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. 
How Supports and Interventions can Focus on Subgroups that May be Underachieving 
Lezotte and Snyder note that students in the lowest achievement bracket, when engaged in 
school, make the greatest gains of all groups (85). Conversely, their disengagement resulted 
in the smallest gains of any group (85). Schools seeking achievement gains need to identify 
student groups having the most difficulty. Once identified, schools should develop methods to 
the most in school (159). They surveyed schools serving a range of socioeconomic groups, 
racial/ethnic groups, and students who were abused, neglected, homeless, or living in foster 
care (159-73). They found that the schools having the most difficulty in making great strides 
in improvement served a high number of at-risk students with unstable home lives (173). 
Though various racial/ethnic and socioeconomic groups did have some influence on a 
-risk population that presented the greatest 
challenge (159-73). Because these students struggle for survival every day, it makes sense 
that focusing in school is a challenge. This indicates that schools with large at-risk 
include counseling services, after school and summer programs, and weekend meal 
programs. However, underachieving groups may vary by school. Identifying and supporting 
these groups in the local community is essential to improvement. 
How Principal Leadership can be Enhanced to Increase Student Engagement 
As the instructional leaders of their schools, principals are responsible for making student 
engagement a top priority (Bryk et al. 69). This should include classroom management, 
scheduling classes with students in mind, teacher and instructional quality, and 
differentiating instruction. Principals should provide assistance to teachers struggling in any 
of these areas (Bryk et al. 55). This can be approached through coaching or professional 
development (Bryk et al. 55). Increasing teacher effectiveness at the school improves student 
engagement and will result in learning gains. 
Principals can also take an active role in identifying the student subgroups that struggle the 
most in school. Once the principal has identified these subgroups he or she can design 
supports to allow them to engage in learning. Principals might need to coordinate with 
community members to address student needs outside of school. This may include 
reaching out to families, churches, and other organizations to provide students and 
their families with needed support services (Bryk et al. 168-71). The principal is also 
responsible for supporting the sense of an effective learning environment within the 
school (Bryk et al. 64). Without such an environment, students struggle to maintain 
engagement in their learning.
 
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The Role of the Central Office and How the District-School Interaction is Considered 
The Central Office should work to support principals in their progress toward increasing 
student engagement in their schools. The Central Office can work with the community and 
principal to increase student improvement in schools. This includes identifying subgroups 
that need extra support. The Central Office may also be in a position to organize unified 
resources across the district to serve these populations. This expands the resources available 
to schools trying to accommodate specific student needs. 
Works Cited 
Bryk, Anthony S., et al. 
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. Chicago: 
University of Chicago Press, 2010. Print. 
Lezotte, Lawrence W. and Kathleen McKee Snyder. 
What Effective Schools Do: Re-Envisioning 
the Correlates
. Bloomington, IN: Solution Tree Press, 2011. Print. 
 
 
46


Machine generated alternative text:  
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.
 
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)
 
 
 
ALIGNED TO 
ACCREDITATION 
INDICATOR 4.6
 
 
 
REQUIRED BY 
FEDERAL STATUTE 
FOR TITLE 
SCHOOLWIDE
 
 
 
TURNAROUND 
PRINCIPLE
 
  
 
 
Research-Based Descriptor:
 
All teachers reinforce classroom rules and 
procedures by positively teaching them. 
(ADI)
 
All school staff demonstrate an 
understanding of community cultures, 
customs, and values and model a respect for 
them. (ADI)
 
All teachers interact socially with students 
(noticing and attending to an ill student, 
asking about the weekend, inquiring about 
the family). (ADI)
 
All teachers acquire an understanding of 
each student's background and interests as 
a way to increase motivation to learn. (ADI)
 
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. (ADI)
 
Students assume leadership roles in the 
classroom, school, co-curricular activities, 
extra-curricular activities, and community. 
(ADI)
 
The school expects all students to 
participate in activities to develop skills 
outside of the classroom (e.g., service 
learning, athletics, enrichment, internships). 
(ADI) 
Other (Please List):
 
  
  
Evidence Checklist:
 
Other (Please List):
 
 
 
47


Machine generated alternative text:  
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needs of the school and students.
 
