

The
High Reliability Schools
SUMMIT

Agenda

San Antonio, TX • January 12–14, 2026

Monday, January 12

6:30–8:00 a.m.	Registration and Continental Breakfast	Rooms TBD
8:00–9:45 a.m.	Keynote —Philip B. Warrick <i>High Reliability Schools: Leading With Integrity</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See page 2.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–2:30 p.m.	Breakout Sessions	See page 2.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Panel Discussion —Presenters provide practical answers to your most pressing questions.	

Tuesday, January 13

7:00–8:00 a.m.	Registration and Continental Breakfast	Rooms TBD
8:00–9:45 a.m.	Keynote —Mario I. Acosta <i>Creating a Culture Where Students Thrive: The High Reliability Commitment</i>	
9:45–10:00 a.m.	Break	
10:00–11:30 a.m.	Breakout Sessions	See page 2.
11:30 a.m.–1:00 p.m.	Lunch (on your own)	
1:00–1:30 p.m.	Awards Ceremony	
1:30–1:45 p.m.	Break	
1:45–3:15 p.m.	Breakout Sessions	See page 2.
3:15–3:30 p.m.	Break	
3:30–4:30 p.m.	HRS Level-Specific Team Times —Presenters are available to aid in your collaborative team discussions.	

Wednesday, January 14

7:00–8:00 a.m.	Continental Breakfast	Rooms TBD
8:00–9:30 a.m.	Breakout Sessions	See page 2.
9:30–9:45 a.m.	Break	
9:45–11:30 a.m.	Keynote —Tina H. Boogren <i>The Human Side of HRS: Why Educator Wellness Matters</i>	

Agenda is subject to change.

Breakout Sessions at a Glance

HRS levels are listed beneath titles in **bold red**. A red asterisk * indicates session will be repeated.
Rooms are listed beneath titles in *blue italics*.

Presenter	Monday, January 12		Tuesday, January 13		Wednesday, January 14
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:45–3:15 p.m.	8:00–9:30 a.m.
Mario I. Acosta	Connecting the HRS Framework to MTSS for Students: Effective Academic and Behavior Interventions Levels 1–3 <i>Room TBD</i>	Improving Student Performance on Standardized Assessments Level 3 <i>Room TBD</i>	Shaping Exceptional School Culture and Climate Level 1 <i>Room TBD</i>	Leading Change: Transforming Schools With High Reliability Leadership All Levels <i>Room TBD</i>	High Reliability Teams: Installing, Supporting, and Monitoring the Collaborative Teams Process Level 1 <i>Room TBD</i>
Tina H. Boogren	Introduction to the New Art and Science of Teaching Level 2 <i>Room TBD</i>	Everyday Educator Wellness: Actionable Habits for Teacher Well-Being Level 1 <i>Room TBD</i>	Motivating and Inspiring Students and Educators: Student Agency and Social-Emotional Development * Level 1 <i>Room TBD</i>	Supporting Beginning and Veteran Teachers Through Educator Wellness and the New Art and Science of Teaching Level 2 <i>Room TBD</i>	Motivating and Inspiring Students and Educators: Student Agency and Social-Emotional Development Level 1 <i>Room TBD</i>
Jan K. Hoegh	Planning and Teaching in the Standards-Based Classroom Levels 2 & 3 <i>Room TBD</i>	Using Informal and Formal Assessments in the Classroom Levels 2 & 3 <i>Room TBD</i>	Communicating Effectively About Standards-Referenced Reporting Level 4 <i>Room TBD</i>	Using Proficiency Scales Effectively in the Standards-Based Classroom Level 3 <i>Room TBD</i>	Key Actions for Standards-Reference d Reporting Level 4 <i>Room TBD</i>
Philip B. Warrick	Engaging in Data-Driven Leadership: Understanding the Use of Lagging Indicators and Quick Data Sources All Levels <i>Room TBD</i>	Improving Teacher Development: Building Systems That Grow Teacher Expertise Level 2 <i>Room TBD</i>	Strategies for Effective Teacher Observation, Evaluation, and Feedback Level 2 <i>Room TBD</i>	Establishing and Implementing a Guaranteed and Viable Curriculum Level 3 <i>Room TBD</i>	Identifying and Teaching Academic Vocabulary: The Six-Step Process Levels 2 & 3 <i>Room TBD</i>

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Session Descriptions—Day 1

KEYNOTE

Philip B. Warrick

High Reliability Schools: Leading With Integrity

In educational leadership, integrity is the foundation for building credibility, fostering trust, and making decisions that reflect the best interests of students, staff, and the broader learning community. In this keynote, Philip B. Warrick invites educators to reflect on what it means to lead with integrity rooted in the High Reliability Schools framework. Participants explore how data-driven leadership can transform schools into organizations defined by excellence, consistency, and trust, which in turn offer each student the opportunity to succeed in school and beyond. At the heart of this address is the call to lead with integrity—and the realization that leadership is about action, not position.

