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. 
Proposed Follow-Up for Leaders 
focusing on the mission, principals can gauge the effectiveness of the changes being made. 
However, even the best principal cannot move a school forward alone. Lezotte and Snyder 
instruct principals to develop trusting relationships with staff. They maintain that trust is 
essential to create change in schools (53). They used a survey to identify the sources of lost 
faith in leadership (59). The most common cause of lost trust was poor communication on the 
unsure of his or her goals. Lack of follow-up, consistency, staff involvement in decision 
making, faith in teachers, empathy, or support were also commonly cited as sources of 
and community members. 
On the other hand, in order to create sustainable change, Lezotte and Snyder suggest that 
more inclusive, foster communities for action, help individuals within the organization make 
connections, and commit to being more democratic (55). Principals can create a more 
trusting environment by following these methods. 
Bryk et al. note the importance of involving parents and community members in school 
more to help achieve them. Bryk et al. also stress the importance of the instructional leader in 
choosing relevant professional development and coaching opportunities for teachers (63). 
Choosing excellent staff development builds more skilled teachers. Identifying and 
implementing instructional programs relevant to the School Improvement Plan is another 
specific needs. 
Prerequisite Skills and Knowledge Assumed About Instructional Leadership 
Bryk et al. note that principals must possess basic managerial skills (61). Smooth operations 
at the school affect the quality of the learning that takes place there (Bryk et al. 61). A 
61
-2). If community members perceive operational issues in a school, they may 
assume that the principal is not doing his or her job correctly. 
 
 
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Machine generated alternative text:  
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. 
resources (Bryk et al. 62). However, Lezotte and Snyder caution that principals should not 
spend all of their time managing and neglect the changes they must make to improve the 
school (51). 
essential to create change in an organization. They are trustworthiness, competence, long-
term planning, and enthusiasm (54-5). Though Kouzes and Posner did not design this list 
with educational leaders specifically in mind, it is relevant to principals nonetheless. These 
qualities allow leaders to develop trust across their organizations. A trustworthy leader is 
able to create the commitment and buy-in among staff that is fundamental to change (Lezotte 
and Snyder 51). 
Furthermore, Lezotte and Snyder assert that principal leadership is vital to helping staff 
approach classroom instruction and SIP goals more effectively (51). Principals should identify 
which practices in their schools are producing positive results and which should be changed 
(Bryk et al. 63). They must also help teachers implement effective strategies in their 
classrooms (Bryk et al. 63). To do this, principals need excellent instructional expertise 
(Lezotte and Snyder 51). Principals cannot lead teachers or make sound program 
development choices without being experts in instruction. Lezotte and Snyder feel strongly 
that principals should use their knowledge to become instructional leaders in their schools. 
Principals may occasionally share this duty with teachers or instructional facilitators, but 
et al. 62-3). 
Finally, Bryk et al. indicate that principals must be willing to use their authority to create 
promotes school improvement is vital. This may mean addressing the concerns of those who 
oppose change (Bryk et al. 63). Though Lezotte and Snyder distinguish leadership from 
authority, some authority is necessary to develop leadership (52). This is especially true in 
cases where stakeholders may be unwilling to meet the challenge of improvement. 
 
 
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Machine generated alternative text:  
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. 
The Role of the Central Office in Principal Leadership and How District-School 
Interactions are Considered in the Proposed Supports and Interventions 
principals develop, communicate, and work toward school improvement goals. It can also 
serves. Bryk et al. see school leadership as being shared by the principal and the Central 
Office. In their research, the Central Office is represented by Local School Councils, or LSCs 
(71). These LSCs were comprised of two community members, six parents, two teachers, and 
the school principal. In the Chicago Public Schools research, LCSs appointed school principals 
on four-year contracts. The LSC had the power to find a replacement at the end of the contract 
if they felt that the principal was underperforming. This gave principals motivation to reach 
out to the community for help making school wide changes (Bryk et al. 15). These 
interactions produced positive effects in school improvement efforts (Bryk et al. 24-5). 
Conversely, school improvement efforts were damaged when LSCs never became cohesive 
groups (Bryk et al. 8-9).  Though not every school system works in the same way, the 
relationships between schools and communities. 
Works Cited
 
Byrk, Anthony S., et al. 
Organizing Schools for Improvement: Lessons from Chicago
. 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. 
 
