



**EFFECTIVE
DISTRICT
FRAMEWORK**

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EDF Level 1: Planning and Performance Management

Essential Actions

- 1.1: Vision, Mission, Guiding Principles
- 1.2: Strategic Plan
- 1.3: Implementing Planning and Project Management
- 1.4: Performance Management
- 1.5: Organizational Foundations for Continuous Improvement

EDF Level 2: Talent

Essential Actions

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

EDF Level 3: Integrated Student Supports

Essential Actions

- 3.1: School-wide Culture, Behavior, Safety
- 3.2: Student Support
- 3.3: Early Childhood

EDF Level 4: Academic Experience

Essential Actions

- 4.1: Framework for a Rigorous Multi-tiered Academic Experience
- 4.2: Management of Curriculum and Instruction
- 4.3: College, Career, and Military Prep Course Offerings and Graduation Programs of Study

EDF Level 5: Instructional Capacity Building

Essential Actions

- 5.1: Instructional Leadership and Development Enabling Conditions
- 5.2: Instructional Planning and Delivery
- 5.3: Data-Driven Instruction, Assessment Reflection, and Targeted Supports

EDF Level 6: Finance and Operations

Essential Actions

- 6.1: Teacher and Student Time
- 6.2: Budget and Finance
- 6.3: Enrollment and Access
- 6.4: Technology and Data Systems
- 6.5: Site Operations



EDF Level 1: Planning and Performance Management

Essential Action 1.1: Vision, Mission, Guiding Principles

Establish and refine a clear vision for student success and an aligned mission and guiding principles.

Key Practice 1.1.1: Vision and Mission

Key Practice 1.1.2: Guiding Principles

Essential Action 1.2: Strategic Plan

Develop and refine a multi-year strategic plan with high-leverage strategies the district will implement to achieve its vision and goals.

Key Practice 1.2.1: Central Performance Management Function

Key Practice 1.2.2: Goals

Key Practice 1.2.3: Strategic Priorities

Key Practice 1.2.4: Central Management and Systems Roadmap

Key Practices 1.2.5: Plan

Essential Action 1.3: Implementing Planning and Project Management

Plan for and project manage implementation.

Key Practice 1.3.1: Implementation Planning

Key Practice 1.3.2: Project Management

Essential Action 1.4: Performance Management

Continuously improve implementation by reflecting on progress against goals and plan.

Key Practice 1.4.1: Initiative Goals and Measurement Plan

Key Practice 1.4.2: Data Setup

Key Practice 1.4.3: Data Collection

Key Practice 1.4.4: Performance Management Routines

Essential Action 1.5: Organizational Foundations for Continuous Improvement

Establish and sustain an organization-wide commitment to continuous improvement in culture and key practices and plan.

Key Practice 1.5.1: Roles

Key Practice 1.5.2: Capacity Building

Key Practice 1.5.3: Mindsets and Culture

Key Practice 1.5.4: Continuously Improving the Performance Management System



EDF Level 1: Planning and Performance Management

Essential Action 1.1: Vision, Mission, Guiding Principles

Establish and refine a clear vision for student success and an aligned mission and guiding principles.

Key Practice 1.1.1: Vision and Mission

District establishes and communicates a vision for student success and a mission informed by community needs and a valid, high-level understanding of what students need to succeed.

Key Practice 1.1.2: Guiding Principles

District establishes and communicates guiding principles and commitments that will foster aligned continuous improvement mindsets and operating norms to achieve district's vision.

Essential Action 1.2: Strategic Plan

Develop and refine a multi-year strategic plan with high-leverage strategies the district will implement to achieve its vision and goals.

Key Practice 1.2.1: Central Performance Management Function

District establishes a Performance Management function with at least one central owner responsible for driving planning and performance management.

Key Practice 1.2.2: Goals

Superintendent aligns on multi-year, student outcomes-focused top-line goals with the board of trustees and ensures awareness of goals with district and campus leaders and key internal and external stakeholders.