Tiered Intervention
 
The school employs a Response to Intervention (RTI) or similarly effective approach for 
diagnosis, intervention and monitoring. (IN-08)
 
 
 
ALIGNED TO 
ACCREDITATION 
INDICATOR 3.12
 
 
 
K-3 READING 
SCREENING AND 
INTERVENTION 
REQUIRED BY 
WYOMING 
STATUTE
 
 
 
INTERVENTION 
FOR LOW-
PERFORMING 
STUDENTS 
REQUIRED FOR ALL 
TITLE I SCHOOLS
 
Research-Based Descriptor:
 
The school uses a monitoring process 
(including a multidisciplinary team that 
meets regularly to review student 
intervention outcome data and identifies 
interventions) for targeted intervention 
students to ensure fidelity and 
effectiveness.  (ADI)
 
The school schedule is designed so that 
students can receive academic help while in 
school (MRL)
 
Tutorial programs are in place (MRL)
 
Other (Please List):
 
  
Evidence Checklist:
 
Other (Please List): 
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)
 
 
 
ALIGNED TO 
ACCREDITATION 
INDICATOR 3.12
 
 
 
REQUIRED BY 
STATE AND 
FEDERAL STATUTE
 
INCLUDED IN 
WYOMING 
FUNDING 
FORMULA
 
  
  
Research-Based Descriptor:
 
Instructional teams utilize student learning 
data to determine whether a student 
requires a referral for special education 
services. (ADI)
 
Teams of special educators, general 
education teachers, and related service 
providers meet regularly to enhance/unify 
instructional planning and program 
implementation for students with 
disabilities. (ADI)
 
Units of instruction and activities are aligned 
with IEP goals and objectives for students 
with disabilities. (ADI)
 
Instructional teams track and maintain 
records of student learning data to 
determine progress toward meeting goals as 
 
The school provides appropriate support 
and interventions for English language 
learners. (ADI)
 
Other (Please List):
 
Evidence Checklist:
 
Other (Please List): 
48


Machine generated alternative text:  
Provide additional information on how WDE will differentiate 
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needs of the school and students.
 
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)
 
 
 
REQUIRED BY 
WYOMING 
STATUTE
 
 
 
REQUIRED BY 
FEDERAL STATUTE 
FOR ALL TITLE I 
SCHOOLS
 
 
 
INCLUDED IN 
WYOMING 
FUNDING 
FORMULA
 
 
 
TURNAROUND 
PRINCIPLE
 
 
 
SCHOOL 
IMPROVEMENT 
GRANT 
REQUIREMENT
 
Research-Based Descriptor:
 
Extended school day and week programs 
are in place (MRL)
 
Extended school year programs are in place 
(MRL)
 
After-school programs are in place (MRL)
 
Other (Please List):
 
 
 
Evidence Checklist:
 
Other (Please List):
 
 
 
49


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HUMAN CAPITAL AS PROFESSIONAL CAPACITY 
expertise, knowledge, and dedication. Beaver and Weinbaum define Human Capital as the 
Capital as a combination of teacher skill, professional development, and professional 
and display good instructional skills and content knowledge (Beaver and Weinbaum 3). They 
are valuable assets both in their own right and as colleagues to their fellow teachers (Bryk et 
al. 55). Schools can use professional development and Professional Learning Community 
programs to create gains in this area (Beaver and Weinbaum 3, Bryk et al. 55). 
Instruction in this Area and/or for Specific Subgroups 
Research on school improvement stresses the importance of increasing the Human Capital of 
a school (Beaver and Weinbaum 3, Bryk et al. 54). Teacher content knowledge and 
instructional skill have the greatest impact on student learning (Beaver and Weinbaum 3). 
These areas are improved by giving teachers opportunities to refine their instruction using 
research-based best practices (Bryk et al. 55, Beaver and Weinbaum 3). One way to provide 
these growth opportunities is through professional development sessions. Good professional 
development instructs teachers in the use of the most effective instructional strategies. There 
is also value in allowing teachers to discuss, experiment with, and reflect on what they have 
learned after professional development (Bryk et al. 55). Wyoming should encourage such 
opportunities for its teachers. Professional development is especially valuable to teachers 
who tend to perform poorly (Bryk et al. 54). The state can help principals to improve these 
teachers instead of removing them from a faculty. 
How Wyoming can Build a Common Language around the Content Area and Instruction 
In order for Wyoming to develop common instructional language, educators must see the 
value in such an activity. Research shows that to increase the Human Capital of a school, 
teachers must evaluate and improve their classroom practices (Bryk et al. 55). Professional 
Learning Communities can help teachers accomplish this task (Bryk et al. 56). 
 
