



High Reliability Schools Institute

Orlando, FL • June 15–17, 2026

Monday, June 15

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, June 16

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)	
1:00–2:30 p.m.	Breakout Sessions	See page 2.
2:30–2:45 p.m.	Break	
2:45–3:45 p.m.	Action Planning Time —Presenters are available to aid in your collaborative team discussions.	

Wednesday, June 17

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**.
Rooms will be listed beneath titles in **blue** three weeks before the event.

Presenter	Monday, June 15		Tuesday, June 16		Wednesday, June 17
	10:00–11:30 a.m.	1:00–2:30 p.m.	10:00–11:30 a.m.	1:00–2:30 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 Room TBD	Improving Student Performance on Standardized Assessments Level 3 Room TBD	Shaping Exceptional School Culture and Climate Level 1 Room TBD	Planning and Teaching With the New Art and Science of Teaching Level 2 Room TBD	High Reliability Teams: Installing, Supporting, and Monitoring the Collaborative Teams Process Level 1 Room TBD
Tina H. Boogren	Empowering Women in Education Level 1 Room TBD	Supporting Beginning Teachers Through Educator Wellness and the New Art and Science of Teaching Level 2 Room TBD	Introduction to the New Art and Science of Teaching Level 2 Room TBD	Motivating and Inspiring Students: Student Agency and Social-Emotional Learning Level 1 Room TBD	Science-Backed Wellness: Bite-Sized Strategies for Busy Educators Level 1 Room TBD
Jan K. Hoegh	The <i>What, Why, and How</i> of Proficiency Scales Levels 1–5 Room TBD	Developing High-Quality Units of Instruction Levels 2 & 3 Room TBD	Using Proficiency Scales With Exceptional Learners Level 3 Room TBD	Developing High-Quality Formal Classroom Assessments Levels 2 & 3 Room TBD	Key Action Steps for Effective Standards-Referenced Reporting Level 4 Room TBD
Philip B. Warrick	Engaging in Data-Driven Leadership: Understanding the Use of Lagging Indicators and Quick Data Sources Levels 1–5 Room TBD	Improving Teacher Development: Building Systems That Grow Teacher Expertise Level 2 Room TBD	Establishing and Implementing a Guaranteed and Viable Curriculum Level 3 Room TBD	Establishing and Implementing a Comprehensive Vocabulary Program Level 3 Room TBD	Strategies for Effective Teacher Observation, Evaluation, and Feedback Level 2 Room TBD

Agenda is subject to change.

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

Empowering Women in Education [Level 1]

The majority of educators are women (77% of teachers and 56% of principals), yet many find themselves carrying invisible loads, navigating unspoken expectations, and placing their own well-being last. In high reliability schools, a safe, supportive, and collaborative culture is not possible without adults—especially women—feeling valued, supported, and empowered. In this session, Tina H. Boogren intentionally creates space to pause, reflect, and reconnect with purpose, voice, and agency as a foundation for both personal well-being and organizational reliability.

Using research and real-life experience, Dr. Boogren explores how women can sustain themselves while leading, teaching, mentoring, and influencing change without sacrificing health, identity, or longevity in the profession. Participants engage in meaningful reflection, practical strategies, and community-centered conversations that strengthen confidence, boundaries, and resilience, directly supporting the conditions necessary for trust, collaboration, and collective efficacy.

Participants in this session:

- Identify the unique pressures and expectations women in education face and explain how these impact well-being, leadership capacity, retention, and the creation of a safe and supportive school culture.
- Apply practical, research-informed strategies that strengthen boundaries, protect energy, and promote clarity and confidence—key conditions for collaboration and reliability at HRS Level 1.
- Develop a personal empowerment plan that aligns professional purpose with personal well-being, supporting sustained effectiveness and long-term contribution to a high reliability learning community.

Jan K. Hoegh

The *What, Why, and How* of Proficiency Scales [Levels 1–5]

A proficiency scale is a tool that displays a collection of related learning targets and scores to determine a student’s current level of performance on a measurement topic. In this session, Jan K. Hoegh provides an overview of multiple approaches to developing high-quality proficiency scales and their primary uses in the classroom. Participants gain an enhanced understanding of the power of using proficiency scales.

Participants learn:

- What proficiency scales are and why they are important
- Multiple approaches to developing proficiency scales
- Primary teacher and student uses of proficiency scales in the classroom

Philip B. Warrick

Engaging in Data-Driven Leadership: Understanding the Use of Lagging Indicators and Quick Data Sources [Levels 1–5]

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

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

Effectively supporting beginning and veteran 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 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

Developing High-Quality Units of Instruction [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 gain 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

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

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* (NASOT) 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

Using Proficiency Scales With Exceptional Learners [Level 3]

Every classroom teacher works diligently to ensure that all students acquire the knowledge and skills encompassed by required standards. This is a significant challenge given the uniqueness that each learner brings to the learning environment. While all students may be considered exceptional in their own way, Jan K. Hoegh offers important considerations for students with disabilities, English learners, and gifted and talented students—especially in relation to effectively using proficiency scales to support their learning. Participants gain knowledge on how the transition to standards-based learning can strengthen services and opportunities for exceptional learners.