Key Practice 1.2.3: Strategic Priorities

District articulates high-leverage strategic priorities in a coherent Theory of Action for accomplishing its vision for student success and goals.

Key Practice 1.2.4: Central Management and Systems Roadmap

District aligns central management philosophy and roadmap for key district systems (talent, academics, student support, etc.) to accomplish its strategic priorities and Theory of Action.

Key Practices 1.2.5: Plan

District develops a coherent multi-year strategic plan built on aligned strategies and Theory of Action. Superintendent and Cabinet engage the board of trustees, district and campus leaders, and internal and external stakeholders to refine and build commitment to the Strategic Plan.

Essential Action 1.3: Implementing Planning and Project Management Plan for and project manage implementation.

Key Practice 1.3.1: Implementation Planning

District develops clear implementation plans with roles, responsibilities, timelines, and project management structures.

Key Practice 1.3.2: Project Management

District ensures project management meeting structures and tools are developed and used to ensure on-time, high-quality completion of milestones and deliverables, as well as accountability for project progress.

Essential Action 1.4: Performance Management Continuously improve implementation by reflecting on progress against goals and plan.

Key Practice 1.4.1: Initiative Goals and Measurement Plan

Continuously improve implementation by reflecting on progress against goals and plan.

Key Practice 1.4.2: Data Setup

District assesses current data systems and bolsters capacity and systems as needed to meet measurement and monitoring needs.

Key Practice 1.4.3: Data Collection

District collects and synthesizes data and information that indicates district progress in executing its plan and achieving vision and goals at a cadence that enables midyear pivots in management action.

Key Practice 1.4.4: Performance Management Routines

District establishes systems that routinize initiative progress reflection and iteration on implementation tactics, as needed.

Essential Action 1.5: Organizational Foundations for Continuous Improvement

Establish and sustain an organization-wide commitment to continuous improvement in culture and key practices and plan.

Key Practice 1.5.1: Roles

District creates clear roles, responsibilities, and expectations for performance management routines.

Key Practice 1.5.2: Capacity Building

District provides leadership training and ongoing support to execute performance management actions.

Key Practice 1.5.3: Mindsets and Culture

District cultivates continuous improvement mindsets and culture supportive of effective performance management and strategic plan execution via communications, training, and key district structures.

Key Practice 1.5.4: Continuously Improving the Performance Management System

District continually assesses performance management practices to identify challenges, needs, and opportunities for improvement and routinely executes improvements to its performance management systems and practices.



EDF Lever 2: Talent

Essential Action 2.1: Intentional Roles and Staffing

Align human capital systems to enable sustainable roles intentionally designed to deliver the envisioned student experience.

Key Practice 2.1.1: Role Definition

Key Practice 2.1.2: Organizational Structure and Staffing Patterns

Key Practice 2.1.3: Performance Expectation-Setting

Key Practice 2.1.4: Hiring and Evaluation Alignment

Key Practice 2.1.5: Staffing for Greatest Impact

Essential Action 2.2: Recruitment and Selection

Intentionally recruit and select educators and school leaders well-prepared to provide high quality instruction and services to each student

Key Practice 2.2.1: Staffing Projections

Key Practice 2.2.2: Recruiting Systems

Key Practice 2.2.3: Internal Recruitment

Key Practice 2.2.4: Educator Pipelines and Partnerships

Key Practice 2.2.5: Selection and Screening

Essential Action 2.3: Growth and Retention Strategies

Establish systems for educator professional growth and retention strategies informed by evaluation effectiveness outcomes

Key Practice 2.3.1: Appraisal

Key Practice 2.3.2: Strategic Compensation

Key Practice 2.3.3: Educator Pathways

Key Practice 2.3.4: Advancement and Retention



EDF Level 2: Talent

Essential Action 2.1: Intentional Roles and Staffing

Align human capital systems to enable sustainable roles intentionally designed to deliver the envisioned student experience.

