

GSCI Systems and Structures

	Structure	Structure Description	Exemplary	Operational	Emerging	Not Evident
Coherent Instructional System: The major system of the complex school/district organization that articulates and guides the what and how of instruction	CI-1 Planning for quality instruction	The structure of the instructional system in which teams plan what the students should know and do, and determine how their students will show they “know” the content and can “do” a skill or performance task	The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools/districts to emulate. The implementation is clearly linked to increased student achievement.	An organized, intentional, explicit set of processes is routinely used by teachers of content areas to plan collaboratively at least once weekly using data to inform the creation and implementation of rigorous curriculum and assessment tools that are aligned to the required standards.	Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.
	CI-2 Delivering quality instruction	The structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content	The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools/districts to emulate. The implementation is clearly linked to increased student achievement.	An organized, intentional, explicit set of processes is routinely used by teachers of all content areas to deliver quality instruction as they (a) introduce content by setting learning targets, (b) practice its use along with students, (c) actively engage students in using the content on their own with evidence-based instructional practices, (d) provide timely and individualized feedback to students, (e) build student capacity to self-monitor, and (f) meet specific learning needs of students.	Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.
	CI-3 Monitoring Student Progress	The structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it	The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools/districts to emulate. The implementation is clearly linked to increased student achievement.	An organized, intentional, explicit set of processes is routinely used by teachers of all content areas to continuously monitor student mastery of required standards using a balanced blend of assessments (diagnostic, formative, and summative) to support individual learning needs by providing systematic, data-driven interventions and enrichment.	Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.

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CI-4 Refining the Instructional System	The structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress	The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools/districts to emulate. The implementation is clearly linked to increased student achievement.	An organized, intentional, explicit set of processes is routinely used by school/district leadership to progress monitor the effectiveness of collaborative planning and instructional delivery to determine if substantial improvement is occurring in student learning, and to guide the creation and implementation of next steps in the work of school/district improvement.	Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.

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Effective Leadership System: A major system of the complex school organization that sets the direction for the school, ensures that the school's staff is capable of meeting that direction, and makes sure the organization functions	EL-1 Creating and maintaining a school climate and culture conducive to learning	The structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities	The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	An organized, intentional, explicit set of processes is routinely used by school leadership to ensure the effective planning, implementing and monitoring of protocols that focus the climate and culture of the school on ensuring high levels of learning for all students.	Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.
	EL-2 Cultivating and distributing leadership	The structure of the leadership system that develops others to accomplish the group's purpose and encourages the development of leadership across the organization	The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	An organized, intentional, explicit set of processes is routinely used by the principal to engage the entire staff in shared decision-making and problem-solving in order to build leadership capacity.	Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.
	EL-3 Ensuring high quality instruction in all classrooms	The structure of the leadership system that reduces the variability in the quality of instruction across all classrooms	The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	An organized, intentional, explicit set of processes is routinely used by school leadership to reduce the variability of the quality of instruction by the continual monitoring and support of evidence-based classroom practices.	Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.
	EL-5 Driving improvement efforts	The structure of the leadership systems that methodically, intentionally, and effectively improves the schools' major systems, structures, and processes	The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	An organized, intentional, explicit set of processes is routinely used by school leadership to methodically, intentionally, and effectively improve the systems, structures, and processes of the school in order to positively impact student outcomes.	Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.

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Professional Capacity System: A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school	PC-1 Attracting staff	The structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the school to achieve its mission	The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	An organized, intentional, explicit set of processes is routinely used by school leadership to recruit, interview, and hire new staff members.	Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.
	PC-2 Developing staff	The structure of the professional capacity system that ensures the increasing quality of the staff's knowledge and skills	The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	An organized, intentional, explicit set of processes is routinely used by school leadership to implement and monitor the effectiveness of a professional learning system that supports specific targeted needs of individual teachers.	Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.
	PC-3 Retaining staff	The structure of the professional capacity system that ensures that quality staff is working in the context/position that is most beneficial to student achievement	The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	An organized, intentional, explicit set of processes is routinely used by school leadership to support the placement, development, and retention of high-achieving staff.	Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.

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	<p>PC-4 Ensuring staff collaboration</p>	<p>The structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all classrooms</p>	<p>The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.</p>	<p>An organized, intentional, explicit set of processes is routinely used by administrators and teachers to collaborate as a professional learning community using evidence-based and data-driven protocols that enhance individual and collective performance to improve instructional quality.</p>	<p>Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.</p>	<p>Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.</p>
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Supportive Learning Environment System: A major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning	SLE-1 Maintaining order and safety to ensure a healthy school climate and culture	The structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met	The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	An organized, intentional, explicit set of processes is routinely used by school leadership and staff to develop, communicate, implement, and revise rules, policies, schedules, and procedures to maintain order and safety in a way that maximizes student learning and staff effectiveness.	Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.
	SLE-2 Developing and monitoring a multi-tiered system of supports	The structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs	The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	An organized, intentional, explicit set of processes is routinely used by school leadership and staff to develop, implement, and monitor a multi-tiered system of supports to meet students' unique whole-child needs.	Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.
	SLE-3 Ensuring a student learning community	The structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms	This structure is not evaluated during the GSAPS Process. – This structure is observed in classrooms			

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Family and Community Engagement System: A major system of the complex school organization that develops quality links between local school professionals and the parents	FCE-1 Welcoming all families/the community	The structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in school	The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	An organized, intentional, explicit set of processes is routinely used by the school to establish a positive learning environment that welcomes, encourages, and successfully engages family and community members as active participants in the life of the school.	Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.
	FCE-2 Communicating effectively with families/the community	The structure of the family and community engagement system that ensures families/community and school staff engage in regular, two-way, meaningful communication about student learning	The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	An organized, intentional, explicit set of processes is routinely used by the school to create and maintain clear, reciprocal, and continuous communication between the school and stakeholders regarding student learning.	Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.
	FCE-3 Supporting student success	The structure of the family & community engagement system that ensures families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively	This structure is not evaluated during the GSAPS Process.			

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FCE-4 Empowering families	The structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success	This structure is not evaluated during the GSAPS Process.			
FCE-5 Sharing leadership with families/the community	The structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs	The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	An organized, intentional, explicit set of processes is routinely used by the school to create a partnership with families and the community to solicit input and feedback on educational policies, practices, and programs that affect student learning.	Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.
FCE-6 Collaborating with the community	The structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation	The targeted set of processes that support the effective implementation of this structure is pervasive and consistent and could serve as an exemplar for other schools to emulate. The implementation is clearly linked to increased student achievement.	An organized, intentional, explicit set of processes is routinely used by school staff and families to effectively collaborate with community members, local businesses, and civic organizations to expand learning opportunities and services for students.	Efforts are being made to develop and implement the targeted set of processes that support the effective implementation of this structure, but the implementation is still in the developmental stage and has not yet reached a level of consistent, routine practice.	Little, if any, evidence exists of a targeted set of processes that support the effective implementation of this structure.