Machine generated alternative text:  
Describe the interventions in priority schools that are aligned 
with all of the turnaround principles and how these 
interventions will be delivered in a high-quality manner, 
including specific interventions for English learners, students 
with disabilities and low-achieving students for three years. 
SCHOOL LEARNING CLIMATE AS SOCIAL CAPITAL 
Bryk et al. explain the importance of a student-centered learning climate in schools (46). They 
claim that such a climate encourages student learning by providing a safe environment that 
supports and celebrates academic success (46). Bryk et al. break the formation of a positive 
learning environment into three components (59-60). These include safe and orderly 
environment, high academic expectations, and positive peer group expectations among 
students (59-60). Lezotte and Snyder emphasize that school learning climate is more than a 
lack of disciplinary problems (102). Instead, they explain that school learning climate 
encourages learning by creating a businesslike environment where students feel focused and 
free from any type of threat (101). Without this environment, Lezotte and Snyder observe 
that it is very difficult for even the best learners to focus on academics (105). Beaver and 
creation of such an environment (3). Without this support for staff in their working 
(Beaver and Weinbaum 3). 
How the Proposed Supports and Interventions will be used to Develop Social Capital 
among Staff 
Lezotte and Snyder claim that in order to create a safe and effective school climate, staff must 
do two things (101). First, all staff must agree that they will be on duty at all times during the 
school day and in all areas of the school (101). Lezotte and Snyder explain that too often, 
teachers tend to only respond to school learning climate issues within their own classrooms 
during their own class periods (101). Second, all staff must agree on a consistent method for 
enforcing school rules and expectations (102). Lezotte and Snyder note that when teachers 
and support staff enforce rules based on individual interpretation, the school becomes an 
unfair place for students (102). In order to establish common responses to disruptive 
behaviors, teachers and staff must work together to develop a common model and hold one 
another accountable for following it (102). Furthermore, by agreeing to always be on duty in 
all areas of the school, resentment among staff members decreases. Fostering these common 
expectations for one another helps a school give staff the working conditions that Beaver and 
(3).
 
 
34


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How this Support is Isolated from Other Supports and Chosen Content Areas 
The support of a positive learning climate is isolated from other supports because it focuses 
specifically on the condition of the social capital within the school (Bryk et al. 46). Without 
first establishing a learning-centered culture, schools cannot make any significant strides in 
the direction of improvement (Bryk et al. 59-60).  Because this support is a precursor to 
school improvement, it must be treated as a separate component of improvement efforts. 
How the Supports and Interventions Suggest Principal Leadership will be enhanced in 
this Area 
First, as Bryk et al. describe, principals must provide the driving force behind improvement 
efforts (46). Without such drive, schools are unlikely to identify and address the obstacles 
that stand between them and effective learning environments. Principals can first work with 
staff to formulate appropriate rules and expectations for student conduct. This requires that 
principals identify areas that present challenges to a positive school environment. Principals 
should also lead the effort to establish common expectations among staff (Lezotte and Snyder 
102). Without principal leadership in this undertaking, staff is unlikely to establish and hold 
themselves accountable for their equal enforcement of school rules and expectations. 
Principal involvement is also needed to influence changes to student cultural perceptions of 
learning. Though these changes need to be reinforced by teachers on a daily basis, the 
principal is responsible for identifying necessary changes. 
The Role of the Central Office in School Learning Climate and How District-School Interactions 
are Considered in the Proposed Supports and Interventions 
Lezotte and Snyder note that effective procedures and policies for dealing with safety issues 
need to begin at the district level (105). This might include developing emergency response 
plans, anti-bullying programs, and policies for dealing with violence on school grounds. The 
Central Office can also support school-level efforts to increase positive school climates by 
helping principals and teachers identify appropriate areas of focus for improvement. The 
Central Office may also work with the local community to establish an expectation for safety 
and learning in local schools (Bryk et al. 60). 
Works Cited 
Beaver, Jessica K. and Elliot H. Weinbaum. "Measuring School Capacity, Maximizing School 
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University of Chicago Press, 2010. Print. 
Lezotte, Lawrence W. and Kathleen McKee Snyder. 
What Effective Schools Do: Re-Envisioning 
the Correlates
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35


Machine generated alternative text:  
Provide additional information on how WDE will differentiate 
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schools to ensure that interventions are targeted based on the 
needs of the school and students.
 