Key Practice 2.1.1: Role Definition

District designs sustainable roles across the organization that have clear responsibilities and performance expectations aligned to the envisioned student experience and overall strategic priorities and plan.

Key Practice 2.1.2: Organizational Structure and Staffing Patterns

District assesses and adjusts organizational structure and staffing patterns to enable sustainable roles intentionally designed to deliver the envisioned student experience.

Key Practice 2.1.3: Performance Expectation-Setting

District departments set high expectations for performance and consistently communicate performance expectations, including via hiring, onboarding/induction, professional learning, and coaching structures.

Key Practice 2.1.4: Hiring and Evaluation Alignment

District aligns selection criteria and evaluation resources with roles and performance expectations.

Key Practice 2.1.5: Staffing for Greatest Impact

District implements strategies to ensure the most effective educators are placed in campuses and classrooms with higher student support needs, including staffing with student need in mind and providing incentives.

Essential Action 2.2: Recruitment and Selection

Intentionally recruit and select educators and school leaders well-prepared to provide high quality instruction and services to each student

Key Practice 2.2.1: Staffing Projections

District uses short and long-term data to forecast campus and district staffing needs and sets targets to drive and evaluate recruitment and hiring.

Key Practice 2.2.2: Recruiting Systems

District implements ongoing and proactive recruitment systems that meet district staffing needs, including ongoing talent pipeline practices and proactive strategies such as proactive early notice, early hiring, and competitive compensation.

Key Practice 2.2.3: Internal Recruitment

District implements internal recruitment strategies, including career and technical education training and education courses to maximize positive exposure to the teaching profession for current students, as well as pathways for paraprofessionals and other non-educator staff.

Key Practice 2.2.4: Educator Pipelines and Partnerships

District proactively manages effective educator pipelines and partnerships (including community colleges, undergraduate institutions, and educator preparation programs), regularly assesses their effectiveness, and provides opportunities to hire strong incoming teachers to meet district needs.

Key Practice 2.2.5: Selection and Screening

District utilizes screening processes, selection criteria, and hiring processes that allow for the tangible review of a candidate's knowledge, skills, and abilities.

Essential Action 2.3: Growth and Retention Strategies

Establish systems for educator professional growth and retention strategies informed by evaluation effectiveness outcomes

Key Practice 2.3.1: Appraisal

District establishes annual staff appraisals that use multiple measures, including competencies and student growth, to identify performance levels.

Key Practice 2.3.2: Strategic Compensation

District finance, human resources, and educator development departments collaborate to create sustainable long-term strategic compensation systems that recognize and reward educators based on appraisal and outcomes.

Key Practice 2.3.3: Educator Pathways

District provides career pathways and advancement opportunities to encourage staff retention and maximize student learning, including identifying mentors for novice teachers and supporting currently employed aspiring teachers.

Key Practice 2.3.4: Advancement and Retention

District and campus leaders implement district-level advancement and retention strategies driven by district performance expectations.



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EDF Lever 3: Integrated Student Supports

Essential Action 3.1: School-wide Culture, Behavior, Safety

Establish strong school culture, behavior, and safety systems.

Key Practice 3.1.1: School-wide Culture

Key Practice 3.1.2: Routines for a Productive Learning Environment

Key Practice 3.1.3: Universal Behavior and Discipline Strategies

Key Practice 3.1.4: Family Engagement

Essential Action 3.2: Student Support

Establish systems, resources, and training to enable staff to identify emerging needs early and provide timely targeted responses to reduce barriers to learning and promote trust, belonging, safety, growth mindset, and self-regulation.

Key Practice 3.2.1: Student Support Teams

Key Practice 3.2.2: Universal Screening

Key Practice 3.2.3: Resource Mapping and Referral Pathways

Key Practice 3.2.4: Threat Assessment

Key Practice 3.2.5: Postvention Services

Key Practice 3.2.6: Special Populations Support Systems

Essential Action 3.3: Early Childhood

Establish systems, resources, and programming to support the development of school readiness skills

Key Practice 3.3.1: Early Childhood Programming

Key Practice 3.3.2: Family Support and Partnership

Key Practice 3.3.3: Early Identification



EDF Level 3: Integrated Student Supports

Essential Action 3.1: School-wide Culture, Behavior, Safety Establish strong school culture, behavior, and safety systems.

