



## Faculty Survey Questions

Coherent Instruction		
<b>Survey Question:</b> How often did the following instructional activities occur during the past school year?		
<b>Likert Scale:</b> No basis to judge, Rarely or never, At least once a semester, At least once a month, At least once a week		
Item No.	Instructional Staff Survey Prompts (No administrators)	GSCI System-Structure
1	Teachers of content areas use documented processes to plan collaboratively.	CI-1
2	Teachers use a variety of data sources, including assessment data, to inform instructional planning.	CI-1
3	Teachers observe other teachers' classes to gain ideas and offer feedback.	CI-1
4	Teachers introduce content by setting and communicating both learning targets and success criteria.	CI-2
5	Teachers provide timely and individualized feedback to students on their progress.	CI-2
6	Teachers use appropriate instructional strategies to meet the specific learning needs of their students.	CI-2
7	Teachers monitor student progress and mastery of required standards.	CI-3
8	Teachers use a balanced blend of assessments (diagnostic, formative, summative) to support individual learning needs.	CI-3
9	Teachers provide systematic, data-driven interventions and enrichment opportunities.	CI-3
10	School leaders monitor the effectiveness of collaborative planning, instructional delivery, and student assessment.	CI-4
11	School leaders guide the creation and implementation of the next steps in school improvement work.	CI-4

Effective Leadership		
<b>Survey Question:</b> How often did the following leadership activities occur during the past school year?		
<b>Likert Scale:</b> No basis to judge, Rarely or never, At least once a semester, At least once a month, At least once a week		
Item No.	Instructional Staff Survey Prompts (No administrators)	GSCI System-Structure
1	School leaders plan, implement, and monitor protocols that focus the climate and culture of the school on ensuring high levels of learning for all students.	EL-1
2	School leaders engage the entire staff in shared decision-making and problem-solving.	EL-2
3	School staff can articulate school goals and take ownership of successfully implementing shared goals.	EL-2
4	School leaders actively work to reduce the variability of the quality of classroom instruction.	EL-3
5	School leaders monitor and support evidence-based classroom practices.	EL-3



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6	School leaders plan, direct, and monitor the use of available resources to support increased student achievement effectively.	EL-4
7	School leaders ensure the improvement of the school's major systems, structures, and processes.	EL-5

**Professional Capacity**

**Survey Question:** How often did the following capacity-building activities occur during the past school year?

**Likert Scale:** No basis to judge, Rarely or never, At least once a semester, At least once a month, At least once a week

Item No.	Instructional Staff Survey Prompts (No administrators)	GSCI System-Structure
1	School leaders collaborate with the district to recruit, interview, and hire new staff.	PC-1
2	School leaders implement a professional learning system that supports the specific targeted needs of individual teachers.	PC-2
3	School leaders monitor the impact of professional learning initiatives to reduce the variability of quality in instruction throughout the school.	PC-2
4	School leaders support the placement, development, and retention of high-achieving staff.	PC-3
5	School leaders and teachers collaborate as a professional learning community to improve instructional quality.	PC-4

**Family and Community Engagement**

**Survey Question:** How often did the following family and engagement activities occur during the past school year?

**Likert Scale:** No basis to judge, Rarely or never, At least once a semester, At least once a month, At least once a week

Item No.	Instructional Staff Survey Prompts (No administrators)	GSCI System-Structure
1	The school creates and maintains clear, reciprocal, and continuous communication regarding student learning between the school and stakeholders.	FCE-2
2	The school builds capacity for all stakeholders to collaboratively develop and use effective support strategies that strengthen student learning at school and home.	FCE-3
3	The school empowers families and the community to advocate for students regarding fair and equitable treatment and access to learning opportunities that will support student success.	FCE-4
4	The school partners with families to solicit input and feedback on educational policies, practices, and programs that affect student learning.	FCE-5
5	The school offers multiple opportunities (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, and tutoring services) for parents and community members to be involved in the school decision-making process.	FCE-5
6	School staff and families collaborate with community members, local businesses, and civic organizations to expand student learning opportunities and services.	FCE-6



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<b>Supportive Learning Environment</b>		
<b>Survey Question:</b> How often did the following family and engagement activities occur during the past school year?		
<b>Likert Scale:</b> No basis to judge, Rarely or never, At least once a semester, At least once a month, At least once a week		
<b>Item No.</b>	<b>Instructional Staff Survey Prompts (No administrators)</b>	<b>GSCI System-Structure</b>
1	School leaders develop, communicate, implement, and revise rules, policies, schedules, and procedures to maintain order and safety that maximizes student learning and staff effectiveness.	SLE-1
2	The school uses protocols (safety drills, tornado drills, crisis plans, maintenance plans, etc.) to provide a safe, clean, and orderly learning environment.	SLE-1
3	The school supports a student learning community encompassing healthy behavioral and academic norms.	SLE-3
4	School leaders and staff develop, implement, and monitor a multi-tiered system of support to meet students' unique whole-child needs.	SLE-2
5	Instructional staff members have high expectations for students and expect students to do well academically and behaviorally.	SLE-3
6	Comments	Any



