academic performance** of campuses.

(E) In order to qualify for ongoing benefits, subsequent to initial eligibility validation or approval, the eligible partnership must comply with all information requests or monitoring visits deemed necessary by TEA staff to monitor the ongoing eligibility of the partnership.

(F) To receive benefits under TEC, §11.174(f) and (g) and §48.252, the district must continuously meet the requirements in this subsection.

(G) Notwithstanding this subsection, the commissioner will treat a campus granted a charter under TEC, Chapter 12, Subchapter C, as an open-enrollment charter school under TEC, §11.174(a)(1), if the Subchapter C charter was granted by a high-quality district authorizer. A high-quality district authorizer is a district that has successfully completed a state-approved professional development program in high-quality authorizing and has operated at least four Subchapter C campuses that are eligible for benefits under TEC, §11.174, in the prior year with at least 75% of those campuses performing at or above an agency-identified threshold for each campus's School Progress Domain.

What Is the Restart Partnership?

The Restart Turnaround Partnership provides the option for districts to conduct a rigorous process and authorize an Operating Partner to manage a school as an in-district charter school to dramatically transform outcomes for students.

What it **IS**

- An opportunity to **authorize successful organizations as Operating Partners** to improve student outcomes

- **ESF-aligned** school models with potential for additional per-pupil funding to transform the school

- Campus remains a **district school** with **district students**

What it is **NOT**

- **Privatizing** schools

- **Small "tweaks" or changes** to existing curriculum and/or instructional strategies **with existing staff and leadership**

- **A new school.** Rather, current students stay and the school continues to be a neighborhood school

Restart: Turnaround Partnership

The partner organization's ESF-aligned school model must be codified in an approved application by the district (Authorizer), and the district holds the partner accountable for improved student outcomes through a performance contract.

Key Elements

- **New leader, new staff** - district or partner employees

- Students **remain district students**, and the partnership campus' accountability gains count for the districts' accountability

- **District maintains ultimate responsibility** over the partnership through negotiated performance measures and financial goals in the performance agreement

- Partner has **sole autonomy** over staffing, curriculum, budgets, and calendar

Why Choose This Model?

- Provide **a high-quality option** through a partner with a track record of success

- Often as high as **$1,000 per pupil** in extra funding

- Deliver a more **diverse set of schools and programs** to meet community demand

- **Maintain a neighborhood school** while quickly creating a high-quality option for families

- Extra **capacity and resources** for the district through leveraging expertise of partner

Texas Authorizer Leadership Academy (TALA)

- Grantees awarded "Partner-managed" actions **must register** for the Texas Authorizer Leadership Academy (TALA) by **December 1st** of the **first year of the awarded grant** and **complete** TALA training by the **end of the first year of the awarded grant.**

- TALA is a comprehensive program for district leaders who are currently, or aspiring to, use authorizing practices to improve the number of high quality, best fit school options in their district. Through a cohort model, participants will learn to implement effective authorizing practices and lead change in their districts.

SAF Success Stories

Vision Statement

We Make Success Happen On Purpose:
Believe! Succeed! Achieve!

GOODMAN ELEMENTARY
ACE Demonstration School

Mission Statement

Goodman Elementary strives to provide every student with rigorous, relevant, high quality instruction in a safe and family oriented environment.

ACE
COURAGE
RESPECT
FRIENDSHIP
TRUST

ACCELERATING CAMPUS EXCELLENCE
Demonstration Schools

Vision Statement

Mission Statement

We Make It Happen: Believe! Achieve! Succeed!

Worsham Elementary will maintain high expectations and success for all students and staff. We will maintain exemplary practices through high expectations for all children, the implementation of ongoing assessment, daily administrative involvement in the classrooms and a strong curriculum-based instruction with consistency from grade level to grade level.


ACE
COURAGE
RESPECT
FRIENDSHIP
TRUST

ACCELERATING CAMPUS EXCELLENCE
Demonstration Schools

Aldine ISD: Goodman ES and Worsham ES

	Goodman Elementary 2021-2022			Worsham Elementary 2021-2022		
	Component Score	Scaled Score	Rating	Component Score	Scaled Score	Rating
Overall		**89**	**B**		**83**	**B**
Student Achievement		**72**	**C**		**72**	**C**
STAAR Performance	44	72		44	72	
School Progress		**93**	**A**		**86**	**B**
Academic Growth	88	93	A	79	86	B
Relative Performance (Eco. Dis: 97.3%)	44	81	B	44	81	B
Closing the Gaps	**85**	**80**	**B**	**74**	**77**	**C**

1 Aldine ISD **moved highly qualified educators to both campuses and provided specialized professional development.**

2 **Master schedules** at both were redesigned to include an extended day.

3 **Students** were provided with **additional social supports**.