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)
 
 
 
ALIGNED TO 
ACCREDITATION 
INDICATOR 4.3
 
 
 
REQUIRED BY 
WYOMING 
STATUTE
 
 
 
TURNAROUND 
PRINCIPLE
 
 
 
 
 
Research-Based Descriptor:
 
Clear and specific rules and procedures are in 
place for the running of the school (MRL)
 
Council regularly reviews data which reflect 
policies, school environment, work-site 
wellness, attendance and discipline records 
and uses the data to make decisions about 
school improvement and professional 
development needs. (ADI)
 
Faculty and staff know the emergency 
management procedures and how to 
implement them for specific incidents (MRL)
 
The school employs social media so that 
students may anonymously report potential 
incidents (MRL)
 
The school has a means of communicating to 
parents about issues regarding school safety 
(e.g., call-out system) (MRL)
 
The school coordinates with local law 
enforcement agencies regarding school 
safety issues (MRL)
 
The school engages parents and community 
regarding issues of school safety (MRL)
 
Other (Please List):
 
 
 
 
 
Evidence Checklist:
 
When asked, parents and students 
describe the school as a safe place 
(MRL)
 
When asked, parents and students 
describe the school as an orderly 
place (MRL)
 
When asked, faculty and staff 
describe the school as a safe place 
(MRL)
 
When asked, faculty and staff 
describe the school as an orderly 
place (MRL)
 
Few, if any, incidents occur in which 
(MRL)
 
Few, if any, incidents occur in which 
rules and procedures are not 
followed (MRL)
 
Surveys of faculty and staff indicate 
high agreement that the school is 
safe and orderly (MRL)
 
Surveys of students, parents, and 
community indicate high agreement 
that the school is safe and orderly 
(MRL)
 
The school meets all requirements of 
Wyoming statute related to student 
health and safety. 
(WDE)
 
Evidence of practicing emergency 
management procedures for specific 
incidents is available (MRL)
 
Evidence of updates to emergency 
management plans is available (MRL)
 
Other (Please List): 
36


Machine generated alternative text:  
Provide additional information on how WDE will differentiate 
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Focus on Learning
 
raising the bar for all students and closing achievement gaps. (PL-01)
 
 
 
ALIGNED TO AN 
ACCREDITATION 
INDICATOR 1.1, 1.2 
AND 2.4
 
 
 
 
 
Research-Based Descriptor:
 
The mission statement is distinct, clear, and 
focused on student learning. (ADI)
 
A collaborative process is established that 
involves teachers, administrators and 
stakeholders in defining the mission, belief 
statements, and goals. (ADI)
 
Staff members are aware of the mission and 
belief statements and make decisions guided 
by them. (ADI)
 
School leadership builds on a climate of 
support and respect to challenge school staff 
to make deeper changes in their own practice 
and broader connections to students and the 
school community that support increased 
student achievement for all students. (ADI)
 
The principal acts strategically and 
purposefully in pursuit of a clear educational 
mission, while empowering others to do the 
same. (CSE)
 
Other (Please List): 
Evidence Checklist:
 
Stakeholder participation in meetings 
to define or revise the purpose 
statement is documented (WDE)
 
The mission statement is posted 
throughout building and displayed on 
official correspondence. (WDE)
 
When asked, staff articulate a results
-oriented focus on teaching, learning, 
and student success. (WDE)
 
Other (Please List): 
37


Machine generated alternative text:  
Describe the interventions in priority schools that are aligned 
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INSTRUCTIONAL GUIDANCE AS PROGRAM COHERENCE
 