Key Practice 3.1.1: School-wide Culture

District sets clear expectations for campus-level culture-setting aligned to district-level guiding commitments and vision and inclusive of aspects of culture foundational to student readiness to learn.

Key Practice 3.1.2: Routines for a Productive Learning Environment

District sets clear expectations for implementing school-wide and classroom-level procedures for a safe, productive learning environment.

Key Practice 3.1.3: Universal Behavior and Discipline Strategies

District sets expectations for campus-level implementation of a system of incentives and consequences that promotes positive behavior.

Key Practice 3.1.4: Family Engagement

District sets expectations and provides staff training to meaningfully engage parents/caregivers, promote parent/caregiver understanding of student academic progress and campus expectations, and facilitate a parent/caregiver partnership to support overall student development and success.

Essential Action 3.2: Student Support

Establish systems, resources, and training to enable staff to identify emerging needs early and provide timely targeted responses to reduce barriers to learning and promote trust, belonging, safety, growth mindset, and self-regulation.

Key Practice 3.2.1: Student Support Teams

District sets expectations for implementing student support teams to engage families and external partners in identifying individual student strengths and needs, implementing individualized support strategies, and using a case management system to monitor student progress.

Key Practice 3.2.2: Universal Screening

District provides procedures and training in administering strong universal screeners for mental health and behavior, provides time and supports for a multidisciplinary team to analyze screening data, and reinforces the value of universal screening with staff, students, and families.

Key Practice 3.2.3: Resource Mapping and Referral Pathways

District establishes partnerships and identifies resources to develop effective referral pathways for coordinated support for student and staff behavioral, mental health, and wellness needs; develops procedures to maintain a supportive, student-centered focus when reacting to unforeseen community, campus, or student challenges.

Key Practice 3.2.4: Threat Assessment

District establishes threat assessment teams integrated into ongoing student support structures, provides aligned staff and student training, communicates the responsibility to report, and establishes mental health crisis response protocols.

Key Practice 3.2.5: Postvention Services

District sets expectations, provides support, and ensures district and campus staff have training to support suicide postvention services, provide trauma-informed care, and facilitate school re-entry following outpatient care.

Key Practice 3.2.6: Special Populations Support Systems

District establishes key systems and structures for effective special populations support, including individualized education plan development and goal monitoring and support systems for emergent bilingual students.

Essential Action 3.3: Early Childhood

Establish systems, resources, and programming to support the development of school readiness skills

Key Practice 3.3.1: Early Childhood Programming

District implements early childhood programming (independently or through intentionally structured partnerships) that delivers on a strong readiness model (aligned to Essential Action 4.1.5).

Key Practice 3.3.2: Family Support and Partnership

District implements research-aligned best practices for family support, such as home visitation and home instruction support.

Key Practice 3.3.3: Early Identification

District provides and uses screening instruments to facilitate the early identification of cognitive and developmental concerns based on readiness competencies and develops individual support plans to address student needs and/or a referral for formal assessment for a disability.



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EDF Level 4: Academic Experiences

Essential Action 4.1: Framework for a Rigorous Multi-tiered Academic Experience

Establish and communicate research-based strategy and approach for strong multi-tiered Instruction and supports, inclusive of content and curriculum-aligned intervention, additional and personalized learning time, and special populations strategies.