MORNING BREAKOUT SESSIONS

Mario I. Acosta

Connecting the HRS Framework to MTSS for Students: Effective Academic and Behavior Interventions [Levels 1–3]

Participants in this session explore how the High Reliability Schools framework supports effective academic and behavioral interventions at both the classroom and schoolwide levels. Mario I. Acosta guides educators through strategies to design, implement, and monitor effective MTSS. Educators audit their current practices and connect the conditions of HRS to the tiers of MTSS. Participants gain clear action steps to strengthen their intervention systems.

Participants in this session:

- Analyze and audit current classroom and schoolwide intervention practices through the lens of the HRS framework and MTSS tiers.
- Design and implement aligned academic and behavioral supports that connect HRS conditions to effective tiered interventions.
- Explore student data protocols used to monitor and strengthen intervention systems that promote student success at every level of support.

Tina H. Boogren

Introduction to the New Art and Science of Teaching [Level 2]

In this session, Tina H. Boogren unpacks the components of *The New Art and Science of Teaching* framework, providing participants with a deep dive into its foundational elements and how they can be applied in the classroom. Through a real-world teaching example, participants experience the model in action, demonstrating how creative, research-backed strategies can be seamlessly integrated to drive student engagement and success. Dr. Boogren equips educators with practical, actionable tools to implement the framework and enhance teaching effectiveness in any learning environment.

Participants in this session:

- Understand the importance of a common language of instruction and a framework for effective teaching.
- Learn the rationale and essential components of NASOT.
- Discover instructional strategies that increase their effectiveness in the classroom.

Jan K. Hoegh

Planning and Teaching in the Standards-Based Classroom [\[Levels 2 & 3\]](#)

Effective instructional planning involves the development of instructional units. In this session, Jan K. Hoegh provides an overview of how to develop units of instruction that ensure teachers provide high-quality opportunities to learn academic content in a guaranteed and viable curriculum. Participants leave this session with examples, templates, and processes for taking this important work back to their schools and districts.

Participants learn:

- The three phases of effective instructional planning
- How to successfully develop cohesive instructional units

Philip B. Warrick

Engaging in Data-Driven Leadership: Understanding the Use of Lagging Indicators and Quick Data Sources [\[All Levels\]](#)

The HRS process engages schools in data-driven leadership with two specific types of data: lagging indicators and quick data. Lagging indicators bring data-driven leadership into focus by serving as strategic targets for school improvement and indicating that a school's systems are healthy and working. Quick data serves as a school's safeguard against system entropy. The use of quick data creates an information loop to periodically monitor the health of a school's systems and alert the school to take action before errors become system failures. These two data-driven concepts correlate to a leadership tool known as a sigmoid curve, which assists school leaders in the process of implementing data-driven leadership.

Participants learn:

- Three different types of lagging indicators a school can consider to monitor progress in implementing strategic systems
- Three types of quick data to consider for monitoring the continuing success of systems or processes, including examples of quick data strategies from different schools
- How to use the HRS leadership accountability scales and apply the HRS measurement process to their current school practices

[AFTERNOON BREAKOUT SESSIONS](#)

Mario I. Acosta

Improving Student Performance on Standardized Assessments [\[Level 3\]](#)

In this session, Mario I. Acosta guides participants through actions that support educators to align school systems and increase the probability that students will be successful on standardized

assessments. Participants understand how to identify critical content to be assessed within the context of item-specific thinking skills. Participants explore test-taking strategies to increase the probability that students are successful when taking standardized assessments.

Participants in this session:

- Analyze the structure, content, and performance expectations of the standardized test to gain a comprehensive understanding of what is required of students and how to prepare them effectively.
- Learn strategies to align their instructional materials and teaching practices with the standardized assessment's specifics, ensuring curriculum and instruction are focused on maximizing student outcomes.

Tina H. Boogren

Everyday Educator Wellness: Actionable Habits for Teacher Well-Being [\[Level 1\]](#)

In this session, Tina H. Boogren brings to life the daily practices from *180 Days of Self-Care for Busy Educators* (Solution Tree, 2019) and *180 Days of Physical Wellness for Busy Educators* (Solution Tree, 2024). Participants sample bite-sized strategies and quick physical wellness hacks designed to fit seamlessly into even the most jam-packed days. Participants gain a clear roadmap for sustaining both their emotional well-being and their physical vitality throughout the school year.

