

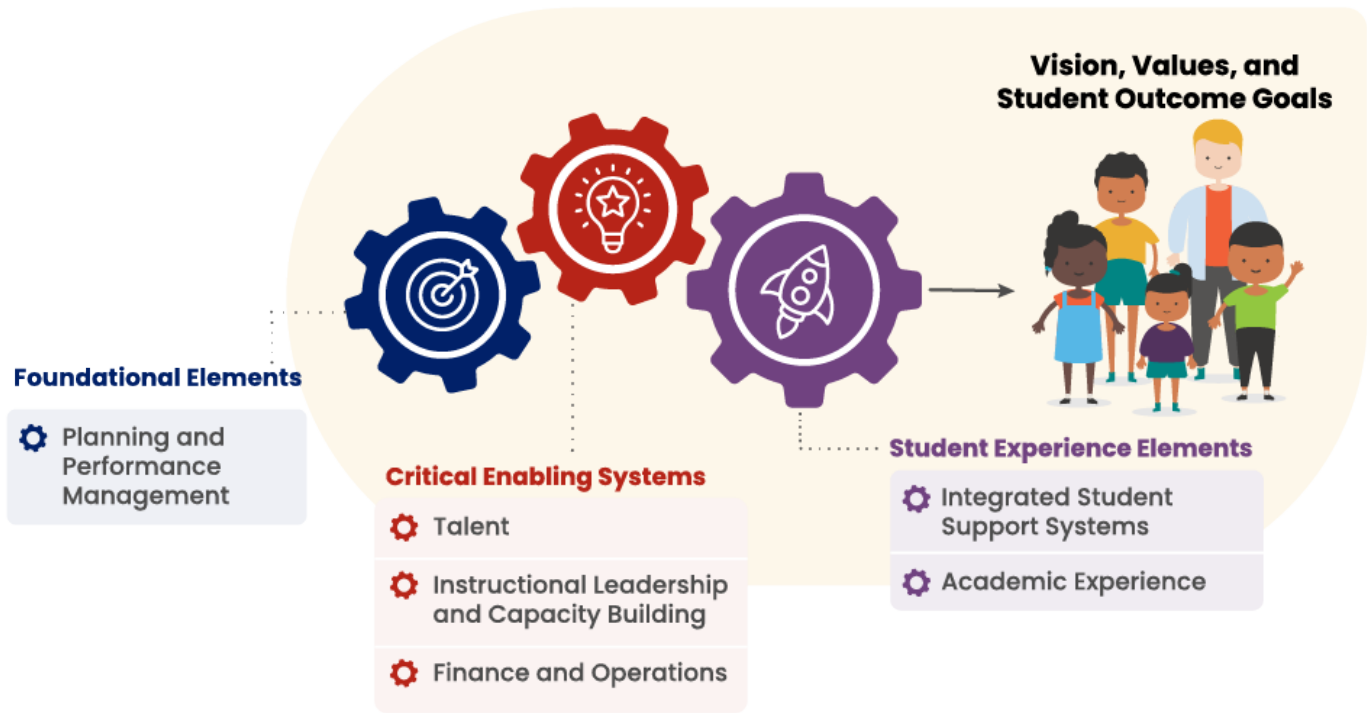


Levers, Essential Actions, and Key Practices



EFFECTIVE SCHOOL FRAMEWORK

The Effective School Framework Impact Model



The Effective School Framework (ESF) provides the guiding principles for the campus-level systems necessary to maximize school effectiveness. The Effective School Framework, also known as ESF, supports campuses in aligning resources and supports the campus systems to ensure a rigorous, supportive student experience that leads to improved student outcomes. The goal of the ESF is to provide campuses with insight into research-based, aligned, campus-level systems that are critical to campus practices and guided by continuous improvement.

The Effective School Framework is directly aligned to the Effective District Framework (EDF). The Effective District Framework provides the guiding principles for district level systems necessary to ensure every area of a district and campuses maximize their effectiveness.