**Parent Survey Items**

<b>Parent/Family Survey</b>		
<b>Survey Question:</b> How often did the following school activities/practices occur during the past school year (2021-2022)?		
<b>Likert Scale:</b> Always, Often, Sometimes, Never		
<b>Item No.</b>	<b>Parent Survey Prompts</b>	<b>GSCI System-Structure</b>
1	Teachers use different ways to teach that meet my child's specific learning needs.	CI-2
2	Teachers update me on my child's academic progress.	CI-3
3	Teachers provide help and/or enrichment assignments to my child when needed.	CI-3
4	Teachers and administrators ensure that my child succeeds in their classes.	EL-1
5	School leaders put the academic needs of students ahead of other interests in making decisions.	EL-1
6	Families feel welcome at the school.	FCE-1
7	The school partners with families and the community to support the healthy development of students.	FCE-1
8	The school creates and maintains clear and continuous two-way communication between the school and families regarding how students are learning and achieving.	FCE-2
9	The school offers opportunities for me to discuss my child's goals and progress with teachers. For example, I can participate in parent-teacher conferences (in-person, virtual, phone).	FCE-2
10	The school conducts parent workshops to assist parents/families with helping their children learn at school and home.	FCE-3
11	The school staff communicates progress checks and/or graduation status (e.g., progress reports, four-year graduation plans, academic advisement protocols).	FCE-3
12	The school empowers families and the community to advocate for students regarding fair and equitable treatment and access to learning opportunities that will support student success.	FCE-4
13	The school partners with families to solicit input and feedback on educational policies (e.g., dress code), practices, and programs (e.g., after school, Saturday school, dual enrollment) that affect student learning.	FCE-5
14	The school offers multiple opportunities (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, and tutoring services) for parents and community members to provide input on school programs and practices.	FCE-5
15	School staff and families collaborate with community members, local businesses, and civic organizations to provide extra-curricular opportunities or sponsorships for students.	FCE-6
16	The school uses protocols (safety drills, tornado drills, crisis plans, maintenance plans, etc.) to provide a safe, clean, and orderly school.	SLE-1
17	Administrators and staff assist students with meeting their individual needs (e.g., academic, behavioral, attendance, and health needs).	SLE-2



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18	The school implements rules and procedures where students feel safe and can succeed academically.	SLE-3
19	Teachers have high expectations for students and expect students to do well academically and behaviorally.	SLE-3
20	Comment Box	Any



## Student Survey Items

Student Survey (Grades 3-5)		
<b>Survey Prompt:</b> Answer the following questions.		
<b>Likert Scale:</b> Always, Often, Sometimes, Never		
Item No.	Student Survey Prompts	GSCI System-Structure
1	My teacher tells me what I am going to learn.	CI-2
2	I can work with my classmates on activities during class.	CI-2
3	My teachers give me ideas on how to make my work better.	CI-2
4	My teachers use different classroom activities that help me learn.	CI-2
5	My teachers give me work that makes me think a lot.	CI-2
6	My teachers tell me if I did a good job or if I need help.	CI-3
7	My teachers tell me if I am doing better work.	CI-3
8	The school wants me to do well with my schoolwork.	EL-1
9	I have the necessary tools and supplies that I need to learn.	EL-4
10	My teachers are glad that I am at school.	FCE-1
11	I feel safe at school. (GaDOE GSHS)	SLE-1
12	My school is clean.	SLE-1
13	My school has clear rules for behavior. (GaDOE GSHS)	SLE-1
14	My teacher helps me find different ways to learn better.	SLE-2



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**Student Survey (Grades 6-12)**

**Survey Prompt:** Answer the following questions.

**Likert Scale:** Always, Often, Sometimes, Never

<b>Item No.</b>	<b>Student Survey Prompts</b>	<b>GSCI System-Structure</b>
1	Teachers give me learning targets.	CI-2
2	Lessons require me to actively participate in class.	CI-2
3	Teachers give good feedback when I need it.	CI-2
4	Teachers use different ways to teach that help me learn.	CI-2
5	Teachers give assignments that are challenging.	CI-2
6	Teachers tell me if I am doing well in class or need more assistance.	CI-3
7	Teachers tell me if my work is improving.	CI-3
8	The school wants me to learn and has high standards.	EL-1
9	I have the necessary materials and supplies that I need to learn.	EL-4
10	Teachers make me feel welcome at my school.	FCE-1
11	I feel safe at school. (GaDOE GSHS)	SLE-1
12	My school building (e.g., bathrooms, classrooms, media center) is clean and in good condition. (Adapted from GaDOE GSHS)	SLE-1
13	My school enforces clear rules for behavior. (Adapted from GaDOE GSHS)	SLE-1
14	My school uses different ways to meet the needs of all students.	SLE-2
15	My family can view my grades online (or through an app), attend a parent-teacher conference, and/or email my teacher about my schoolwork.	FCE-2
16	My family and I can give feedback (e.g., complete a survey, attend a meeting) about school policies.	FCE-5
17	My school works with businesses and other groups outside the school to give students more learning opportunities (e.g., field trips, internships, mentorships).	FCE-6