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Machine generated alternative text:  
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PLC members can then identify which practices are effective and which should be changed 
(Bryk et al. 56). Observations may also be conducted by experts from outside the PLC who 
can offer new perspectives (Bryk et al. 56). To discuss instructional elements, observers need 
common language to apply to what is happening in the classroom (Bryk et al. 56). Common 
language becomes necessary in this setting to reduce confusion and save time (Bryk et al. 56). 
Without common language, PLCs are likely to become ineffective and frustrated. This hinders 
school improvement efforts. In order to establish this common language, Wyoming needs to 
prioritize the use of PLCs for instructional improvement. Wyoming can ensure that schools 
will develop and use common language to describe classroom instruction by facilitating PLCs 
and offering skilled classroom observers. 
How Wyoming can Establish an Adult Learning Model with Sufficient Intensity for Long-Term 
Improvement 
Providing teachers with quality professional development and PLC experiences establishes 
renewable teacher learning (Bryk et al. 54-
improvement goals and needs (Bryk et al. 55). Teachers cannot take useful strategies from 
irrelevant professional development. Teachers may feel that this kind of professional 
development is a waste of their time, which creates negativity in what should be a positive 
environment for improvement. It is also important that schools allow teachers to reflect on 
and experiment with what they learn in professional development (Bryk et al. 55). Without 
this support, teachers are unlikely to use what they have learned. 
PLCs can also help teachers identify their weaknesses and apply new practices to enhance 
their instruction (Bryk et al. 56). At first teachers may feel that they surrender control of their 
classrooms by allowing PLC members and other experts to observe their teaching (Bryk et al. 
56). However, such exercises become invaluable when teachers receive constructive feedback 
and suggestions (Bryk et al. 56). Wyoming can encourage program longevity by providing 
teachers with these renewable, positive experiences. 
How Wyoming can Provide Ongoing Supports for Educator Learning 
Wyoming can provide ongoing supports for educator learning by encouraging schools to 
invest in Human Capital through professional development and PLCs (Beaver and Weinbaum 
3, Bryk et al. 55). The importance of professional development and PLCs in school 
improvement efforts is well documented (Beaver and Weinbaum 3, Bryk et al. 54-6). 
Wyoming should make the establishment of excellent professional development 
programs a priority across all schools in the state. These programs should represent 
the most relevant research-
 
 
51


Machine generated alternative text:  
Describe the interventions in priority schools that are aligned 
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including specific interventions for English learners, students 
with disabilities and low-achieving students for three years. 
Wyoming schools should give teachers time to fully implement these solutions in their 
classrooms (Bryk et al. 55). The state should also support schools in implementing effective 
PLC programs (Bryk et al. 55). These PLCs can help teachers identify and implement best 
practices in their classrooms (Bryk et al. 56). 
 
How Wyoming can Provide Supports and Interventions that Actually Get Into the Classroom for 
Necessary Learning 
Research shows that teacher content knowledge and instructional skill have significant 
impact on student achievement (Beaver and Weinbaum 3). Logically, these should be the 
areas of focus for staff development if schools want to increase student learning. Therefore, 
Wyoming should identify programs that increase content knowledge and instructional skill 
(Beaver and Weinbaum 3). These may be provided to educators at the state, district, and 
and Weinbaum 3). Therefore, Wyoming cannot focus on teacher improvement alone (Beaver 
and Weinbaum 3). Instead, Wyoming should increase Human Capital in concert with other 
factors (Beaver and Weinbaum 3). 
How Wyoming can Enhance Principal Leadership in this Area 
First, Bryk et al. emphasize that it is important for principals to recruit excellent teachers (54-
5). Not only do great teachers provide good instruction in their own classrooms, they 
positively influence their PLCs (Bryk et al. 55). Because there is an emphasis on professional 
communities in the process of improving teacher instruction, having excellent teachers on 
will suffer if the principal allows teachers to consistently perform poorly in the classroom 
remove them from the faculty (55). Though this process may be difficult, it is necessary for 
improvement. Principals can also select the types of professional education programs offered 
at their schools. They should select programs that align with the needs of their staff as well as 
-
principal should encourage staff to support one another as a professional community (Bryk et 
al. 56-7). When principals control these factors, Human Capital in their schools will improve. 
 
 
 
 
52


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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 Human Capital and How District-School Interactions are 
Considered in the Proposed Supports and Interventions 
The task of ensuring that the best staff occupies instructional positions should be shared 
between the principal and the Central Office. The Central Office must partner with principals 
to recruit excellent teachers (Bryk et al. 54-5). The principal should also receive support in 
either improving or dismissing those teachers who continue to perform poorly (Bryk et al. 
the Central Office should offer its resources to help the principal select appropriate 
depends on these initiatives. Therefore, the Central Office should offer its expertise to the 
principal in selecting these programs. 
Works Cited 
Beaver, Jessica K. and Elliot H. Weinbaum. "Measuring School Capacity, Maximizing School 
Improvement." 
Consortium for Policy Research in Education
 (2012): 1-12. Web. 
Byrk, Anthony S., et al. 
Organizing Schools for Improvement: Lessons from Chicago
. Chicago: 
University of Chicago Press, 2010. Print. 
 