According to Beaver and Weinbaum, Program Coherence is one of four parts affecting the 
potential improvement capacity of a school (2). The other three components are human 
capital, social capital, and resources (1). They define Program Coherence as the combination 
of three interrelated conditions in schools. The first of these is common instructional 
that support these frameworks. The third is the dedication of necessary time and resources to 
support them (Beaver and Weinbaum 3). 
Bryk et al. discuss five Essential Supports for the improvement of schools (46). They consider 
chance of improving (79). These supports are school leadership, parent-community ties, 
professional capacity, student-centered learning climate, and instructional guidance (45-6). 
The Essential Support that drives the others is School Leadership (Bryk et al. 45). This can 
include Local School Councils, the Central Office, and teacher leaders. However, it primarily 
focuses on principals (Bryk et al. 71).  
School Leadership is responsible for developing Program Coherence in schools. Program 
Coherence is the overall alignment of curriculum and instruction and application of resources 
to support it (Bryk et al. 72). Program Coherence relates to Instructional Guidance, another 
Essential Support. This is defined as school-wide support in curriculum, instruction, and 
the necessary Program Coherence to boost student achievement. 
 
How Wyoming Schools Can Improve Program Coherence in a Chosen Content Area
 
Bryk et al. suggest that a strong Instructional Guidance system is central to developing 
Program Coherence. They note that curriculum must be vertically and horizontally aligned 
across a school or district.  However, teaching an aligned curriculum is not enough. Teachers 
must also adopt common instructional processes (Bryk et al. 205). Teachers need flexibility in 
experiences are balanced (Bryk et al. 50). 
 
38


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Describe the interventions in priority schools that are aligned 
with all of the turnaround principles and how these 
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including specific interventions for English learners, students 
with disabilities and low-achieving students for three years. 
How Wyoming Schools Can Improve Overall Program Coherence in a Chosen Content Area 
Bryk et al. suggest that a strong Instructional Guidance system is central to developing 
Program Coherence. They note that curriculum must be vertically and horizontally aligned 
across a school or district.  However, teaching an aligned curriculum is not enough. Teachers 
must also adopt common instructional processes (Bryk et al. 205). Teachers need flexibility in 
experiences are balanced (Bryk et al. 50). 
How Support and Interventions for Schools can be Designed for Overall Program Coherence 
Schools should train their teachers to use the same set of instructional frameworks in their 
classrooms (Beaver and Weinbaum 3). Beaver and Weinbaum describe these as a common 
frameworks in ways that are unique to their teaching styles and personalities (Bryk et al. 50). 
Teachers also need to adjust curriculum to eliminate alignment gaps. Without efforts to check 
curriculum flow, schools are unlikely to improve due to inconsistent instruction (Bryk et al. 
51). 
How Support and Interventions can be Designed to Add to Overall Program Coherence 
Traditional curriculum emphasized reading, writing, and arithmetic. Modern students, 
however, need a wider knowledge base. Effective curriculum encourages high-level thinking, 
communication, and problem solving. These skills are important for students who will 
compete in the modern job market (Bryk et al. 53). Furthermore, a well-paced and aligned 
curriculum is central to student success (Bryk et al. 51). When schools design curriculum with 
Program Coherence in mind, they support student improvement. On the other hand, students 
are more likely to fall behind when curriculum is not aligned and instruction is not consistent.
 
How Principal Leadership can be Enhanced in Program Coherence 
Bryk et al. stress that principals are responsible for developing Program Coherence in their 
schools (62-3). In order to establish greater Program Coherence, they must work to improve 
system is the alignment of curriculum, the academic programs in place, and the measures 
taken to support these programs (Bryk et al. 51). As instructional leaders, principals can 
implement programs that will positively influence their schools (Bryk et al. 72). By creating 
better Instructional Guidance systems, principals provide effective programs for curriculum, 
instruction, and assessment (Bryk et al. 102). 
 
39


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including specific interventions for English learners, students 
with disabilities and low-achieving students for three years. 
The Role of the Central Office in Program Coherence and How District-School Interactions are 
Considered in the Supports and Interventions 
The principal plays a vital role in the development of Program Coherence (Bryk et al. 71). The 
Central Office should look for principal candidates who are confident in their knowledge of 
instruction, can effectively develop and manage programs, and are willing to confront 
challenges (Bryk et al. 64). 
In addition to influencing the choice of school principal, the Central Office is in a position to 
develop and implement an Instructional Guidance across the district. By working with 
principals, teachers, and community members, the Central Office can provide students with 
well-developed, aligned, and delivered curriculum. 
Works Cited 
Beaver, Jessica K. and Elliot H. Weinbaum. "Measuring School Capacity, Maximizing School 
Improvement." 
Consortium for Policy Research in Education Policy Brief
 (2012): 1-12. 
online. 
Bryk, Anthony S., et al. 
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. Chicago: 
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CURRICULUM
 