 
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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.
 
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)
 
 
 
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Research-Based Descriptor:
 
Educator evaluations and support systems 
framework of educator effectiveness. (ADI)
 
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)
 
Highly specific rubrics are in place to provide 
teachers accurate feedback on their 
pedagogical strengths and weaknesses (MRL)
 
Teacher feedback and evaluation data is 
based on multiple sources of information 
including, but not limited to: direct 
observation, teacher self-report, analysis of 
teacher performance as captured on video, 
student reports on teacher effectiveness, and 
peer feedback to teachers (MRL)
 
Teacher evaluation data are regularly used as 
the subject of conversation between school 
leaders and teachers (MRL)
 
The principal works within district guidelines 
to effectively support or remove staff whose 
performance does not meet the needs of the 
school. (CSE)
 
The principal monitors curriculum and 
classroom instruction regularly.  He or she 
spends a majority of their time working 
directly with teachers to improve instruction. 
(ADI)
 
Walk-through data are aggregated in such a 
way as to disclose predominant instructional 
practices in the school (MRL)
 
The school provides forthright feedback to 
teachers regarding their instructional 
practices (MRL)
 
Other (Please List):
 
 
 
Evidence Checklist:
 
A written document articulating the 
school-wide model of instruction is 
developed with input by teacher 
leaders and is publicly available 
(MRL)
 
When asked, teachers can describe 
the major components of the school-
wide model of instruction (MRL)
 
When asked, the school leader and 
teachers can describe the 
predominant instructional practices 
in the school (MRL)
 
The school leader can describe 
effective practices and problems of 
practice (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):
 
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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.
 
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)
 
 
 
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Research-Based Descriptor:
 
Individual teachers have written statements 
of their pedagogical growth goals (MRL)
 
The school leader meets with teachers 
regarding their growth goals (MRL)
 
The school has a system in place to 
effectively evaluate the selection process for 
hiring new teachers (MRL)
 
The school has a system in place to 
effectively evaluate and revise the new 
teacher induction program (MRL)
 
Staffing decisions to provide supports to high 
need subgroups and to appropriately staff 
the highest need schools are carefully 
considered and supported by clear rationales. 
(CSE)
 
All staff members are placed in roles for 
which they have skills, qualifications, and 
licensure. (CSE)
 
The school recognizes the accomplishments 
of individual teachers, teams of teachers, and 
the whole school in a variety of ways (e.g., 
faculty celebrations, newsletters to parents, 
announcements, websites, social media) 
(MRL)
 
Other (Please List):
 
 
 
 
 
Evidence Checklist:
 
When asked, faculty and staff report 
that the accomplishments of the 
school have been adequately 
acknowledged and celebrated (MRL)
 
When asked, faculty and staff report 
that their individual accomplishments 
have been adequately acknowledged 
and celebrated (MRL)
 
Evidence is available that specific 
accomplishments of the school and/
or individuals within the school have 
been formally acknowledged (MRL)
 
Incidents indicating teacher 
dissatisfaction with the school (e.g., 
teacher requests for transfers to 
other schools) are very low or 
nonexistent (MRL)
 
process for posting jobs and 
screening candidates to assemble an 
effective school team. (CSE)
 
Surveys of faculty and staff indicate 
high agreement that they have input 
into the well functioning of the 
school (MRL)
 
Evidence is available regarding 
specific decisions that were made 
with input from faculty and staff 
(MRL)
 
When asked, the school can produce 
evaluation results, growth plans, and 
supports for struggling teachers (CSE)
 
The school retains effective teachers 
(MRL)
 
Other (Please List):
 
 
 
