



School Improvement Plan Resource Guide

This guide was developed to provide additional resources teams can use when identifying relevant supports for their School Improvement Plan priorities. Once your team has identified which priorities to include in your School Improvement Plan, consider using the resources below to help identify actions your team could take to move from the current state to the ideal state. Note this guide is NOT a comprehensive list of actions your team may need to take; rather it is designed to serve as a starting point in the planning process.

Domain A: Leadership

A1. A clear and compelling purpose statement (e.g., mission, vision, values, and goals) developed with stakeholder input and consistent with the district purpose, provides focus for school decisions.

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
The school does not have a purpose statement to guide all school-level decisions.	The school has a purpose statement, but it has not been reflected upon, refined, or updated by school leaders nor has it been shared with stakeholders to guide all school-level decisions.	The school has an updated and relevant purpose statement, which is known by stakeholders, and it is sometimes used to guide school-level decision making.	The school has an updated and relevant purpose statement, which is known by stakeholders and the purpose statement is regularly used to guide school-level decision making.

Resources to support teams in addressing this practice:

- [Mission, vision, and goals as levers for leadership](#)
- [Protocol: How to discuss mission, vision, and values with others](#)
- [Activities to support drafting mission and vision statements](#)

Additional Context and Research

- [Breakthrough Principals*](#):
 - Principal’s Tool 4.1: Creating and Sharing a School Vision
 - Principal’s Tool 4.2: How Visible Is the School Vision as Your School?
 - Chapter Four, “School Culture”
 - Chapter Four, “School Culture,” pages 102-109

*Additional context and research come from the book **Breakthrough Principals**.

A2. School leaders have a coherent theory of action for resource allocation and process improvement that links adult actions to student results.

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
School leaders do not have a coherent theory of action for resources allocation and process improvement that links adult actions to student results.	School leaders have a theory of action for resource allocation and process improvement, but it does not link adult actions to student results.	School leaders have a theory of action for resource allocation and process improvement, that somewhat links adult actions to student results.	School leaders have a theory of action for resource allocation and process improvement that links adult actions to student results.

Resources to support teams in addressing this practice:

- [Rationale & Background](#)
- [Activity: Creating a Theory of Action](#)
- [Monitoring Implementation of your school’s Theory of Action](#)
- [Fishbone Root Cause Analysis to understand factors that may inform a Theory of Action](#)

Additional Context and Research

- [Breakthrough Principals*](#):
 - Chapter Six, “Planning and Operations”
 - Chapter Six, “Planning and Operations,” pages 211-217
 - Principal’s Tool 6.2: Reflection Questions on Budgeting
- [Strategies of Highly Supportive Districts: Resource Allocation](#)

*Additional context and research come from the book **Breakthrough Principals**.

A3. The principal distributes instructional leadership roles among teachers and is actively engaged in learning with teachers.

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
School leaders do not distribute instructional leadership roles among teachers nor is school leadership engaged in active learning with school staff.	School leaders have established the systems to distribute instructional leadership roles among teachers, however teachers do not have decision making responsibilities or school leaders are not engaged in active learning with school staff.	School leaders distribute instructional leadership roles among teachers and school leaders are engaged in active learning with school staff.	School leaders distribute instructional leadership roles among teachers and school leaders are engaged in active learning with school staff.

Resources to support teams in addressing this practice:

- [Activities to create collaborative structures](#)
- [Activities to build internal coherence](#)
- [Deciding who is on the bus \(selecting School Leadership Team members\)](#)
- [A systemic approach to elevating teacher leadership](#)
- [Teacher leadership readiness evaluation tool](#)

Additional Context and Research*

- [Breakthrough Principals*](#):
 - Chapter Five, "Talent Management"
 - Chapter Five, "Talent Management," pages 162-174
- [Data Wise](#)
 - Chapter One, "Organizing for Collaborative Work"
 - Chapter One, "Organizing for Collaborative Work," pages 13-33

*Additional context and research come from the book **Breakthrough Principals** and **Data Wise**.

Domain B: Culture and Climate

B1. Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community).