The Structure of the Effective School Framework



Lever 1: Planning and Performance Management through Strong Leadership

Essential Actions

- 1.1: Vision and Mission
- 1.2: Campus Improvement Plan
- 1.3: Campus Implementation Planning and Project Management
- 1.4: Performance Management of Campus Improvement Plans/Goals

Lever 2: Talent Retention and Strategic Staffing

Essential Actions

- 2.1: Intentional Roles and Staffing
- 2.2: Staff Selection
- 2.3: Growth and Retention Strategies

Lever 3: Integrated Student Support Systems

Essential Actions

- 3.1: Multi-tiered System of Supports
- 3.2: School-wide Culture, Behavior, Safety
- 3.3: Interventions and Supports

Lever 4: Academic Experience: High Quality Instructional Materials

Essential Actions

- 4.1: Multi-tiered Academic Experience
- 4.2: Management of Curriculum Implementation
- 4.3: CCMP Course Offerings and Graduation Programs of Study

Lever 5: Instructional Leadership and Capacity Building

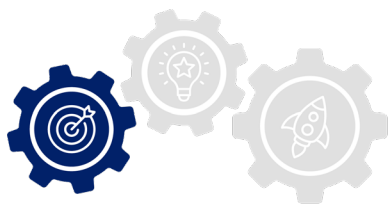
Essential Actions

- 5.1: Instructional Leadership
- 5.2: Instructional Planning for Effective Classroom Instruction
- 5.3: Data-Driven Instruction, Assessment Reflection, and Targeted Supports

Lever 6: Campus Finance and Operations

Essential Actions

- 6.1: Teacher and Student Time
- 6.2: Campus Budget
- 6.3: Enrollment and Access
- 6.4: Campus Operations



Lever

1

Planning and Performance Management through Strong Leadership

The campus aligns its goals and priorities with the district's vision for student success. It develops actionable campus plans that include key strategies and incorporates planning and performance management routines to monitor initiative progress and student achievement.

Essential Actions:

1.1

Vision and Mission

Understand the district's vision for student success.

Key Practices:

1.1.1 Vision and Mission

- Campus messages, policies, and practices reflect the district's mission and vision, demonstrating high expectations and shared responsibility for student success.

1.1.2 Campus Leadership

- Campus leadership ensures alignment to the district's mission and vision by ensuring that all campus messages, policies, and practices consistently reflect and uphold that mission and vision.

1.2

Campus Improvement Plan

Develop a Campus Improvement Plan aligned to the district's strategic plan.

Key Practices:

1.2.1 Campus Improvement Plan

- Campus has a focused improvement plan with clearly defined strategy and priorities, timelines, milestones, metrics, and task owners that directly address the root causes of low performance.

1.2.2 Goals

- Campus goals are specific to the campus, focused on improving student outcomes, and directly aligned to the district's multi-year, student outcomes.

1.2.3 Strategic Priorities

- Campus strategic priorities are specific needs of the campus and aligned to the district's strategic priorities, ensuring campus-level actions directly support the district's vision for student success.

1.3

Campus Implementation Planning and Project Management

Plan for and project management implementation of prioritized district initiatives.

Key Practices:

1.3.1 Implementation Planning

- Campus develops clear implementation plans with roles, responsibilities, timelines, and project management structures, as outlined in their Campus Improvement Plan.

1.3.2 Project Management

- Campus establishes and uses project management structures and tools to plan, monitor, and ensure timely, high-quality completion of campus initiatives and accountability for progress.

1.4

Performance Management of Campus Improvement Plans/Goals

Key Practices:

1.4.1 Measurement Plan

- Campus leaders monitor implementation of improvement plans/goals by reflecting on progress and hold task owners accountable for execution of the work.

1.4.2 Data Collection

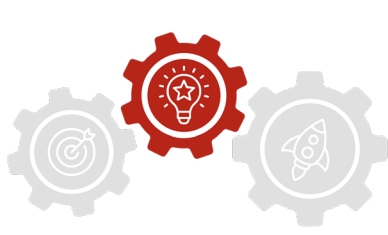
- Campus leaders use data systems to collect and analyze data that tracks progress toward campus goals and improvement plan outcomes.

1.4.3 Data-Driven Decisions

- Campus leaders use data to analyze progress, identify barriers, and adjust strategies when milestones and benchmarks are not met to ensure goals are achieved.