 
 
 
53


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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)
 
 
 
ALIGNED TO AN 
ACCREDITATION 
INDICATOR 3.11
 
 
 
REQUIRED BY 
WYOMING 
STATUTE
 
  
REQUIRED BY 
FEDERAL STATUTE 
FOR ALL TITLE I 
SCHOOLS
 
 
 
TURNAROUND 
PRINCIPLE
 
 
 
SCHOOL 
IMPROVEMENT 
GRANT 
REQUIREMENT
 
  
 
 
Research-Based Descriptor:
 
School leadership provides opportunities for 
teachers to actively participate in 
collaboration and to engage in peer 
observations to improve classroom practice 
across disciplines and programs. (ADI)
 
Professional learning communities (PLCs) are 
in place (MRL)
 
The school collects and reviews minutes, 
notes, and goals from meetings to maintain a 
focus on student achievement (MRL)
 
The Leadership Team provides a system of 
support for teachers through coaching, 
resource materials, mentoring, peer 
observations, and problem-solving. (MRL)
 
Teachers have opportunities to engage in 
instructional rounds (MRL)
 
Teachers have opportunities to view and 
discuss video-based examples of exemplary 
teaching (MRL)
 
Information is available regarding 
participation of teachers in opportunities to 
observe and discuss effective teaching (MRL)
 
Information is available regarding teacher 
participation in virtual discussions regarding 
effective teaching (MRL)
 
Instructional coaching is available to teachers 
regarding their instructional growth goals 
(MRL)
 
Online professional development courses and 
resources are available to teachers regarding 
their instructional growth goals (MRL)
 
Teacher-led professional development is 
available to teachers regarding their 
instructional growth goals (MRL)
 
The school provides adequate training for the 
instructional technology teachers are 
expected to use (MRL)
 
Data is collected linking the effectiveness of 
professional development to the 
improvement of teacher practices (MRL)
 
Other (Please List):
 
Evidence Checklist:
 
Teachers have regular times to meet 
and discuss effective instructional 
practices (e.g., lesson study) (MRL)
 
Video segments of instructional 
practices are regularly viewed and 
discussed at faculty and department 
meetings (MRL)
 
Instructional practices are regularly 
discussed at faculty and department 
meetings (MRL)
 
When asked, teachers can describe 
how the professional development 
supports their attainment of 
instructional growth goals (MRL)
 
Teachers have opportunities to 
interact about effective teaching via 
technology (MRL)
 
Other (Please List):
 
 
 
54


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PRINCIPAL LEADERSHIP AS THE CATALYST FOR IMPROVEMENT AND 
INSTRUCTIONAL ANALYSIS 
Lezotte and Snyder challenge the idea that principals are managers whose job is to make sure 
that will result in school improvement. They acknowledge that not all members of a school 
lead even the most reluctant stakeholders toward improvement (53).  Bryk et al. agree that 
strong principal leadership is the driving force behind school improvement (45). Their vision 
of school leadership includes involving parents and community members, organizing staff 
development, supporting a student-centered learning environment, and designing and 
implementing school wide curriculum and instruction. These factors affect the academic 
achievement of all students (45-6). Lezotte and Snyder also point out that leadership is not 
the same thing as authority. Though authority is a component of leadership, the respect 
required to lead must be earned. An authoritative principal who does not develop his or her 
leadership cannot rally support for change (53). 
How Wyoming Can Develop Leadership at the School and District Levels 
Lezotte and Snyder explain that leadership is not a natural gift but a set of skills and 
behaviors to be learned (52). As such, new administrator training can do more to build 
stronger leadership. They suggest several options for the improvement of these programs. 
First, administrator pre-service programs could place more emphasis on real-world 
applications and less on theory. Pre-service principal instruction should encourage genuine 
understanding of curriculum and instruction. New principals need to learn to develop 
programs and processes for school wide collaboration. Finally, pre-service administrators 
must be trained to set high expectations for their schools and monitor the improvement 
progress (62). 
knowledge and skills to become effective school leaders (62). Without instructional 
(Bryk et al. 62-3). Making choices about improvement options and communicating the 
 
 
55