Key Practice 4.1.1: Coherent Multi-tiered Systems of Support Design

Key Practice 4.1.2: Tier 1 Instructional Strategies and Supports for All Learners

Key Practice 4.1.3: Coherent Extended Time, Tutoring, Interventions Approach

Key Practice 4.1.4: Aligned Assessment System

Key Practice 4.1.5: [If relevant] Early Childhood Strategies

Essential Action 4.2: Management of Curriculum and Instruction

Establish a materials adoption process, establish clear expectations for implementation, adopt high-quality instructional material, and align key enabling systems, including monitoring.

Key Practice 4.2.1: Systematic Process for Materials Review

Key Practice 4.2.2: Materials Use Expectation-setting and Communication

Key Practice 4.2.3: Quality Tier 1 Materials Access and Use

Key Practice 4.2.4: Quality, Aligned Tier 2 and 3 Materials Access and Use

Key Practice 4.2.5: Implementation Monitoring for Alignment to District Curriculum and Instruction Approach

Key Practice 4.2.6: Parent Access to Instructional Materials

Essential Action 4.3: College, Career, and Military Prep Course Offerings and Graduation Programs of Study

Provide equitable access to course offerings and graduation pathways that provide students with the knowledge and skills necessary for college, career, and military readiness.

Key Practice 4.3.1: College, Career, and Military Prep Course Access

Key Practice 4.3.2: Academic Policy

Key Practice 4.3.3: Graduation Pathways

Key Practice 4.3.4: Career Readiness

Key Practice 4.3.5: Advising



EDF Level 4: Academic Experience

Essential Action 4.1: Framework for a Rigorous Multi-tiered Academic Experience

Establish and communicate research-based strategy and approach for strong multi-tiered Instruction and supports, inclusive of content and curriculum-aligned intervention, additional and personalized learning time, and special populations strategies.

Key Practice 4.1.1: Coherent Multi-tiered Systems of Support Design

District codifies, provides upfront training on a coherent approach to Tier 1, Tier 2, and Tier 3 academic supports.

Key Practice 4.1.2: Tier 1 Instructional Strategies and Supports for All Learners

District builds and orients staff to an instructional framework rooted in research-based Tier 1 instructional strategies aligned to content (e.g., math, reading) and designed for memory formation and deeper learning and supportive of all learners.

Key Practice 4.1.3: Coherent Extended Time, Tutoring, Interventions Approach

District designs and orients staff to a coherent, research-based approach to extended time, tutoring, and interventions that aligns with the overall multi-tiered system of supports.

Key Practice 4.1.4: Aligned Assessment System

District aligns assessment system to selected high-quality instructional material, ensuring the use of curriculum-embedded assessments, and establishes an assessment framework and inventory to enable strong implementation. District provides training to build assessment literacy and understanding of aligned system in staff.

Key Practice 4.1.5: [If relevant] Early Childhood Strategies

District establishes a research-based early childhood instructional delivery model aligned to Kindergarten Readiness standards and development of critical skills.

Essential Action 4.2: Management of Curriculum and Instruction

Establish a materials adoption process, establish clear expectations for implementation, adopt high-quality instructional material, and align key enabling systems, including monitoring.

Key Practice 4.2.1: Systematic Process for Materials Review

District establishes strong adoption processes to routinely evaluate and select materials, following local board policy.

Key Practice 4.2.2: Materials Use Expectation-setting and Communication

District establishes and communicates clear guidelines for curriculum decision-making authority and expectations for use and implementation at the district, campus, and classroom levels.

Key Practice 4.2.3: Quality Tier 1 Materials Access and Use

District ensures that teachers have access to and use high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and that can be used to meet the needs of all students.

Key Practice 4.2.4: Quality, Aligned Tier 2 and 3 Materials Access and Use (Same as previous Essential Action 4.2.1)

District ensures that instructional materials and aligned assessments are provided with quality Tier 2 and 3 supports aligned to research-based intervention strategies and inclusive of ongoing progress monitoring support.

