Attachment #17

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ADDITIONAL INFORMATION FOR THE 
ELEMENTARY AND SECONDARY EDUCATION ACT 
FLEXIBILITY WAIVER
 
Statewide System of Support, 
Interventions and Consequences
 
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SECTION 1 
 
THEORY OF ACTION 
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THEORY OF ACTION 
The theory of action behind the Wyoming Statewide System of Support, Interventions and 
Consequences is that effective practices lead to desired results.  These effective practices fall into 
three categories:
 
Planning and Continuous Improvement 
Improving the Instructional Core 
Improving the System of Organizational Supports 
 
SUPPORT FOR THE ELEMENTARY AND SECONDARY EDUCATION ACT
 
The pages that follow provide response to the feedback on the Wyoming Elementary and 
Secondary Education Act (ESEA) Flexibility Waiver. This document addresses the support 
requirements for ESEA.  It is inclusive of the some of the plan and support requirements of the 
Wyoming Accountability in Education Act (WAEA) but does not fully address support for WAEA.
 
SUPPORT FOR THE WYOMING ACCOUNTABILITY IN EDUCATION ACT 
The support components for WAEA partially meeting and not meeting expectations schools have 
not been determined.  The timelines established in legislation require the system of support to be 
operational by 2014-2015.   
This document defines the role of coaches in providing support to ESEA Title 1 Focus and Priority 
Schools.   The determination of support for WAEA must include the Director of the Wyoming 
Department of Education, the Wyoming State Board of Education, the legislative liaison, the 
consultant to the Select Education Committee on Statewide Education Accountability, the 
Wyoming  Ad-hoc Subcommittee on Capacity, Advisory Committee to the Select Committee on 
Statewide Educational Accountability, the Advisory Committee, the Select Education Committee 
on Statewide Education Accountability, the Joint Education Committee and ultimately the 
legislature. 
This document is intended to address the requirements of Federal statute.  It is not intended to 
pre-empt or exclude the results of the collaboration between these stakeholders. Ultimately the 
WAEA system of support will likely include representative assistance,  leadership networks, 
instructional networks and external providers.  However, those decisions have not been 
made.  The support for Title 1 Priority Schools articulated in this document can be 
extended to schools that are partially meeting and not meeting expectations if other 
decisions regarding WAEA support are not reached.  
 
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Provide additional information on how WDE will differentiate 
interventions and support for priority, focus, and other Title I 
schools to ensure that interventions are targeted based on the 
needs of the school and students.
 
PLANNING 
Leadership 
Team 
Improvement 
Goals and 
Plan 
 
 
 
CLIMATE 
Safe and 
Orderly 
Environment 
Focus on 
Learning 
 
 
 
CURRICULUM 
Aligned 
Curriculum 
 
 
 
 
INSTRUCTION 
Improved 
Instructional 
Practice 
Data 
Informed 
Instruction 
 
 
 
STUDENT 
ENGAGEMENT 
Non-Academic 
Factors 
Tiered 
Intervention  
Students with 
Disabilities 
and Other 
Subgroups  
Extra Time 
Opportunities 
 
KNOWLEDGE 
MANAGEMENT 
Data Training 
and Analysis 
 
 
 
 
LEADERSHIP 
Teacher 
Evaluation 
Recruiting 
and Retention 
of Qualified 
Staff 
 
 
 
HUMAN 
CAPITAL 
Professional 
Development 
 
 
 
 
FAMILY AND 
COMMUNITY 
Family and 
Community 
Partnerships 
 
 
 
 
CENTRAL OFFICE 
SUPPORT 
System 
Administration 
Operational 
Flexibility 
Resources to 
Increase 
Learning 
External 
Support for 
Improvement 
 
WDE SUPPORT 
Support for 
Planning and 
Continuous 
Improvement  
Support for 
the 
Instructional 
Core 
Aligned 
Systems and 
Organizational 
Supports 
  
WYOMING PLAN AND SUPPORT FRAMEWORK
 
THE INSTRUCTIONAL CORE 
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schools to ensure that interventions are targeted based on the 
needs of the school and students.
 