1.4.4 Performance Management Routines

- Campus establishes systems that routinize initiative progress reflection and iteration on implementation tactics as needed.



Lever **2** Talent Retention and Strategic Staffing

The campus prioritizes effective staffing practices such as intentional talent retention and strategic staffing strategies in alignment with district guidelines to ensure the needs of all students are met.

Essential Actions:

2.1

Intentional Roles and Staffing

Staff are strategically hired and placed to deliver on the envisioned student experience.

Key Practices:

2.1.1 Performance Expectation-Setting

- Campus sets and reinforces high performance expectations by following district guidance during hiring, onboarding/induction, professional learning, and coaching structures.

2.1.2 Hiring and Evaluation

- Campus leadership follows district defined selection criteria and evaluation processes to identify and hire candidates best suited for specific roles.

2.1.3 Staffing for Greatest Impact

- Campus leaders ensure that the most effective educators are placed in classrooms with higher student support needs.

2.2

Staff Selection

Intentionally selects educators well-prepared to provide high-quality instruction and services to each student.

Key Practices:

2.2.1 Staffing Projections

- Campus uses enrollment trends and program needs to anticipate staffing requirements and collaborates with the district to inform recruitment and hiring decisions.

2.2.2 Selection and Screening

- Campus uses district-defined screening processes, tools, and selection criteria to effectively evaluate a candidate's knowledge, skills, and abilities.

2.3

Growth and Retention Strategies

Systems in place to support teacher professional growth, advancement opportunities, and retention.

Key Practices:

2.3.1 Appraisal

- Campus leadership conducts annual staff appraisals using multiple measures such as competencies and student growth to assess performance.

2.3.2 Advancement and Retention

- Campus leaders implement advancement and retention strategies aligned to district and campus performance expectations.



Lever 3 Integrated Student Support Systems

The campus establishes proactive and responsive student support systems aligned to the district's MTSS framework, promoting a positive school culture, supports for all students, and family engagement.

Essential Actions:

3.1

Multi-tiered System of Supports

Implement the district's integrated multi-tiered system of supports (MTSS) framework aligned to evidence-based prevention and intervention practices to support the academic and non-academic needs of all students, providing guidance on routine progress monitoring and data-driven decision making.

Key Practices:

3.1.1 Student Support Teams

- Campus student support teams meet regularly, following the district's SST structure, to review data, identify individual students' academic, behavioral, and foundational strengths, and implement individualized support strategies.

3.1.2 Universal Screening

- Campus administers district-wide universal screeners for academic, optional mental health, and behavior to support early identification and intervention.

3.1.3 Family Engagement

- Campus fosters an inclusive environment by actively engaging families in supporting students' academic growth and overall well-being through regular, personalized communication, which is outlined as an expectation for all teachers.

3.2

School-wide Culture, Behavior, Safety

Establish strong school culture, behavior, and safety systems.

Key Practices:

3.2.1 School-wide Culture

- Campus-level culture-setting aligned to district-level guiding commitments and vision and supports student readiness to learn.

3.2.2 Routines for a Productive Learning Environment

- Campus staff follow clear expectations for implementing school-wide and classroom-level procedures, with opportunities to practice, to ensure a safe and productive learning environment.

3.2.3 Universal Behavior and Discipline Strategies

- Campus leaders establish and communicate clear expectations for prevention, incentives, and consequences that promote positive behavior for all students.

3.3

Interventions and Supports

Staff identify and respond to needs of all students and provide timely targeted responses to reduce barriers to learning and promote trust, belonging, safety, growth mindset, and self-regulation.

Key Practices:

3.3.1 Case Management

- Campus leaders ensure that a case management system is used to monitor student progress by reviewing academic data, universal screener results, behavior, attendance, student well-being, and access to support, enabling timely and targeted interventions.

3.3.2 Integrated Mental Health and Crisis Response

- Campus provides proactive, policy-aligned mental health education for all students and uses evidence-based practices (interventions) to address threat concerns through district-designated crisis teams that conduct structured threat assessments and provide trauma-informed postvention and re-entry support.