Key Practice 4.2.5: Implementation Monitoring for Alignment to District Curriculum and Instruction Approach

District establishes routine monitoring systems to ensure campuses implement district-adopted materials, aligned internalization and instructional planning, and required scope and sequence and aligned assessments; district uses this information to drive Professional Learning and Job-embedded Coaching and Collaboration strategies (Essential Action 5.2)

Key Practice 4.2.6: Parent Access to Instructional Materials

District implements a system for providing parents access to the curriculum and instructional materials taught in classrooms.

Essential Action 4.3: College, Career, and Military Prep Course Offerings and Graduation Programs of Study

Provide equitable access to course offerings and graduation pathways that provide students with the knowledge and skills necessary for college, career, and military readiness.

Key Practice 4.3.1: College, Career, and Military Prep Course Access

District ensures and monitors that campuses provide equitable student access to rigorous and challenging courses.

Key Practice 4.3.2: Academic Policy

District develops and reviews policies and administrative regulations to ensure equitable grading and advancement practices and access to special programming (magnet schools, academies, etc.).

Key Practice 4.3.3: Graduation Pathways

District ensures campuses offer equitable graduation pathways and provides campuses with readiness criteria, course sequence, and expectations.

Key Practice 4.3.4: Career Readiness

District identifies pathways that maximize students' opportunities to participate in high-growth, high-demand occupations and identifies work-based learning opportunities for those pathways.

Key Practice 4.3.5: Advising

District provides high quality advising to support students in accessing college, career, and military prep-aligned courses and opportunities such that students are on track to graduate prepared for postsecondary life.



EDF Level 5: Instructional Capacity Building

Essential Action 5.1: Instructional Leadership and Development Enabling Conditions

Establish expectations and foundational systems for instructional leadership and development.

Key Practice 5.1.1: Staff Job-Embedded Coaching and Capacity Building Vision and Expectations

Key Practice 5.1.2: Distributed Leadership

Key Practice 5.1.3: Yearlong Development and Coaching Plan

Essential Action 5.2: Instructional Planning and Delivery

Establish role-aligned job-embedded capacity building supports to support instructional leaders and teachers in effectively internalizing, preparing for, and delivering instruction effectively.

Key Practice 5.2.1: Culture and Behavior Training

Key Practice 5.2.2: Curriculum-based Training

Key Practice 5.2.3: Instructional Delivery Training

Key Practice 5.2.4: Instructional Planning Supports

Key Practice 5.2.5: Observation and Feedback

Essential Action 5.3: Data-Driven Instruction, Assessment Reflection, and Targeted Supports

Establish expectations and foundational systems that support the lesson cycle to utilize data to support all learners.

Key Practice 5.3.1: Data-driven Instruction with Curriculum-embedded Assessments

Key Practice 5.3.2: Diagnostic and Interim Assessment Reflection and Use Protocols

Key Practice 5.3.3: Coherent Placement, Student Support, and Interventions Strategy

Key Practice 5.3.4: Collaboration across Staff to Effectively Support Students with Disabilities

Key Practice 5.3.5: Collaboration across Staff to Effectively Support Emergent Bilingual Students



EDF Level 5: Instructional Capacity Building

Essential Action 5.1: Instructional Leadership and Development Enabling Conditions

Establish expectations and foundational systems for instructional leadership and development.

Key Practice 5.1.1: Staff Job-Embedded Coaching and Capacity Building Vision and Expectations

District communicates a clear vision for high quality and ongoing, job-embedded coaching and development inclusive of instructional leadership roles.

Key Practice 5.1.2: Distributed Leadership

District sets expectations for shared ownership of teacher coaching and development structures with school and district leaders and coaches, creating systems for distributing support assignments, calibration, prioritization of teachers to support, and accountability.

Key Practice 5.1.3: Yearlong Development and Coaching Plan

District develops a yearlong plan for professional development and ongoing coaching with targeted approaches for each critical role, aligned to the intended student experience.

Essential Action 5.2: Instructional Planning and Delivery

Establish role-aligned job-embedded capacity building supports to support instructional leaders and teachers in effectively internalizing, preparing for, and delivering instruction effectively.