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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. 
CENTRAL OFFICE SUPPORT 
The primary responsibility of the Central Office in school improvement is to select 
outstanding principals and support them in their efforts to improve their schools (Bryk et al. 
15). Central Offices, represented by school boards and superintendents, should make every 
effort to select the best principal candidates who have a passion for school improvement and 
know how to develop and implement plans to orchestrate the essential supports effectively 
(Lezotte and Snyder 25). Without the support of the district, Lezotte and Snyder note that 
exhausted by the extraordinary effort required to maintain that improvement and move on 
(25). Frequently, these effective principals are replaced by principals who do not share the 
drive of their predecessors and schools fall back into ineffectiveness (Lezotte and Snyder 25). 
Therefore, it is essential that the Central Office make every effort to replace ineffective 
principals with effective ones and support them in order to maintain significant school 
improvement. 
Responsibilities of the Central Office to Provide Support for Improvement 
The Central Office should have programs in place to support school improvement across the 
district (Lezotte and Snyder 26). The Central Office may train school improvement liaisons 
who work with individual schools to ensure that they are improving as needed (Lezotte and 
Snyder 26). The Central Office should also focus on creating programs to empower school 
staff collaborative teams to take steps toward school improvement through their role in 
schools (Lezotte and Snyder 26). Separately, the Central Office should develop programs to 
support leadership in their improvement efforts (Lezotte and Snyder 26). By approaching 
district improvement on both levels, the Central Office guards against the regression that 
could occur should a principal choose to leave a school (Lezotte and Snyder 26).  
Importance of the Distribution of Resources by the Central Office 
Beaver and Weinbaum define resources as the tangible things that help schools function (4).  
These might include curriculum, funds, technology, school buildings, time available, and 
professional development, and instructional support can be considered resources (4). Clearly, 
schools cannot educate students without these resources. However, Beaver and 
Weinbaum note that schools with high levels of quality resources are not always in the 
top tier of school effectiveness (5). 
 
 
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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. 
They do observe that very poor resources or unevenly matched resources usually result in 
very low effectiveness for schools (8). These findings underscore the necessity for equitable 
distribution of necessary resources on the part of the Central Office. All schools must possess 
at least a decent level of resources in order to become high achieving, though excellent 
resources do not improve schools on their own (Beaver and Weinbaum 4-8). Clearly, the 
resources fairly if schools in the district are to improve. 
 
Works Cited
 
Byrk, Anthony S., et al. 
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62


Machine generated alternative text:  
Describe the interventions in priority schools that are aligned 
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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. 
SUPPORTIVE RESOURCES 
According to Beaver and Weinbaum, resources are the tangible things such as curriculum, 
classrooms, supplies, and technology, which enable a school to accomplish its improvement 
goals (3-
improvement goals; however, without knowledgeable and skilled staff, these resources will 
not create change within a school on their own (Beaver and Weinbaum 4). They are objects 
and nothing more until employed effectively by school staff (Beaver and Weinbaum 4). Beaver 
and Weinbaum also discuss non-physical resources such as school staff, class sizes, and 
instructional guidance (4). These resources, like tangible resources, can enable a school to 
reach a higher achievement level, but cannot alone improve the school (Beaver and Weinbaum 
4). 
Resources Necessary for the Proposed Support and Intervention 
Schools obviously need classrooms, desks, books, and curriculum in order to teach students 
(Beaver and Weinbaum 4). Funds are also resources which allow schools to buy better 
technology, hire good teachers, and maintain the school grounds (Beaver and Weinbaum 4). 
Lezotte and Snyder suggest that other resources that schools may need for success include 
al. emphasize the importance of non-tangible resources such as social capital among staff at 
schools and between the school and its community (46). All of these resources are important 
components of school improvement when used effectively but none guarantee school success 
in and of themselves (Beaver and Weinbaum 4-8). 
How Current Resources will be allocated for the Proposed Support and Intervention 
Resources need to be allocated equitably in order for schools to improve (Beaver and 
Weinbaum 4-8). Though some mid-
excellent tangible resources, almost all of the failing schools had very poor tangible resources, 
often resulting in terribly outdated curriculum and technology and schools without custodial 
staff (Beaver and Weinbaum 5-8). Therefore, it is important that all schools possess fairly 
good, equitable resources in order to ensure success across an entire school district (Beaver 
and Weinbaum 5-8). 
How the Resources Allocation Leads to Coherence or Incoherence in Other Areas 
Bryk et al. point out that they observed schools with equal resource distribution that 
either fell behind or made great gains in school improvement (10). Beaver and 
Weinbaum also found this to be true in their study (5-6). Beaver and Weinbaum did, 
however, note that schools with very poor available resources tended to fall into the 
lowest category of school improvement (8).  
 