Participants learn:

- The distinctions between accommodations and modifications
- How to utilize proficiency scales to meet the needs of exceptional learners
- The role of goal setting and progress tracking for exceptional learners

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.

AFTERNOON BREAKOUT SESSIONS

Mario I. Acosta

Planning and Teaching With the New Art and Science of Teaching [Level 2]

In today's classrooms, teachers are expected to achieve more than ever with limited time, increasing demands, and an overwhelming number of instructional resources to navigate. In this session, Mario I. Acosta supports participants in using the New Art and Science of Teaching (NASOT) as a clear framework for designing and delivering lessons that maximize student learning.

Grounded in brain science and decades of educational research on instructional strategies, NASOT provides educators with a practical structure for planning, teaching, and reflecting on instruction. Participants explore how NASOT can function as an instructional auditing tool that helps teachers evaluate their current curriculum and instructional resources to determine what is already effective and what small adjustments can lead to improved retention. Rather than adding "one more thing," NASOT increases teacher efficiency by helping educators focus energy on the strategies that matter most. The result is more intentional instruction and greater student understanding, making the work easier and more effective.

Participants can expect to:

- Understand NASOT as a research-based framework for effective instruction and how it improves student learning and retention.
- Use NASOT as an instructional planning and auditing tool to evaluate lessons and instructional resources, identifying strengths, gaps, and high-leverage opportunities for refinement.
- Apply practical planning adjustments that increase teacher efficiency and student retention.

Tina H. Boogren

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

Bringing motivation and inspiration to the classroom is not easy. In this interactive session focused on students' social-emotional needs, Tina H. Boogren outlines the six levels of Maslow's hierarchy of needs that educators can use to provide engaging instruction to students. Participants explore sample strategies associated with the most essential levels.

Participants in this session:

- Understand the core aspects of attention, engagement, 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

Developing High-Quality Formal Classroom Assessments [Levels 2 & 3]

Formal assessment is a part of every classroom environment. In this session, Jan K. Hoegh overviews how to design or select formal assessments that accurately measure intended learning targets and result in reliable evidence of student understanding. Participants gain ideas and insights for ensuring effective scoring procedures and providing meaningful feedback related to performance on formal assessments.

Participants learn:

- How to develop a high-quality formal assessment
- Scoring procedures related to formal assessments
- Effective feedback strategies based on assessment results

Philip B. Warrick

Establishing and Implementing a Comprehensive Vocabulary Program [Level 3]

Establishing a comprehensive vocabulary program is a foundational component of High Reliability Schools (HRS) Level 3. Vocabulary can be thought of as a curriculum within each content area's curriculum. Participants in this session explore answers to two key questions to pursue systemwide coherence: Why should we explicitly teach vocabulary as part of our curriculum? and What specific vocabulary should we teach? Grounded in research from Robert J. Marzano and other leading scholars, this session provides a structured process for selecting, prioritizing, and systematically communicating academic and content-specific vocabulary. Participants examine district and school examples, including curriculum mapping, to include vocabulary. Philip B. Warrick shares tools, templates, and implementation strategies so teams can leave with a clear plan for refining or launching a comprehensive vocabulary system.

Participants in this session:

- Deepen their understanding of why and how a systematic approach to vocabulary enhances access to a guaranteed and viable curriculum and underpins student learning.
- Explore processes and ideas for selecting and documenting high-priority academic and content-specific vocabulary that should be taught consistently across classrooms, courses, and grade levels.
- Discuss and consider ideas that may enhance their current curriculum work or any previous work with vocabulary.

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

Science-Backed Wellness: Bite-Sized Strategies for Busy Educators [Level 1]

Participants in this session reimagine the daily routine of busy educators. Tina H. Boogren showcases how incorporating simple, daily wellness practices can revitalize energy, reduce stress, and enhance both personal and professional resilience. Participants engage in practical exercises and dynamic discussions that offer actionable strategies to weave self-care and wellness strategies into even the most demanding schedules. Discover how nurturing your well-being not only rejuvenates you but also enriches your teaching, ultimately inspiring a more vibrant, effective classroom environment.

Participants can expect to:

- Review the four seasons of a typical school year and examine how to help themselves or their staff thrive in each phase.
- Explore self-care or wellness hacks that are easy to implement at the personal and professional levels and correlate to the phases of the school year.
- Discover ways to motivate and inspire themselves or their staff so they can lead by example for their students.

Jan K. Hoegh

Key Action Steps for Effective 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

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

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.