Key Practice 5.2.1: Culture and Behavior Training

District provides upfront and ongoing training to ensure teachers and instructional leaders have a role-aligned understanding of culture routines and behavior supports, and practice opportunities for delivery (supportive of Essential Action 3.1).

Key Practice 5.2.2: Curriculum-based Training

District provides training to ensure teachers, instructional leaders, and coaches have a role-aligned understanding of how to effectively implement or support the implementation of the curriculum.

Key Practice 5.2.3: Instructional Delivery Training

District provides upfront and ongoing training to ensure teachers, instructional leaders, and coaches have a role-aligned understanding of executing strong instruction, inclusive of content-aligned classroom management, intervention, additional and personalized learning time, and special populations support (supportive of Essential Action 4.1).

Key Practice 5.2.4: Instructional Planning Supports

District delivers ongoing job-embedded supports and calibration for instructional leaders and coaches to effectively support teachers to effectively use individual planning time and/or facilitate Professional Learning Communities to support internalizing curriculum for students (inclusive of differentiation).

Key Practice 5.2.5: Observation and Feedback

District delivers ongoing job-embedded supports and calibration for instructional leaders and coaches to implement cycles of observation and feedback aligned to high-quality instructional material delivery and strong instructional delivery practices, leveraging action step trackers to provide clarity and track progress over time.

Essential Action 5.3: Data-Driven Instruction, Assessment Reflection, and Targeted Supports

Establish expectations and foundational systems that support the lesson cycle to utilize data to support all learners.

Key Practice 5.3.1: Data-driven Instruction with Curriculum-embedded Assessments

District delivers ongoing job-embedded supports and calibration for instructional leaders and coaches to support teachers in reviewing student work to identify, practice, and plan necessary supports.

Key Practice 5.3.2: Diagnostic and Interim Assessment Reflection and Use Protocols

District supports reflection on diagnostic and interim assessment in a manner aligned to strong Tier 1 curriculum implementation.

Key Practice 5.3.3: Coherent Placement, Student Support, and Interventions Strategy

District provides training and ongoing support for data-driven student placement, interventions and other targeted support, family engagement, and frequent monitoring.

Key Practice 5.3.4: Collaboration across Staff to Effectively Support Students with Disabilities

District establishes systems for collaboration among Special Education, Counseling and General Education, including clear roles/responsibilities for shared accountability and how to implement inclusion best practices.

Key Practice 5.3.5: Collaboration across Staff to Effectively Support Emergent Bilingual Students

District establishes systems for collaboration among Emergent Bilingual and other teaching staff, including clear roles/responsibilities for shared accountability and how to implement content based language instruction best practices.

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EDF Level 6: Finance and Operations

Essential Action 6.1: Teacher and Student Time

Ensure sufficient time in the calendar year and school day for an impactful student experience and staff preparation and development.

Key Practice 6.1.1: School Year Calendar

Key Practice 6.1.2: School Day Master Schedule

Essential Action 6.2: Budget and Finance

Strategically plan for and allocate resources in alignment with envisioned student experience and compliance needs.

Key Practice 6.2.1: Accurate Revenue Projections

Key Practice 6.2.2: Strategic Budget Allocation

Key Practice 6.2.3: Sound Budgeting, Accounting, and Financial Practices

Key Practice 6.2.4: Active Revenue and Cost Monitoring and Analysis

Essential Action 6.3: Enrollment and Access

Empower parents by helping them understand, enroll in, and attend their desired school. District leaders establish enrollment policies and practices that provide students access to all the district's school options.

Key Practice 6.3.1: Student-focused Enrollment Systems

Key Practice 6.3.2: Student Recruitment and Marketing

Essential Action 6.4: Technology and Data Systems

Strategically plan for and allocate resources that are compatible and support both academic and non-academic structures as well as meet all data security and protection requirements.