Lever

4

Academic Experience: High Quality Instructional Materials

The campus implements the district's framework for strong instruction by applying research-based strategies and using high-quality instructional materials and assessments to deliver a rigorous academic experience for all students, ensuring they are supported and prepared for college, career, or military pathways.

Essential Actions:

4.1

Multi-tiered Academic Experience

Implement a research-based strategy and approach for strong multi-tiered instruction and supports.

Key Practices:

4.1.1 Multi-tiered System of Supports

- Campus leaders ensure teachers are supported in delivering strong tier 1, tier 2, and tier 3 academic supports for all students.

4.1.2 Tier 1 Instructional Strategies and Supports for All Learners

- Campus leadership ensures that all staff understand and implement the district's instructional framework, which is grounded in research-based Tier 1 strategies aligned to core content areas (e.g., math, reading).

4.1.3 Coherent Extended Time, Tutoring, Interventions Approach

- Campus executes a coherent, research-based approach to extended time, tutoring, and interventions that align with the multi-tiered system of supports outlined by the district.

4.1.4 Aligned Assessment System

- Campus ensures that teachers understand the purpose of assessment and administer assessments aligned with high-quality instructional materials and the district's framework to support strong instruction.

4.1.5 [If relevant] Early Childhood Strategies

- Campus teams implement the district's early childhood instructional delivery model with fidelity, aligning instruction to Kindergarten Readiness standards and fostering foundational academic and social-emotional development through research-based strategies, while campus leaders monitor effectiveness via classroom observations, student progress data, and family engagement feedback.

4.2

Management of Curriculum Implementation

Monitors curriculum implementation and ensures access to curriculum materials.

Key Practices:

4.2.1 Quality Tier 1 Materials Access and Use

- Campus leaders ensure teachers have access to and use high-quality instructional materials that fully cover state standards, align to research-based instructional strategies, and meet the needs of all students, including special populations.

4.2.2 Implementation Monitoring

- Campus follows a consistent routine to monitor the implementation of district-adopted instructional materials, uses internalization guides and instructional planning tools, and campus leaders track adherence to the required scope and sequence and aligned assessments.

4.2.3 Parent Access to Instructional Material

- Campus leaders ensure parents have meaningful opportunities to access the curriculum and instructional materials used in classrooms.

4.3

CCMP Course Offerings and Graduation Programs of Study

All students are provided with individual career and academic planning and meaningful advising experiences leading to informed decision-making and successful navigation to and through their chosen pathway.

Key Practices:

4.3.1 Graduation Pathways

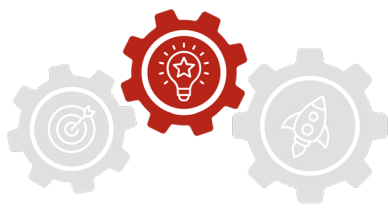
- Campuses ensure all students understand available graduation pathways through age-appropriate guidance and have sufficient counseling staff to support all students.

4.3.2 Career Readiness

- Campuses identify and promote career pathways appropriate for each grade level, connecting students to high-growth, high-demand occupations, and actively pursuing opportunities for career exploration and work-based learning opportunities.

4.3.3 Advising

- Campuses provide an aligned K-12 advising system within the counseling program to support students in navigating to and through their academic and career pathways to ensure students graduate prepared for postsecondary life.



Lever

5

Instructional Leadership and Capacity Building

The campus implements systems aligned with the district expectations to build teacher and instructional leader capacity through job-embedded opportunities such as collaborative planning and internalization, observation and feedback cycles, and data analysis protocols.

Essential Actions:

Instructional Leadership

5.1

Establish expectations and campus systems for instructional leaders and teachers' coaching and development.

Key Practices:

5.1.1 Roles and Responsibilities for Distributed Leadership

- Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, feedback, coaching activities).

5.1.2 Staff Development and Coaching Plan

- Campus leadership ensures staff are supported through deliberately scheduled, ongoing, job-embedded coaching and professional development that supports rigorous, high-quality instruction.

Instructional Planning for Effective Classroom Instruction

5.2

Provide job-embedded supports for teachers to effectively internalize, prepare for, and deliver instruction in a strong classroom environment.