Aligned Curriculum
 
District and/or school align curriculum, instruction, and assessment with state standards. (CU-
01) 
  
ALIGNED TO 
ACCREDITATION 
INDICATOR 3.1
 
 
 
REQUIRED BY 
FEDERAL STATUTE 
FOR TITLE 1 
SCHOOLS
 
 
 
REQUIRED BY 
WYOMING 
STATUTE
 
 
 
TURNAROUND 
PRINCIPLE
 
 
 
SCHOOL 
IMPROVEMENT 
GRANT 
REQUIREMENT
 
 
 
Research-Based Descriptor:
 
All teachers are guided by a document that 
aligns standards, curriculum, instruction, 
and assessment. (ADI)
 
The curriculum taught in the classrooms 
(i.e., the taught curriculum) is analyzed to 
ensure that it correlates with the written 
curriculum (MRL)
 
School teams regularly analyze the 
relationship between the written 
curriculum, taught curriculum, and 
assessments (MRL)
 
A system is in place for assessing and 
monitoring student achievement relative to 
state standards. (ADI)
 
Tracking systems are in place that examine 
elements of the curriculum (MRL)
 
There is horizontal articulation across grade 
levels and vertical articulation between 
grades maintained by ongoing, regular 
discussions and curriculum mapping among 
all teachers. (ADI)
 
Teams regularly meet to discuss the 
progression and viability of documents that 
articulate essential content and timing of 
delivery (e.g., pacing guides, curriculum 
maps) (MRL)
 
Other (Please List):
 
  
Evidence Checklist:
 
When asked, teachers can describe the 
essential content and standards for 
their subject area(s) or grade level(s) 
(MRL)
 
Curriculum documents are in place that 
correlate the written curriculum to 
state and district standards (e.g. 
Common Core if applicable) (MRL)
 
Information is available correlating 
what is taught in the classrooms (i.e., 
the taught curriculum) and the written 
curriculum (MRL)
 
Information is available examining the 
extent to which assessments accurately 
measure the written and taught 
curriculums (MRL)
 
The school can demonstrate a 
documented process for monitoring the 
teaching of standards. (WDE)
 
All students have a prescribed program 
of study that documents access to 
courses (MRL)
 
A written list of essential elements is in 
place (MRL)
 
A written list of essential vocabulary is 
in place for all levels (i.e., tiers 1, 2, and 
3) (MRL)
 
A curriculum audit document is in place 
delineating how much time it would 
take to adequately address the 
essential elements (MRL)
 
Other (Please List): 
41


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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)
 
 
 
ALIGNED TO 
ACCREDITATION 
INDICATOR 3.3
 
  
REQUIRED BY 
FEDERAL STATUTE 
FOR TITLE I 
SCHOOLWIDE
 
  
TURNAROUND 
PRINCIPLE
 
 
 
SCHOOL 
IMPROVEMENT 
GRANT 
REQUIREMENT
 
  
Research-Based Descriptor:
 
All teachers use a variety of instructional 
modes (whole-class, teacher-directed 
groups, student-directed groups, 
independent work, computer-based, and 
homework). (ADI)
 
All teachers differentiate assignments 
(individualize instruction) in response to 
and other methods of assessment. (ADI)
 
All teachers use questioning and discussion 
techniques to promote higher order thinking 
skills. (ADI)
 
Staff members clarify goals and success 
criteria with students (including models of 
students have a clear idea of what they 
need to do to succeed. (ADI)
 
All teachers develop weekly lesson plans 
based on aligned units of instruction. (ADI)
 
All teachers maintain well-organized student 
learning materials in the classroom. (ADI)
 
All teachers incorporate the use of 
technology in their classrooms when it 
enhances instruction. (ADI)
 
All teachers systematically report to parents 
based objectives. (ADI)
 
All teachers maintain a record of each 
objectives. (ADI)
 