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including specific interventions for English learners, students 
with disabilities and low-achieving students for three years. 
This demonstrates that there is a certain level to which schools are able to compensate for less-
than-
perfect resources by displaying strength in other areas of school improvement, such as 
principal leadership, social capital among staff , social capital between the school and the 
community, and excellent instructional expertise on the part of teachers (Beaver and 
Weinbaum 3-8). Clearly, though resource allocation has an impact on coherence or 
incoherence, it is not the most essential factor in determining overall success. 
How Principal Leadership will be enhanced in this Area 
Principals are responsible for driving change and success in their schools (Bryk et al. 45). 
are being utilized effectively (Bryk et al. 61). This can mean evaluating the available fiscal 
improved with those funds. This may also mean establishing better social capital between the 
school and its community or among staff members in the school (Bryk et al. 46). It is the 
 
The Role of the Central Office in Supportive Resources and How District-School 
Interactions are Considered in the Proposed Supports and Interventions 
Because the Central Office is largely responsible for the distribution of district resources it is 
very important that it takes every effort to ensure equitability among schools (Beaver and 
Weinbaum 4-8). Taking steps to ensure that resources have been allocated fairly across the 
district will prevent schools from experiencing difficulties arising from insufficient resources 
(Beaver and Weinbaum 8). On the other hand, tangible resources are a tool that can help a 
school improved if used correctly (Beaver and Weinbaum 4). Therefore, the Central Office 
appropriately utilized. The Central Office is also capable of providing schools with intangible 
resources such as school improvement team coaching (Lezotte and Snyder 26). Though 
staff and should be considered an essential function of the Central Office. 
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. 
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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.
 
CENTRAL OFFICE SUPPORT
 
System Administration
 
The superintendent and other central office staff are accountable for school improvement and 
student learning outcomes. (DS-02)
 
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Research-Based Descriptor:
 
The district ensures that the principal is 
skilled in motivating staff and the community, 
communicating clear expectations, and 
focusing on improved student learning. (ADI)
 
The principal who led the school prior to 
commencement of the transformation model 
has been replaced. (LE-05)
 
Other (Please List):
 
 
 
Evidence Checklist:
 
Other (Please List):
 
 
 
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)
 
  
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IMPROVEMENT 
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Research-Based Descriptor:
 
The district designates a central office 
contact person for the school, and that 
person maintains close communication with 
the school and an interest in its progress. 
(ADI)
 
Other (Please List):
 
 
 
Evidence Checklist:
 
District policies and procedures 
clarify the scope of site-based 
decision making granted a school and 
are summarized in a letter of 
understanding. (ADI)
 
Other (Please List):
 
 
 
65


Machine generated alternative text:  
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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FOR ALL TITLE I 
SCHOOLS
 
  
SCHOOL 
IMPROVEMENT 
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REQUIREMENT
 
 
 
Research-Based Descriptor:
 
Other (Please List):
 
  
Evidence Checklist:
 
Other (Please List):
 
 
 
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.
 
Resources to Increase Student Performance
 
District/school aligns allocation of resources (money, time, human resources) to school 
improvement goals. (DS-05)
 
 
 
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FOR ALL TITLE I 
SCHOOLS
 
  
INCLUDED IN 
WYOMING 
FUNDING 
FORMULA
 
 
 
Research-Based Descriptor:
 
School leadership uses the school 
improvement plan to guide how time, 
personnel, funds, and other resources will be 
used to achieve the school's mission. (CSE)
 
The school develops, submits, and 
implements detailed budgets (MRL)
 
The school successfully accesses and 
leverages a variety of resources (e.g., grants, 
title funds)  (MRL)
 
Facilities and materials are continually 
assessed and upgraded to keep pace with 
evolving standards and technology. (ADI)
 
Other (Please List): 
Evidence Checklist:
 
When asked, faculty and staff report 
that they have adequate materials to 
teach effectively (MRL)
 
Materials and resources for specific 
classes and courses meet the state or 
district specifications for those 
classes and courses
 
Time available for specific classes and 
courses meets the state or district 
specifications for those classes and 
courses
 
Evidence is available that adequate 
proportions of the school budget are 
focused on issues that directly 
support teaching and learning
 
Other (Please List): 
66