Aldine ISD: Goodman ES and Worsham ES are performing well-above overall District average

All Students at Goodman and Worsham El. vs. Aldine All Student Avg., All Grades & Subjects, 2014-2023
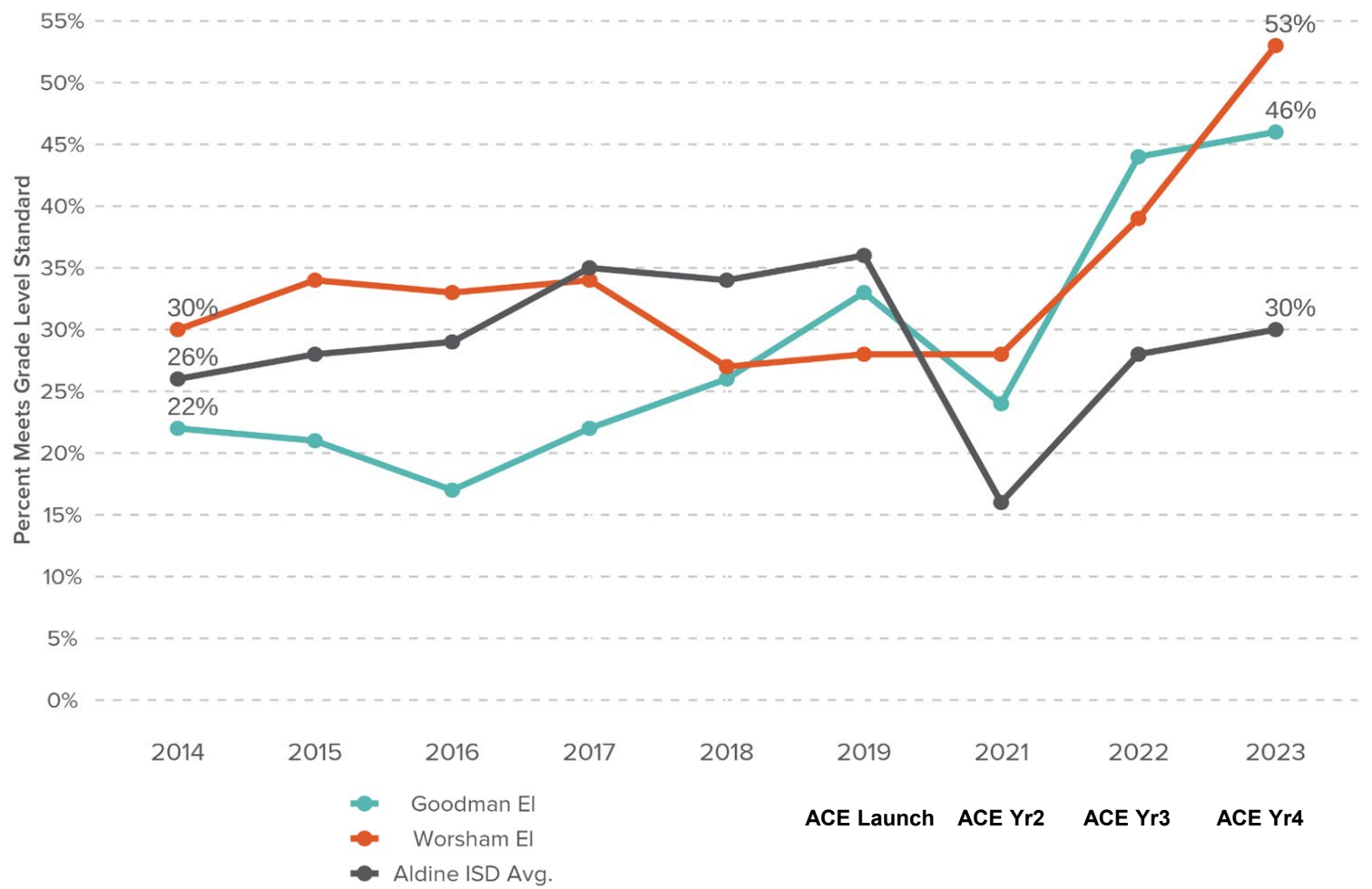
1. In year 1, SY 2019-20, the two campuses exceeded district growth at beginning of the year to the middle of the year by 3-4 times in Reading and Math.

2. During COVID, the ACE campuses had higher remote learning engagement than other schools in the district.

3. In year 2, the campuses outperformed the district in Reading and Math, and they exceeded other schools in the district in STAAR Math and Reading results.

4. **Goodman and Worsham ACE student outcomes were less impacted by COVID** and showed greater growth coming out of COVID compared to district.

Emergent Bilingual, Special Education, and Black students also outperform the district in ACE Yr 4.