Participants in this session:

- Engage in practical exercises and dynamic discussions that offer actionable strategies to weave self-care and physical activity into even the most demanding schedules.
- Discover how nurturing their well-being not only rejuvenates them but also enriches their teaching, ultimately inspiring a more vibrant, effective classroom environment.

Jan K. Hoegh

Using Informal and Formal Assessments in the Classroom [\[Levels 2 & 3\]](#)

Assessment is a feedback mechanism for both students and teachers. In fact, assessments should provide students with information about how to advance their understanding of content and teachers with information about how to help students do so. In this session, Jan K. Hoegh explores formal and informal assessment strategies that provide valuable information about the instruction and feedback processes.

Participants explore:

- Various informal and formal assessment strategies
- Effective feedback strategies based on classroom assessments

Philip B. Warrick

Improving Teacher Development: Building Systems That Grow Teacher Expertise [\[Level 2\]](#)

Educational research clearly identifies collective teacher efficacy as one of the most influential factors for improving student achievement. In this session, Philip B. Warrick provides specific strategies and tools for schools to use in order to develop a systemic approach for cultivating

collective teacher efficacy. Participants examine content from the book *Improving Teacher Development and Evaluation* with a clear focus on systems of deliberate practice and a direct connection to HRS level 2 leading indicators. Participants explore examples and tools for the process of teacher self-reflection and goal setting (HRS leading indicator 2.2) and the concept of job-embedded professional development (HRS leading indicator 2.5).

Participants learn:

- Critical aspects of deliberate practice and how they relate directly to HRS level 2
- Tools and concepts for engaging teachers in professional, pedagogical goal development
- Structures and process for job-embedded professional development, including the Marzano model for instructional coaching

Session Descriptions—Day 2

KEYNOTE

Mario I. Acosta

Creating a Culture Where Students Thrive: The High Reliability Commitment

The mission of a High Reliability School is simple but bold: ensure success for every student. In this keynote, Mario I. Acosta explores how an intentional, values-driven culture is the engine behind lasting school improvement. Participants examine how a high reliability culture aligns daily practices with the school's highest goals to create the conditions where students, educators, and staff thrive—academically, emotionally, and professionally. Dr. Acosta illustrates how culture isn't just a backdrop for change, it's the driving force that makes it possible.

Participants in this session:

- Identify the key cultural conditions that support the mission of HRS and promote success for every learner.
- Examine how daily practices and leadership actions can align with core values to drive lasting cultural change.
- Reflect on their current school culture and develop next steps to cultivate a high reliability environment where all members thrive.

MORNING BREAKOUT SESSIONS

Mario I. Acosta

Shaping Exceptional School Culture and Climate [Level 1]

A thriving school culture is the foundation of a high-performing educational environment. In this session, Mario I. Acosta provides school leaders and educators with the skills and knowledge necessary to assess, refine, and leverage school culture into a dynamic force that enhances student success. Participants learn how to shape their school or district culture in a way that enhances collaboration, increases staff morale, and ensures students and families feel valued. Dr. Acosta gives educators the opportunity to audit their current school and district culture and design effective next steps to foster environments that support success for all students and staff.

Participants in this session:

- Use the components of effective school culture to audit their school and district culture.
- Identify and effectively leverage their climate to sustain success for staff, students, and the community.
- Actively apply the components of effective school culture and climate to the HRS framework to drive focused and strategic school improvement efforts.

Tina H. Boogren

Motivating and Inspiring Students and Educators: Student Agency and Social-Emotional Development [Level 1]

In this session, Tina H. Boogren explores the practical application of Maslow's hierarchy of needs for both students and adults. Participants learn how to create supportive learning environments that address students' and their own fundamental physiological and safety needs, while also

fostering a sense of belonging, self-esteem, self-actualization, and transcendence. Through interactive discussions and hands-on activities, participants gain actionable strategies to design lessons and wellness plans that nurture both academic and emotional growth, empowering every student and educator to thrive.

Participants in this session:

- Understand the foundational research and theory on motivation and inspiration.
- Discover ways to create a culture in schools and classrooms that awakens teachers and students to new possibilities and excitement.
- Explore a hierarchy of needs and goals K–12 educators can use to create learning environments in which teachers and students are not only attentive and engaged but also motivated and inspired.