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
There are no positive relationships nor trust between any school stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large).	School leaders have established and maintain a culture of positive relationships and trust between some school stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large).	School leaders have established and maintain a culture of positive relationships and trust between all school stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large).	All stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large) take ownership in maintaining the school's culture of positive relationships and trust between all school stakeholders.

Resources to support teams in addressing this practice:

- [Activities for Building Trust](#)
- [Building Relational Trust Articles + Note-Taking Template](#)
- [Information Gathering: School Climate Quality Analytic Assessment Instrument \(SCAI\)](#)
- [Education Week article How to Build Relationships with Students during Covid-19](#)

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Four, "School Culture"
 - Chapter Four, "School Culture," pages 140-142
 - Chapter Six, "Planning and Operations"
 - Chapter Six, "Planning and Operations," pages 217-218, 221-226
 - Principal's Tool 4.7: Guide for Family Engagement: Reflection on the Current State
 - Principal's Tool 6.6: Reflection Questions on External Partner Alignment
- [Data Wise](#)
 - Chapter One, "Organizing for Collaborative Work"
 - Chapter One, "Organizing for Collaborative Work," pages 13-25
 - Chapter Eight, "Acting and Assessing"
 - Chapter Eight, "Acting and Assessing," pages 173-191

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

B2. School leaders maintain ongoing communication with teachers and other school stakeholders and solicit input on major decisions from relevant stakeholders.

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
School leaders do not maintain ongoing communication with stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large) nor solicit input on major decisions from relevant stakeholders.	School leaders maintain ongoing communication with stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large) but do not solicit input on major decisions from relevant stakeholders.	School leaders maintain ongoing communication with stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large) and solicit input on major decisions from relevant stakeholders.	A culture of openness and two-way communication exists between all stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large) with various stakeholders initiating and being a part of the decision-making process.

Resources to support teams in addressing this practice:

- [Sample Parent Communication Notes](#)
- [Cultivating Family Clarity \(Knowledge and Relationships\)](#)

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Four, “School Culture”
 - Chapter Four, “School Culture,” pages 125-136
 - Chapter Six, “Planning and Operations”
 - Chapter Six, “Planning and Operations,” pages 221-226
- [Data Wise](#)
 - Chapter Eight, “Acting and Assessing”

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

B3. The school maintains a safe, orderly environment with measures in place to prevent violence and bullying and uses a team approach with Resources to support teams in addressing this practice:

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
School leaders have not created nor maintained an environment and structures (expectations, systems, routines, protocols, etc.) that protect the physical, emotional, and intellectual safety for all stakeholders (e.g., school leaders, teachers, staff, students, and families).	School leaders have created and maintained an environment and structures (expectations, systems, routines, protocols, etc.) that protect the physical, emotional, and intellectual safety for some stakeholders (e.g., school leaders, teachers, staff, students, and families).	School leaders have created and maintained an environment and structures (expectations, systems, routines, protocols, etc.) that protect the physical, emotional, and intellectual safety for all stakeholders (e.g., school leaders, teachers, staff, students, and families).	Multiple stakeholders (e.g., school leaders, teachers, staff, students, and families) have created or refined and maintained an environment and structures (expectations, systems, routines, protocols, etc.) that protects the physical, emotional, and intellectual safety for the entire school community.

Resources to support teams in addressing this practice:

- [Critical ideas for teaching students with trauma in mind](#)
- [Basic Needs Overview](#) + [Notetaking Template with Articles](#)

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Four, “School Culture”
 - Principal’s Tool 4.3: Reflection Questions on Behavioral Expectations
 - Principal’s Tool 4.4: Behavioral Expectations Self-Study

*Additional context and research come from the book **Breakthrough Principals**.

Domain C: Data-Informed Planning

C1. Systems are in place to collect and report student assessment results and other learning data as well as non-academic data (absences, tardy, discipline, mental, emotional, and physical well-being of students, families, and staff.