Worsham Elementary Success in Implementation

Implementation Highlights

- **Teachers embracing HQIM** and putting in the work to ensure they provide high quality instruction
- Teachers are **actively engaged and prepared for their CBPL's** and their hard work is transferred to the students through quality instruction
- **Students are experiencing growth** and developing an appreciation for both math and reading
- **Strong vertical alignment** between grades; Teachers and students are making connections

What's Next

- **Ensure all teachers and staff continue with strong implementation** during STAAR and after receiving STAAR results

Goodman Elementary Success in Implementation

GOODMAN ELEMENTARY
ACE Demonstration School

Implementation Highlights

- Campus implemented strong **Data-Driven Instruction** cycle within Professional Learning Communities

- Instructional coaches and admin aligned to support teachers for **ongoing professional growth** campus-wide with **timely and relevant observation/feedback cycles and mentoring**

- **Teacher confidence** in HQIM grew with targeted training, feedback and support

- **Strong family/community engagement** throughout the year (family nights, communications)

What's Next

- Continue **student growth** trajectories, **increase enrollment**, build on **after-school** enrichment and learning opportunities.

- The Leadership Academy Network (LAN) is an SB 1882 partnership between FWISD and Texas Wesleyan University which allowed the district to expand the diversity of school options, bring in targeted expertise and empower school leaders and partners with greater autonomy.
- Five Ft. Worth ISD campuses are included in the LAN, three of which are School Action Fund grantees.

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Restart Action: LAN, Ft. Worth ISD

Leadership Academy at Maude Logan Elementary

LEADERSHIP ACADEMY AT COMO ELEMENTARY

LEADERSHIP ACADEMY AT FOREST OAK

Year	Logan Elementary	Como Elementary	Forest Oak MS
2013	Improvement Required	Improvement Required	Improvement Required
2014	Improvement Required	Improvement Required	Improvement Required
2015	Improvement Required	Improvement Required	Improvement Required
2016	Improvement Required	Improvement Required	Improvement Required
2017	Improvement Required	Improvement Required	Improvement Required
2018	Met Standard	Met Standard	Met Standard
2019	Not Rated	Not Rated	Not Rated
2020	Not Rated	Not Rated	Not Rated
2021	C	C	B
2022	C	C	B

LAN Ft Worth ISD
Success in Implementation

Implementation Highlights

- PLC's included weekly or biweekly content/grade level planning sessions for **teacher growth and development**. In addition, data meetings were weekly/biweekly.

- Lesson Plan Development Sessions focused on **Instructional Planning Calendars** (IPC) and **Demonstrations of Student Learning** (daily exit tickets).

- **Re-teach Cycle** of Learning: Strong Data Cycles with teacher conferences, data binders, student tracking, monitoring and reteaching.

- Strong professional development through instructional staff with use of on **campus coaching and curriculum aligned professional development**.

- LAN **Master Teacher Program** in which top tier teachers apply and are selected to serve as teacher-leaders on campus.

What's Next

- Expand teacher career pathway within the LAN network, continue to increase student achievement.

School Action Fund Resources

LASO 3 Next Steps

Q&A

SAF Resources
LASO 3 Next Steps
Timeline
Submission
Application
Resources
Change Request and Declines

School Action Fund Resources

School Model Playbooks

- Center for School Action website
  - ACE
  - ADSY Full Year
  - Advanced STEM

Other Resources

- School Actions Self-Assessment
- Texas Partnerships website
  - Texas Partnerships Guide
  - TEA Authorizer Handbook

HQIM and RBIS Resources:

- SBOE website
  - Instructional Materials Review and Approval Content and Suitability Rubrics
- TEA website – HQIM and OER
- Strong Foundations website – RBIS

Center for School Actions

Office Hours	**November 1, 11:00 – 12:00 pm** **November 7, 9:00 – 10:00 am**
Schedule a 1:1 Call	Schedule a private call with the Center for School Actions Team Sarah Gudenkauf is the Director of Systems Innovation at MAYA Consulting. She is an SGS Executive Advisor and has supported multiple school districts in implementing School Action Fund grants.

LASO Cycle 3 Timeline

TEA opens application on 10/14

TEA closes application on 12/13 at 5:00 p.m. **CT**

TEA announces awards on 2/20 (tentative)

TEA issues NOGAs by 5/24

October	November	December	January	February	March	April	May

TEA publishes FAQ

TEA scores applications and conducts interviews with LEAs (if applicable)

LEAs accept awards and submit budgets in eGrants by 3/24

LEAs must complete this step for NOGAs to be issued

LEAs must submit LASO Cycle 3 applications by December 13 at 5:00pm CST

TEA emailed unique application links to LEA superintendents on October 14 (if needed, LEAs can complete a [Request for Application Link Form](#) to receive a new link)

PDF of the application is posted on the [LASO Cycle 3 website](#); however, LEAs must submit the application through Qualtrics using the unique application link