Jan K. Hoegh

Communicating Effectively About Standards-Referenced Reporting [Level 4]

Teachers work diligently to obtain accurate information about student achievement by using various types of classroom assessments. Accurate information about learning is ensured through the administration of assessments that are valid, fair, and reliable. This assessment information is especially important for informing instructional planning. In this session, Jan K. Hoegh explores how to ensure classroom assessments meet these technical quality components. Participants gain ideas, insights, and information that can be applied in any classroom.

Participants learn:

- The different types of classroom assessments
- How the terms *valid*, *fair*, and *reliable* relate to classroom assessments
- How to effectively apply the results from classroom assessments to instructional planning

Philip B. Warrick

Strategies for Effective Teacher Observation, Evaluation, and Feedback [Level 2]

Supervision of instruction requires effective, growth-based observations with focused feedback in addition to formal evaluations. In this session, Philip B. Warrick provides strategies to help administrators cultivate time to conduct observations and evaluations and teach a three-part protocol for providing focused feedback based on walkthrough observations. In addition, Dr. Warrick addresses important principles for creating a growth-based evaluation process and introduces evaluation rubrics developed specifically for this purpose.

Participants explore:

- Four specific strategies for cultivating time within a busy administrator’s schedule to conduct classroom observations and evaluations
- A specific three-part protocol to provide focused feedback based on classroom observations
- A systemic approach for a district to develop and customize a growth-based evaluation system using the ten design areas of *The New Art and Science of Teaching* model of instruction

AFTERNOON BREAKOUT SESSIONS

Mario I. Acosta

Leading Change: Transforming Schools With High Reliability Leadership [All Levels]

School transformation begins with culture. In this session, leaders and leadership teams explore how to implement intentional and targeted cultural change that supports successful High Reliability Schools implementation. Grounded in the change management concepts, Mario I. Acosta reframes culture change not as a total overhaul but as a strategic renovation focused on shifting specific behaviors, mindsets, and practices to better align with high reliability principles.

Participants in this session:

- Explore the dual role of culture, how it both drives and resists change, and learn how to activate the "guardian" role to protect what's working while facilitating what must improve.
- Understand how the HRS framework provides clarity during times of transition by helping leaders prioritize change efforts, design reliable systems, and use data that advances change implementation.
- Engage in a reflective process to audit their current culture, identify stretch points, and develop shared leadership strategies that empower others to shape a culture of sustainable change.

Tina H. Boogren

Supporting Beginning and Veteran Teachers Through Educator Wellness and the New Art and Science of Teaching [Level 2]

Effectively supporting beginning teachers is crucial for retention and developing expertise in relation to student achievement. In this session, Tina H. Boogren guides leaders, coaches, and mentors in specific ways to support beginning and veteran teachers based on their unique needs. Participants explore and discuss distinct strategies for implementing research-based mentoring and coaching traits in their district, school, or practice that are engaged in the High Reliability Schools framework.

Participants explore:

- Foundational research and theory on supporting beginning and veteran teachers
- Essential coaching and mentoring skills that promote trust and result in increased expertise
- Specific strategies to provide the essential physical, emotional, instructional, and institutional support for beginning teachers and emotional and instructional support for veteran teachers

Jan K. Hoegh

Using Proficiency Scales Effectively in the Standards-Based Classroom [Level 3]

A proficiency scale is a tool that illustrates related learning goals and scores to determine a student's level of performance on measurement topics. In this interactive session, Jan K. Hoegh

provides an overview of how teachers and students can effectively use scales for various purposes. Participants gain an enhanced understanding of the power of using scales.

Participants learn:

- Various strategies for teacher use of proficiency scales in the classroom
- Ways to encourage student use of proficiency scales

Philip B. Warrick

Establishing and Implementing a Guaranteed and Viable Curriculum [Level 3]

Participants in this session explore how districts and schools can create and implement a guaranteed and viable curriculum (GVC) as the foundation for teaching and learning. Participants examine the six leading indicators at Level 3 of the HRS framework in two distinct sets. The first set of indicators (3.1, 3.2, 3.3) focuses on establishing a GVC by identifying critical content, ensuring the curriculum is teachable within available instructional time, and developing documents to ensure all students have access to the curriculum. The second set of indicators (3.4, 3.5, 3.6) emphasizes implementation and monitoring at the school level, including setting measurable goals, analyzing data to monitor progress, and creating systems of support. Participants gain practical strategies for designing, implementing, and sustaining a curriculum that balances ambition with feasibility, while also building the structures needed to ensure that every student has the opportunity to learn the priority knowledge and skills identified by the district or school.