WYOMING PLAN AND SUPPORT FRAMEWORK
 
PLANNING
 
Leadership Team
 
School leadership has established team structures for a Leadership Team and teacher 
Instructional Teams with scheduled meetings and clear and specific duties. (PL-07)
 
Improvement Goals and Plan
 
The Leadership team identifies action steps, resources, timelines, and persons responsible for 
implementing the activities aligned with school improvement goals and objectives. (PL-09) 
CLIMATE
 
 
Safe and Orderly Environment
 
The school's principal and staff work together to create a safe, respectful, culturally-inclusive 
environment with consistent school rules and expectations. (EN-01)
 
Focus on Learning
 
raising the bar for all students and closing achievement gaps. (PL-01) 
CURRICULUM
 
Aligned Curriculum
 
District and/or school align curriculum, instruction, and assessment with state standards. (CU-
01) 
INSTRUCTION 
Instructional Practice
 
All teachers use instructional strategies that are grounded in research-based practices and 
address the learning needs of all students. (IN-15)
 
Data Informed Instruction
 
All instructional staff members analyze results from available assessments, including state and 
local, and use the results to refocus or modify instruction at the school and classroom levels to 
ensure all students meet or exceed proficiency. (AS-01) 
STUDENT ENGAGEMENT 
Non-Academic Factors
 
Teachers and principals build structures and procedures for monitoring the impact that adult 
actions have on student success. (SE-03) 
Tiered Intervention
 
The school employs a Response to Intervention (RTI) or similarly effective approach for 
diagnosis, intervention and monitoring. (IN-08) 
Students with Disabilities and other subgroups (Including ELL)
 
Instructional Teams assess the learning needs of all student subgroups and address those 
needs in their instructional plans. (IN-07)
 
Extra Time Opportunities
 
The school provides all students extended learning opportunities (e.g., summer programs, 
after-school and supplemental educational services, enrichment programs) to keep them on 
track for promotion. (IN-12)
 
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needs of the school and students.
 
WYOMING PLAN AND SUPPORT FRAMEWORK
 
KNOWLEDGE MANAGEMENT
 
Data Training and Analysis
 
The school routinely provides training for teachers and other school staff to collect, analyze, 
and act upon student learning data. (AS-04)
 
LEADERSHIP
 
Teacher Evaluation
 
District and school have a rigorous and transparent evaluation system with input from 
teachers and principals that includes evidence of student achievement and growth. (LE-03)
 
Recruiting and Retention of Qualified Staff
 
The District/School has established a system of procedures and protocols for recruiting, 
evaluating, rewarding, and replacing staff. (LE-06)
 
HUMAN CAPITAL
 
Professional Development
 
District/school provides all staff with high-quality, job-embedded, differentiated professional 
development for both school improvement reform strategies and teacher effectiveness. (PD-
03)
 
FAMILY AND COMMUNITY
 
Family and Community Partnerships
 
The school engages families and communities as active partners in the educational process 
and provides specific guidance for families to support the school learning of their children. 
(ADI)
 
CENTRAL OFFICE SUPPORT
 
System Administration
 
The superintendent and other central office staff are accountable for school improvement 
and student learning outcomes. (DS-02)
 
Operational Flexibility
 
Sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to 
implement a fully comprehensive approach to substantially approve student achievement 
outcomes and increase high school graduation rates has been given to the school.  (DS-03)
 
Resources to Increase Student Performance
 
District/school aligns allocation of resources (money, time, human resources) to school 
improvement goals. (DS-05)
 
External Support for Improvement
 
District and school ensures that external partners deliver intensive, ongoing assistance to 
support school reform strategies. (DS-06)
 
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WYOMING CAPACITY BUILDING PRIORITIES 
 
The Wyoming  Ad-hoc Subcommittee on Capacity, Advisory Committee to the Select 
Committee on Statewide Educational Accountability met throughout 2012.  The committee 
was made up of teachers, school principals, district administrators, business people and state 
education staff.  The result was a report titled 
Building Educational Capacity and Support in 
Wyoming. 
 
 
The continuous improvement, instructional core and organizational support aspects of the 
Plan and Support Framework were based on this report.  The indicators aligned to the 
Turnaround Principles, the SIG requirements and the Capacity Report  make up the 20 
indicators in the Plan and Support Framework.  
 
The following concepts are central to the Capacity Report.  They provide a logical approach to 
grouping and addressing the indicators in a systematic, coherent manner that should lead to 
improvement for all schools.   The planning indicators were added by the WDE. 
 
Planning for Continuous Improvement 
School Learning Climate as Social Capital  
Instructional Guidance as Program Coherence  
Student Engagement with Various Subgroups as the Key Enabler  
Human Capital as Professional Capacity  
Principal Leadership as the Catalyst for Improvement and Instructional Analysis  
 
Central Office Support and Transformation or How Central Office Policies, Practices and 
Structures Support Instruction and Principal Development   
Knowledge Management and Processes as Large Scale Learning  
Supportive Resources as Enablers of Learning   
Parent, School and Community Ties as Social Capital  
 
 
Throughout this document summaries of the research behind these capacity concepts is 
incorporated with the indicator and descriptors of effective practice. 
 