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
There are no systems in place to collect nor are there systems to report assessment results, learning data, and non-academic data.	There are systems in place to collect some data, however the data are not shared with stakeholders.	There are systems in place to collect assessment results, learning data, and non-academic data, however the data are not consistently shared with stakeholders.	There are systems in place to collect assessment results, learning data, and non-academic data, and the data are shared with stakeholders.

Resources to support teams in addressing this practice:

- [Sample Data Self-Assessment and Inventory](#)
- [Reference for different types of data](#)

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Two, “Diagnosis and Action Planning”
 - Chapter Three, “Learning and Teaching”
 - Principal’s Tool 2.1: Possible Data Sources for Your School Diagnosis
 - Principal’s Tool 3.9: Reflection Questions for Identifying Data Sources and Assessments
- [Data Wise](#)
 - Chapter One, “Organizing for Collaborative Work”
 - Chapter Three, “Creating a Data Overview”
 - Chapter Three, “Creating a Data Overview,” pages 68–85

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

C2. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
Data are not routinely analyzed nor analyzed in multiple ways.	Data are sometimes analyzed and discussed.	Data are routinely analyzed in multiple ways and are sometimes discussed amongst staff.	Data are routinely analyzed in multiple ways, and discussed amongst staff.

Resources to support teams in addressing this practice:

- [Using Data to Adapt Instruction Guide](#)
- [What do you see? What do you make of it?](#)
- [Looking at Student Work Protocol](#)
- [Meeting Observation Protocol](#)

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Two, “Diagnosis and Action Planning”
 - Chapter Three, “Learning and Teaching”
 - Principal’s Tool 3.10: Corrective Instruction Action Planning Template
- [Data Wise](#)
 - Chapter Four, “Digging into Data”

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

C3. The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning.

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
The results of data analysis are not used to identify student needs or as part of the school improvement planning process.	The results of data analysis are used in one of the following ways: <ul style="list-style-type: none"> ▪ To identify student academic needs. ▪ To identify student behavioral needs. ▪ As part of the school improvement planning process. 	The results of data analysis are used in two of the following ways: <ul style="list-style-type: none"> ▪ To identify student academic needs. ▪ To identify student behavioral needs. ▪ As part of the school improvement planning process. 	The results of data analysis are used in all three of the following ways: <ul style="list-style-type: none"> ▪ To identify student academic needs. ▪ To identify student behavioral needs. ▪ As part of the school improvement planning process.

Resources to support teams in addressing this practice:

- [Protocol: Adapting Instruction](#)
- [Sample Small Group Lesson Plan Template](#)
- [Narrow the Focus School Improvement Plan Template](#)
- [Collaboration Action Planning Protocol](#)

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Three, “Learning and Teaching”
 - Principal’s Tool 3.10: Corrective Instruction Action Planning Template
 - Principal’s Tool 3.11: Reflection Questions for Providing Student Feedback
 - Principal’s Tool 3.12: Diagnostic Tool for Lever 3, Data
- [Data Wise](#)
 - Chapter Four, “Digging into Data”
 - Chapter Five, “Examining Instruction”
 - Chapter Six, “Developing an Action Plan”

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

Domain D: Professional Development

D1. The Professional Learning Community (PLC) model or a similarly collaborative approach is used to increase collective teacher efficacy and improve student achievement.

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
There is no collaborative model in place.	The preliminary, logistical work related to collaborative teams (e.g., scheduling, group norms, etc.) has been done, but teams do not meet regularly or with fidelity.	Teams meet regularly and with fidelity; meeting best practices related to teacher efficacy are utilized or meeting outcomes and commitments are tied to student achievement.	Teams meet regularly and with fidelity, meeting best practices related to teacher efficacy are utilized, and meeting outcomes and commitments are always tied to student achievement.

Resources to support teams in addressing this practice:

- [Sample team meeting agenda](#)
- [Effective Meeting Practices Look Fors](#)
- [Setting Team Norms](#)

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Five, “Talent Management”
 - Principal’s Tool 5.4: Reflection Questions on Professional Learning
- [Data Wise](#)
 - Chapter Six, “Developing an Action Plan”
 - Chapter Seven, “Planning to Assess Progress”

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

D2. Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
Leaders and teachers have not identified, committed, or focused on high-leverage instructional practices.	Leaders and teachers focus on high-leverage instructional practices, however ongoing professional development and support is not provided to instructional staff.	Leaders and teachers focus on high-leverage instructional practices and professional development, and support is provided, however it is not provided consistently and via multiple modalities throughout the year.	Leaders and teachers focus on high-leverage instructional practices and professional development and support is provided consistently via multiple modalities throughout the year.

