Coherent Instruction – the major system of the complex school organization that articulates and guides the what and how of instruction

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
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
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
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

Professional Capacity – a major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school

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
2. **Developing Staff** – the structure of the professional capacity system that ensures the increasing quality of the staff's knowledge and skills
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
4. **Ensuring Staff Collaboration** – the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all classrooms

Supportive Learning Environment – a major system of the complex school organization that ensures students' school participation and willingness to expend major effort on classroom learning

1. **Maintaining Order and Safety** – the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met
2. **Developing and Monitoring a 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
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

Family and Community Engagement – a major system of the complex school organization that develops quality links between local school professionals and the parents and community the school is intended to serve

Georgia's Systems of Continuous Improvement
Systems, Structures, and School Improvement Process

1. **Welcoming All Families and 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
2. **Communicating Effectively with Families and 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
3. **Supporting Student Success** – the structure of the family and 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
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
5. **Sharing Leadership with Families and 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
6. **Collaborating with Families and 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

Effective Leadership – 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 according to its mission

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
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
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
4. **Managing the School and Its Resources** – the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the school functions according to its mission
5. **Driving Improvement Efforts** – the structure of the leadership systems that methodically, intentionally, and effectively improves the school's major systems, structures, and processes