Key Practices:

5.2.1 Culture and Routine Systems Training

- Campus leadership ensures all teachers and instructional staff receive role aligned training on campus specific culture routines and behavior supports, aligned with district expectations.

5.2.2 Curriculum-based Professional Learning

- Campus leaders provide additional resources and support for teachers to effectively implement adopted instructional materials.

5.2.3 Instructional Delivery Training

- Campus instructional leaders ensure teachers receive role-specific training focused on strong instruction, classroom management, intervention strategies, and support for special populations.

5.2.4 Instructional Planning Supports

- Campus leadership supports teachers in internalizing curriculum through structured individual planning time and PLCs.

5.2.5 Observation and Feedback

- Campus instructional leaders implement observation and feedback cycles with calibration aligned to high-quality instructional material delivery and strong instructional delivery practices, leveraging action step trackers to provide clarity and track progress over time.

5.3

Data-Driven Instruction, Assessment Reflection, and Targeted Supports

Campus utilizes data to support all learners.

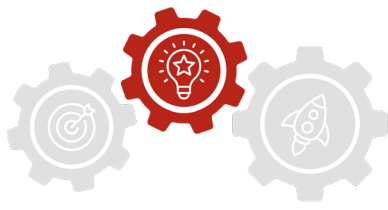
Key Practices:

5.3.1 Data-Driven Instruction with Curriculum-Embedded Assessments

- Campus instructional leaders implement systems for teachers to analyze exit ticket data, review student work, and use formative assessments to identify learning gaps, plan targeted supports, and adjust instruction in alignment with high-quality instructional materials.

5.3.2 Data-Driven Instruction, Assessment Reflection, and Targeted Supports

- Campus instructional leaders use disaggregated data to monitor student progress, provide evidence-based feedback, and guide teachers—individually and in PLCs—through a consistent process to analyze misconceptions, identify root causes, and plan targeted instructional responses.



Lever

6 Campus Finance and Operations

The campus maintains strong financial and operational systems aligned with district systems, prioritizing strategic budget allocation to support the envisioned student experience, maximizing instructional time, fostering student-focused enrollment practices, and maintaining a safe and secure learning environment.

Essential Actions:

6.1

Teacher and Student Time

Campus ensures there is sufficient time in the school day for impactful student experiences, as well as staff preparation and development.

Key Practices:

6.1.1 School Year Calendar (If Applicable)

- Campus develops a school year calendar, approved by the district, that meets all Texas Education Code requirements and incorporates expanded learning opportunities to meet student and family needs. (Used if campus has a different calendar than the district).

6.1.2 School Day Master Schedule

- Campus master schedule optimizes student learning time and is centered on the envisioned student academic experience, including opportunities for enrichment.

6.2

Campus Budget

Strategically plans for and allocates resources in alignment with the envisioned student experience.

Key Practices:

6.2.1 Strategic Budget Allocation

- Campuses ensure budget decisions are intentionally aligned to the highest-priority needs that support campus goals, enhance the student experience, and improve student outcomes.

6.2.2 Compliant Budgeting, Accounting, and Financial Practices

- Campus maintains sound accounting practices in accordance with statutes and local requirements to support fiscal transparency and responsibility.

6.3

Enrollment and Access

A clearly defined process for enrollment and access that aligns with district expectations and established procedures.

Key Practices:

6.3.1 Student-focused Enrollment Systems

- Campuses implement enrollment practices that prioritize students and families, ensuring clear and transparent communication of processes to support access and informed decision-making.

6.3.2 Student Recruitment and Communication

- Campus ensures families receive clear, timely, and accessible information about available programs, clubs, and student opportunities through multiple communication channels (e.g., newsletters, websites, parent portals, and social media) to support engagement and participation.

6.4

Campus Operations

Strategically plans and allocates resources in alignment with the envisioned student experience.

Key Practices:

6.4.1 Secure Facilities

- Campus leaders ensure that all facilities meet district security requirements to provide a safe and protected learning environment for students, staff, and visitors.



EFFECTIVE SCHOOL FRAMEWORK

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