A written document articulating the school-
wide model of instruction is developed with 
input by teacher leaders (MRL) 
Professional development opportunities are 
provided for new teachers regarding the 
school-wide model of instruction (MRL) 
New initiatives are prioritized and limited in 
number to support the instructional model 
(MRL)  
Other (Please List): 
Evidence Checklist:
 
All teachers display completed student 
work in the classroom. (ADI)
 
All teachers display classroom rules and 
procedures in the classroom. (ADI)
 
Evidence is available that teacher 
growth in pedagogical skill is consistent 
and meets or exceeds acceptable levels 
(MRL)
 
Evidence is available that teacher 
growth in pedagogical skill is related to 
the professional development 
opportunities provided by the school 
(MRL)
 
Evidence is available that the average 
level of teacher pedagogical skill meets 
or exceeds acceptable levels (MRL)
 
When asked, teachers can describe 
their instructional strategies that have 
the strongest and weakest relationships 
to student achievement (MRL) 
instructional model is available (MRL) 
Survey data indicate that teachers are 
model and their status within that 
model (MRL) 
When asked, teachers can describe the 
major components of the school-wide 
model of instruction (MRL) 
The school-wide language of instruction 
is used regularly  by faculty in staff 
meetings, in their informal 
conversations and in their professional 
learning communities (MRL)
 
 
Other (Please List): 
42


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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)
 
 
 
ALIGNED TO 
ACCREDITATION 
INDICATOR 3.6
 
 
 
REQUIRED BY 
FEDERAL STATUTE 
FOR TITLE I 
SCHOOLWIDE
 
  
TURNAROUND 
PRINCIPLE
 
 
 
SCHOOL 
IMPROVEMENT 
GRANT 
REQUIREMENT
 
  
 
 
Research-Based Descriptor:
 
Instructional staff analyzes assessment data 
to identify promising practices, determine 
enrichment and remediation needs, and 
assess needs for systems change. (CSE)
 
Instructional staff works collaboratively to 
develop and score common assessments. 
(CSE)
 
Instructional staff embeds formative 
assessments in daily classroom practice and 
uses results to target and modify 
instruction. (CSE)
 
Students are taught how to assess 
themselves and plan for improvement. (CSE)
 
Students receive constructive feedback 
based on data analysis, as well as guidance 
on how to improve. (CSE)
 
Other (Please List): 
Evidence Checklist:
 
Other (Please List): 
43


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STUDENT ENGAGEMENT WITH SUBGROUPS AS THE KEY ENABLER 
Students do not improve if they are not engaged in their learning. Bryk et al. identify increased 
student engagement as a result of gains in five Organizational Supports that improve schools 
(81). These Supports include school leadership, parent-community ties, professional capacity, 
student-centered learning climate, and instructional guidance (46). Lezotte and Snyder note 
that student engagement is a condition for learning (85). Students not engaged do not make 
learning gains (Lezotte and Snyder 85). Student learning increases as a result of greater school 
In such cases, schools need to address issues keeping students from being engaged in learning. 
Bryk et al. examined the composition of community demographics to identify risk factors 
was linked to, but not dependent on, risk factors in the community (159-73). They observed 
schools serving higher-risk communities did not fail if they made efforts to address student 
needs (158-9). 
How Supports and Interventions can be Developed that Focus on Student Engagement 
Lezotte and Snyder offer several research-supported methods for increasing student 
learning time (Lezotte and Snyder 83). Disruptions may come from student misbehavior or 
inefficiencies in the classroom environment but regardless of their source, they inhibit 
students have been shown to increase student engagement. Research shows that schools with 
later start times have fewer sleepy students and better attendance (Lezotte and Snyder 84). 
Students who attend school more regularly and do not fall asleep in class are clearly more 
engaged. Better teaching also has a direct impact on student engagement levels, as does the 
quality of the instruction in classrooms (Lezotte and Snyder 84). Lezotte and Snyder note that 
students with excellent teachers over the course of several years make greater gains than 
students assigned to ineffective teachers (84). Skilled teachers are more likely to use a variety 
of strategies to keep students engaged. Finally, differentiated instruction allows each student 
to learn at his or her own pace and level (Lezotte and Snyder 85). Since each student has a 
unique learning style and background, they are more engaged when curriculum and 
instruction are tailored to their specific needs (Lezotte and Snyder 85).
 
 
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