Resources to support teams in addressing this practice:

- [Introduction to Evidence-Based Instruction](#)
- [Teacher Clarity Resources](#)
- [Resources for Explicit Instruction \(Guided Practice\)](#)

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Three, “Learning and Teaching”
 - Chapter Five, “Talent Management”
 - Chapter Six, “Developing an Action Plan”
 - Principal’s Tool 3.7: Instructional Strategies Practice Activity
 - Principal’s Tool 3.8: Diagnostic Tool for Lever 2, Classrooms Routines and Instructional Strategies
 - Principal’s Tool 5.2: Identifying Teacher Skill and Will to Develop
 - Principal’s Tool 5.3: Instructional Leadership Team Reflection Questions on Teacher Observation and Supervision
- [Data Wise](#)
 - Chapter Six, “Developing an Action Plan,” pages 139-147
 - Chapter Eight, “Acting and Assessing”

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

D3. Ongoing and sustained content-specific professional development, focused on the school purpose and selected based on the needs and feedback of staff as well as student outcomes, is provided for staff.

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
Ongoing and sustained content-specific professional development is not provided for staff.	Professional development is provided; however, it is either not ongoing, content-specific, or based on the needs of/ feedback from teachers, nor student outcomes.	Ongoing, content-specific professional development is provided; however, it is not based on the needs of/ feedback from teachers and student outcomes.	Ongoing, content-specific professional development is provided, and it is based on the needs of/feedback from teachers as well as student outcomes.

Resources to support teams in addressing this practice:

- [Professional Learning Standards](#)

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Five, “Talent Management”
 - Principal’s Tool 5.2: Identifying Teacher Skill and Will to Develop
 - Principal’s Tool 5.3: Instructional Leadership Team Reflection Questions on Teacher Observation and Supervision
- [Data Wise](#)
 - Chapter Eight, “Acting and Assessing”

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

E. Instruction

E1. Leaders and staff work together to design and implement a high-quality, standards-based instructional program that results in high levels of achievement for all students.

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
The school does not have a high-quality, standards-based instructional program.	The school leader has designed a high-quality, standards-based instructional program, however it is not implemented with fidelity.	The school leader and staff have designed a high-quality, standards-based instructional program that is mostly implemented with fidelity.	The school leader and staff have designed a high-quality, standards-based instructional program, and it is implemented with fidelity.

Resources to support teams in addressing this practice:

- [High Quality Instructional Materials Checklist](#)
- [High Quality Instruction Research and Recommendations](#)

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Three, “Learning and Teaching”
 - Principal’s Tool 3.1: Reflection Questions for Observing and Assessing the Rigor of Instruction
 - Principal’s Tool 3.2: Sample Unit Plan for Fourth-Grade ELA
 - Principal’s Tool 3.3: Reflection Questions for Aligned Curriculum
 - Principal’s Tool 3.4: Diagnostic Tool for Lever 1, Aligned Curriculum
 - Principal’s Tool 3.5: Questions to Consider When Establishing Common Routines
 - Principal’s Tool 3.6: Activity: Identifying Common Routines
 - Principal’s Tool 3.7: Stage 2 Instructional Strategies Practice Activity
 - Principal’s Tool 3.8: Diagnostic Tool for Lever 2, Classroom Routines and Instructional Strategies
- [Data Wise](#)
 - Chapter Eight, “Acting and Assessing”
 - Chapter Nine, “Roles for the District Central Office”

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

E2. Teachers promote deeper learning and elicit high levels of student engagement through projects, products, and presentations with performance assessments.