Participants can expect to:

- Learn the two phases of Level 3 through the lens of the six leading indicators.
- Identify strategies and tools for prioritizing content, aligning curriculum, and ensuring the curriculum is viable within the constraints of instructional time.
- Develop approaches for monitoring and supporting student learning, including the use of data protocols, goal-setting structures, and schoolwide systems of accountability.

Session Descriptions—Day 3

MORNING BREAKOUT SESSIONS

Mario I. Acosta

High Reliability Teams: Installing, Supporting, and Monitoring the Collaborative Teams Process [Level 1]

In this session, Mario I. Acosta focuses on the effective implementation of professional learning communities and the resulting collaborative teams process to support the work of a High Reliability School. Participants not only explore how to install high-functioning collaborative teams but also discuss ways to monitor and give feedback to teams.

Participants in this session:

- Examine feedback and monitoring systems.
- Explore connections between traditional teaming models and the HRS framework to leverage their current PLC structures through HRS implementation.
- Learn how to use collaborative team evidence to inform schoolwide decisions and ensure fidelity to HRS expectations.

Tina H. Boogren

Motivating and Inspiring Students and Educators: Student Agency and Social-Emotional Development [Level 1]

In this session, Tina H. Boogren explores the practical application of Maslow’s hierarchy of needs for both students and adults. Participants learn how to create supportive learning environments that address students’ and their own fundamental physiological and safety needs, while also fostering a sense of belonging, self-esteem, self-actualization, and transcendence. Through interactive discussions and hands-on activities, participants gain actionable strategies to design lessons and wellness plans that nurture both academic and emotional growth, empowering every student and educator to thrive.

Participants in this session:

- Understand the foundational research and theory on motivation and inspiration.
- Discover ways to create a culture in schools and classrooms that awakens teachers and students to new possibilities and excitement.
- Explore a hierarchy of needs and goals K–12 educators can use to create learning environments in which teachers and students are not only attentive and engaged but also motivated and inspired.

Jan K. Hoegh

Key Actions for Standards-Referenced Reporting [Level 4]

What better way is there to sharpen a guaranteed and viable curriculum than to engage educators in developing a reporting system that reflects how well individual students are learning that curriculum? In this interactive session, Jan K. Hoegh identifies key components for

ensuring success with HRS level 4 and provides a plethora of examples and products from schools and districts that have effectively shifted reporting practices to focus on standards.

Participants learn:

- Action steps that ensure effective standards-referenced reporting
- Strategies for bringing stakeholders on board to this significant work

Philip B. Warrick

Identifying and Teaching Academic Vocabulary: The Six-Step Process [Levels 2 & 3]

Vocabulary instruction provides a firm foundation for literacy development and academic achievement. Participants in this session learn a practical system to implement direct vocabulary instruction for basic (Tier 1), advanced (Tier 2), and academic (Tier 3) terms. Participants also discover the six-step process of teaching academic (Tier 3) terms.

Participants learn:

- The concept of guaranteed vocabulary and how it is embedded into a guaranteed and viable curriculum
- How to design a schoolwide plan for comprehensive vocabulary instruction

KEYNOTE

Tina H. Boogren

The Human Side of HRS: Why Educator Wellness Matters

In a High Reliability School, every level of the system depends on the people at its core. But what happens when those people are running on empty? Drawing from the bestselling book *Educator Wellness: A Guide for Sustaining Physical, Mental, Emotional and Social Well-Being* (Solution Tree, 2022), Tina H. Boogren addresses the often-overlooked foundation of school improvement: the health and sustainability of the adults doing the work. Aligning with the HRS framework—particularly Level 1: safe and collaborative culture—Dr. Boogren introduces a practical wellness roadmap that helps educators manage stress, set boundaries, build resilience, and reconnect with their purpose—without guilt or fluff. This is not self-care as a buzzword; it's a real solution for the real pressures educators face. Participants gain clarity, tools they can use immediately, and a renewed sense of what it means to stay well and stay in the work—because reliable schools start with resilient people.

Participants in this session:

- Understand how educator wellness is foundational to a safe and collaborative school culture, and why it must be prioritized alongside student well-being to fully meet the goals of HRS Level 1.
- Gain tools and strategies to support physical, mental, emotional, and social well-being, fostering stronger professional relationships, healthier team dynamics, and more sustainable collaboration.
- Create a personal wellness action plan that aligns with their role in sustaining a positive, high-functioning school culture, with practices that reinforce psychological safety, trust, and resilience among staff.