Applications must be signed by the superintendent to be accepted

LASO application window open:
October 14, 2024 – December 13, 2024, 5:00 PM **CT**

Application Window
October 14-December 13

SAF Office Hours
November 4, 2024 | 11:00 am – 12:00 pm

SAF Program Webinars
October 17- 25

- ~~Restart Action webinar~~
  October 28, 2024 |1:00 -2:00 pm

- Reassign Action webinar
  October 29, 2024 |1:00 -2:00 pm

- Redesign Action webinar
  October 30, 2024 |1:00 -2:00 pm

- Create New Action webinar
  October 31, 2024 |2:00 -3:00 pm

REGISTRATION

Next Steps
Visit the LASO 3 website to familiarize with included grant offerings.

Communicate and share the information with LEA internal teams to support the decision-making process on which sets of grants to apply for.

Register for our upcoming informational webinars.

Resources Available
- Best Fit Guidance provides criteria to help determine if a grant fits LEAs needs
- Grant One Pagers provide preliminary grant eligibility and key commitments
- Eligibility and Prioritization Guidance Doc provides information to help determine the likelihood of being awarded

Find all LASO related supports - including timelines, webinars, and planning tools - at tea.texas.gov/LASO

Questions?

Office Hours

Attend office hours for technical assistance or discussion with program teams

November 4, 11:00 a.m. – 12:00 p.m. [Registration Link](#)

FAQs

Review the general FAQ (updated FAQs will be posted by November 13th)

Email

- For questions about the application process or technical assistance with the application, contact LASO@tea.texas.gov
- For questions about SAF grants, contact Laura.Hyatt@tea.texas.gov

Appendix

- Lever 1
  - Recruit and hire campus leader and leadership team.
  - Establish clear roles and responsibilities for the leadership team.
  - Develop a monitoring plan based on progress toward outcomes.
- Lever 2
  - Develop and execute hiring timeline for first-year staffing needs. Collaborate with Human Resources to leverage available strategic initiatives, especially for difficult-to-staff positions.
  - Leverage incentives for high-quality educators upon hire and based on success.
  - Develop onboarding resources and professional development that build belief and understanding of the model.
  - Establish strategic recruitment plan for highly effective educators.

- Lever 3
  - Create a daily and yearly schedule that includes time for culture-building programming.
  - Establish family engagement objectives and outline yearlong programming.
  - Develop an age-appropriate and research-based Positive School Behavior Program.
- Lever 4
  - Evaluate and select HQIM for ELAR and Math that aligns to the vision and mission of your campus.
- Lever 5
  - Create feedback and observation protocol
  - Establish professional learning and collaboration structure, schedule, and expectations.
  - Prioritize implementing a strong HQIM internalization protocol during Year 1.

- Lever 1
  - Implement leadership roles and responsibilities, monitor success, and adjust based on campus need.
  - Execute monitoring plan and utilize data and reflections on an ongoing basis to adjust and adapt as needed.
- Lever 2
  - Develop and implement an ongoing support plan for new staff, specifically novice teachers.
  - Continue model-specific professional development. Cultivate leadership among founding staff and utilize their support in onboarding Year 2 staff..
  - Establish strategic recruitment plan for highly effective educators.

- Lever 3
  - Implement and monitor wrap around services.
  - In observation and feedback protocol, ensure swift and successful adoption of critical routines and procedures.
  - Prioritize early and intensive coaching and support for any teachers where lack of skill in routines and procedures is negatively impacts effective instruction.
  - Onboard students, family and staff in culture expectations.
- Lever 4
  - Establish, communicate and execute Year 1 HQIM actions and goals.
- Lever 5
  - Implement professional learning and collaboration systems.
  - Monitor HQIM closely to ensure consistent usage with fidelity

- **ESF Lever 1**
  - Based on Year 1 outcomes and school community needs, adjust leadership roles and responsibilities. Consider how the additional students and staff will impact these as well.
  - Based on Year 1 outcomes, establish Year 2 goals and create and implement a monitoring plan.
- **ESF Lever 2**
  - Onboard any new staff and continue model-specific professional development for them. Leverage leadership of founding staff members.

- **Lever 3**
  - Based on Year 1 reflections and campus needs, adjust PBIS to better address school culture.
  - Ensure hiring process and decisions continue to support a positive school culture.
- **Lever 4**
  - Establish, communicate and execute Year 2 HQIM actions and goals
  - Communicate regularly to stakeholders about the connection between HQIM implementation and your campus instructional vision.
- **Lever 5**
  - Continue implementation of professional learning and collaboration systems.
  - Implement a strong student work analysis protocol during Year 2 and monitor closely to ensure consistent usage.
  - Differentiating observation and feedback cadence and support based on teacher needs, campus trends and leadership capacity.