Interventions for low-achieving students will be aligned to the key concepts of the 
capacity report. These supports will include plan monitoring through Indistar and 
on
-site coaching around these specific indicators.   
 
School improvement teams will read the summaries of the areas of the capacity 
report, read associated research using WiseWays
®
 from Indistar, and implement 
interventions to improve in each of these areas.  If they believe they are already 
effective in a given area, they will upload evidence of effectiveness into Indistar. 
 
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ALIGNMENT TO THE TURNAROUND PRINCIPLES 
 
The Turnaround Principles are included through the following indicators: 
 
Providing Strong Leadership 
Principal Replacement (If Necessary) 
This is a descriptor under the indicator 
System Administration
 -
The superintendent and other central office staff are accountable for school improvement and student 
learning outcomes. (DS-
02
 
Demonstrating to the SEA that the current principal has a track record in improving achievement
 
and has the ability to lead the turnaround effort will be accomplished through the annual submission of the 
effective practices inventory and improvement plan 
Operational Flexibility -
 Sufficient operational flexibility (such as staffing, calendars/time, and budgeting) 
to implement a fully comprehensive approach to substantially approve student achievement outcomes and 
increase high school graduation rates has been given to the school. 
 
Ensuring that teachers are effective and able to improve instruction 
Staff Recruiting and Retention -
 The District/School has established a system of procedures and protocols 
for recruiting, evaluating, rewarding, and replacing staff.  
Staff Development -
 District/school provides all staff with high-quality, job-embedded, differentiated 
professional development for both school improvement reform strategies and teacher effectiveness. 
 
Redesigning the school day, week, or year  
Extra Time Opportunities -
 The school provides all students extended learning opportunities (e.g., 
summer programs, after-school and supplemental educational services, enrichment programs) to keep them 
on track for promotion. 
 
 
Instructional Practice -
 All teachers use instructional strategies that are grounded in research-based 
practices and address the learning needs of all students 
Standards-Aligned Curriculum -
 District and/or school align curriculum, instruction, and assessment with 
state standards. 
 
Using data to inform instruction 
Data Analysis -
 Instructional teams use a variety of data to assess strengths and weaknesses of the 
curriculum and instructional strategies and make necessary changes. 
Data Informed Instruction -
 All instructional staff members analyze results from available assessments, 
including state and local, and use the results to refocus or modify instruction at the school and classroom 
levels to ensure all students meet or exceed proficiency.  
 
Establishing a school environment that improves safety and discipline and address 
other non-academic factors 
Safe and Orderly Environment -
 The school's principal and staff work together to create a safe, respectful, 
culturally-inclusive environment with consistent school rules and expectations. 
Non-Academic Factors -
 The school provides all students with formal supports and a network of 
contacts with school personnel, community members, and workplace personnel to ensure the social 
capital necessary to make informed life decisions. 
 
Engaging families and community 
Family and Community Partnerships 
- The school engages families and communities as active 
partners in the educational process and provides specific guidance for families to support the school 
learning of their children. 
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SECTION 2 
 
PLANS AND PLANNING 
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The Plan and Support Framework incorporates the  Federal Turnaround Principles, the 
Elementary and Secondary Education Act Title 11003g School Improvement Grant (SIG) 
requirements, and components of the Wyoming Ad-hoc Subcommittee on Capacity, 
Advisory Committee to the Select Committee on Statewide Educational Accountability 
report: Building Educational Capacity and Support in Wyoming into a single framework 
with 20 indicators. The indicators are aligned to, but not inclusive of all requirements of 
AdvancED
®
 accreditation. 
 
 
All Wyoming schools will annually complete an effective practices inventory to share 
practices and determine improvement needs around these 20 indicators.  Each school will 
mark a list of descriptors related to each indicator as Fully Implemented, Needs 
Improvement, and Not a Priority.   
 
Schools required to complete an improvement plan will do so using AdvancED ASSIST, or 
the plan may be uploaded in the AdvancED Assurances component of ASSIST.  Improvement 
plans are posted on the school or district web site.
 
 
 
Title I Priority schools and SIG Schools must address these 20 indicators in narrative format 
using Indistar
®.
   These schools will receive representative assistance with planning, plan 
monitoring and implementation of effective strategies and interventions.  
 
The Wyoming school plan requirements will be:
 
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