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
Teachers do not promote deeper learning nor elicit student engagement through projects, products, or presentations/ performances.	Less than 50% of teachers promote deeper learning and elicit student engagement through projects, products, or presentation/performances.	Most teachers promote deeper learning and elicit student engagement through projects, products, or presentations/ performances.	All teachers promote deeper learning and elicit student engagement through projects, products, or presentations / performances.

Resources to support teams in addressing this practice:

- [Understanding Rigor Background + Learning Guide](#)
- [Increasing Rigor Through Questioning Background + Learning Guide](#)
- [Preparing Teachers for Deeper Learning](#)

Additional Context and Research

- [*The importance of adding rigor to instruction*](#)
- [*Deeper Learning in Practice*](#)
- [*What the Heck Is Project-Based Learning?*](#)

E3. Classroom practices are used to develop student learning strategies and to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
No teachers incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.	Less than 50% of teachers incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.	Most teachers incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.	All teachers incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.

Resources to support teams in addressing this practice:

- [Deep-Dive: Social-Emotional Supports for Students](#)
- [Social-Emotional Supports for Teachers](#)
- [Social and Emotional Learning Activities for Families and Educators](#)

Additional Context and Research

- [Building Resilience in Students](#)
- [Articles to Develop Student Learning Strategies](#)
- [Breakthrough Principals*](#)
 - Chapter Four, “School Culture”

*Additional context and research come from the book **Breakthrough Principals**.

F. Learning Support

F1. The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
The school does not have time during the school day to address academic and behavior issues for all students.	The school has some time (though not consistently) to address academic or behavior issues for all students, however, there is not a systemic approach to meet student needs.	The school has consistent time during the school day to address academic or behavior issues for all students, however there is not a systemic approach to meet student needs.	The school has time during the school day to address academic and behavior issues for all students, and there is a systemic approach to meet student needs.

Resources to support teams in addressing this practice:

- **Building MTSS:** A quick guide to building out MTSS
- **Building MTSS from the Ground (Tier1) Up:** Practical Strategies and Impact Findings, Including a Significant Reduction of Discipline Referrals
- **WDE WYoming MTSS:** WDE-provided resources for Wyoming MTSS

Additional Context and Research

- **Tiered Framework**
- **Breakthrough Principals***
 - Chapter Three, “Learning and Teaching”
 - Principal’s Tool 3.13: Diagnostic Tool for Lever 4, Student-Centered Differentiation
- **Data Wise***
 - Chapter One, “Organizing for Collaborative Work”

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

F2. A framework for learning supports, including after-school and summer programs (expanded learning opportunities), are coordinated between the school, family, and community and governmental organizations.

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
A framework for learning supports does not exist and learning supports are not coordinated between the school, family, community, and governmental organizations.	A framework for learning supports exists, however the learning supports do not align to the framework.	A framework for learning supports exists and the learning supports align to the framework.	A framework for learning supports exists, the learning supports align to the framework, and various partners work together in a systematic, cohesive manner to maximize collective impact for students.

Resources to support teams in addressing this practice:

- [How to build high quality afterschool programs through community partnership](#)
- [Tool to self-evaluate program quality](#)

Additional Context and Research

- [Toolkit for expanded learning](#)
- [Quality Standards for Expanded Learning](#)

F3. Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.

Stage 1 - No Evidence of Implementation	Stage 2 - Minimal Implementation	Stage 3 – Moderate Implementation	Stage 4 – High Implementation
No options for enrichment or extended learning exist.	Proficient students are provided enrichment or extended learning outside of school hours, however it is not tailored nor engaging.	Proficient students are provided enrichment or extended learning during the regular school day.	Proficient students are provided enrichment and extended learning during the regular school day and it is tailored and engaging.

Resources to support teams in addressing this practice:

- [Protocol: Adapting Instruction-Extend](#)
- [Extending Instruction Activity](#)

Additional Context and Research

- [Breakthrough Principals](#)*
 - Chapter Three, “Learning and Teaching”
 - Principal’s Tool 3.13: Diagnostic Tool for Lever 4, Student-Centered Differentiation

*Additional context and research come from the book **Breakthrough Principals**.