Key Practice 6.4.1: Infrastructure and Networks

Key Practice 6.4.2: Data Systems

Key Practice 6.4.3: Hardware

Key Practice 6.4.4: Non-curricular Software Systems (i.e., Learning Management System)

Essential Action 6.5: Site Operations

Strategically plan for and allocate resources in alignment with envisioned student experience and compliance needs.

Key Practice 6.5.1: Adequate Campus Facilities and Maintenance

Key Practice 6.5.2: Secure Facilities

Key Practice 6.5.3: Transportation

Key Practice 6.5.4: Food services



EDF Lever 6: Finance and Operations

Essential Action 6.1: Teacher and Student Time

Ensure sufficient time in the calendar year and school day for an impactful student experience and staff preparation and development.

Key Practice 6.1.1: School Year Calendar

District develops and approves campus calendars that meet all Texas Education Code requirements and provide strategic decisions to incorporate expanded learning opportunities to meet student and family needs.

Key Practice 6.1.2: School Day Master Schedule

District develops master schedules that optimize student learning time and are centered on student academic and enrichment learning experiences.

Essential Action 6.2: Budget and Finance

Strategically plan for and allocate resources in alignment with envisioned student experience and compliance needs.

Key Practice 6.2.1: Accurate Revenue Projections

District develops, implements, and continuously improves processes to project revenues from enrollment and non-enrollment-based sources.

Key Practice 6.2.2: Strategic Budget Allocation

District aligns budget with highest needs to implement student experience and improve student outcomes.

Key Practice 6.2.3: Sound Budgeting, Accounting, and Financial Practices

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

Key Practice 6.2.4: Active Revenue and Cost Monitoring and Analysis

District develops and implements a process to monitor revenue and cost projections on a reasonable basis to ensure compliance and impact on student outcomes.

Essential Action 6.3: Enrollment and Access

Empower parents by helping them understand, enroll in, and attend their desired school. District leaders establish enrollment policies and practices that provide students access to all the district's school options.

Key Practice 6.3.1: Student-focused Enrollment Systems

District develops and implements enrollment systems that prioritize students and families in areas of unmet need and prioritize the highest quality options for students with the greatest need.

Key Practice 6.3.2: Student Recruitment and Marketing

District develops and implements an effective family and student marketing strategy to fill all quality seats within available campuses, focusing on community needs and how the school or campus is responsive to those needs.

Essential Action 6.4: Technology and Data Systems

Strategically plan for and allocate resources that are compatible and support both academic and non-academic structures as well as meet all data security and protection requirements.

Key Practice 6.4.1: Infrastructure and Networks

District acquires, deploys, and maintains sufficient technology infrastructure and network connectivity capabilities to support the academic and non-academic strategy of the district.

Key Practice 6.4.2: Data Systems

District acquires or develops data systems that safely and securely gather and allow for representation of student, teacher, and administrator information for performance management and informational purposes (and, at a basic level, compliance and required reporting).

Key Practice 6.4.3: Hardware

District acquires and maintains sufficient hardware to support the academic and non-academic strategy of the district.

Key Practice 6.4.4: Non-curricular Software Systems (i.e., Learning Management System)

District acquires or develops information systems to support non-curricular actions within the district and each campus that limit extraneous actions from teachers and administrators and maximize learning time for students.



Essential Action 6.5: Site Operations

Strategically plan for and allocate resources in alignment with envisioned student experience and compliance needs.

Key Practice 6.5.1: Adequate Campus Facilities and Maintenance

District acquires or builds and maintains facilities that will support the district in meeting the district vision and support a safe, welcoming, and effective learning environment.

Key Practice 6.5.2: Secure Facilities

District ensures facilities meet security requirements.

Key Practice 6.5.3: Transportation

District hires, develops, and manages staff or procures and manages contracts for student transportation that, if implemented effectively, will support the district in meeting the district vision and enable all students to attend their best-fit school.

Key Practice 6.5.4: Food services

District hires and develops staff or procures and manages contracts for food services that, if implemented effectively, will support the district in meeting the district vision.



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