



2019 GSAPS Summary

FINCH ELEMENTARY

EFFECTIVE LEADERSHIP

- ▶ Use a data analysis protocol (e.g. SDE CCRPI) Formative Monitoring Tool or a district tool) on a monthly basis with the school leadership team to monitor, refine, and sustain school improvement efforts.
- ▶ Align school improvement goals and action steps to school data results

SUPPORTIVE LEARNING ENVIRONMENT

Develop processes to be routinely used by the school to support a positive learning community that encompasses healthy norms by doing the following:

- ▶ Closely examine subgroup and gender trend data regarding attendance and student behavior for possible intervention.
- ▶ Develop attendance and student behavior management process goals with evidence-based strategies and professional learning

SUPPORTIVE LEARNING ENVIRONMENT (cont.)

Work with the CIT using the STAP to develop effective monitoring tools for the attendance and student behavior management goals,

- ▶ Evaluate the progress of the student attendance and behavior goals and make the necessary adjustments during the school year to improve the school's success with these two goals.

COHERENT INSTRUCTION

- ▶ Monitor the effectiveness of collaborative planning and instructional delivery to determine if substantial improvement is occurring in student learning by doing the following:
 - Ensure that the work from the collaborative planning process is being translated into effective instructional delivery

 - Monitor the impact of instructional delivery on student achievement (especially for students with disabilities)

 - Use the monitoring and student achievement data (especially for literacy development) to refine or adjust collaborative planning and instructional delivery.

COHERENT INSTRUCTION (cont.)

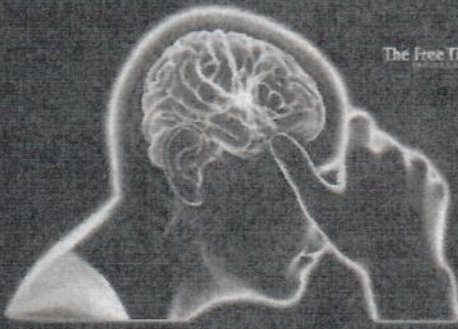
- ▶ Evaluate the effectiveness of common formative assessments and benchmark tests to determine if assessments are closely aligned to the rigor of the standards.

- ▶ Conduct a mid-year collaborative planning review using GaDOE or district resources.

- ▶ Work with the Continuous Improvement Team (CIT) to develop a STAP to accomplish the target action for the Coherent Instructional System

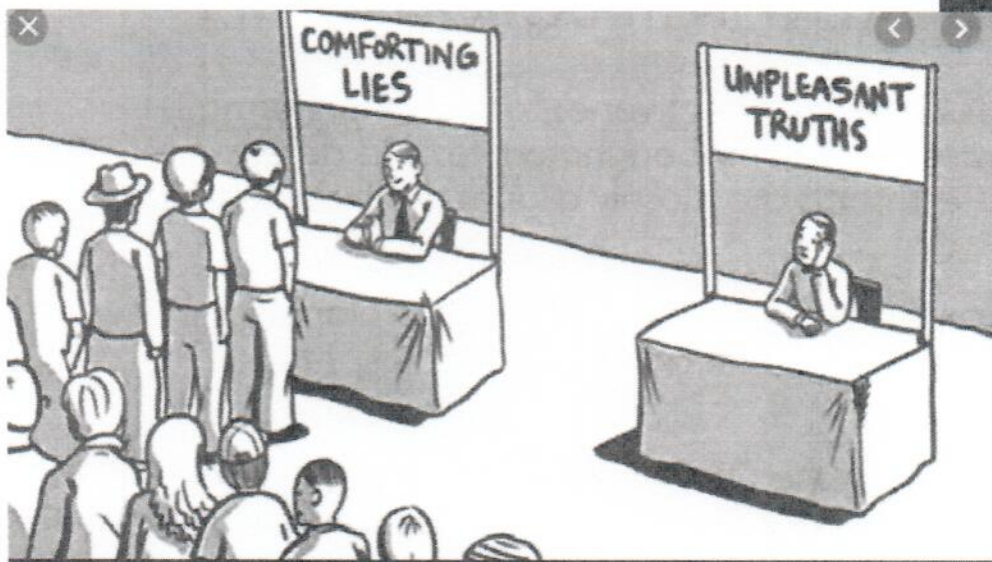
COGNITIVE DISSONANCE <

THIS IS WHY PEOPLE GET UPSET WHEN THEIR BELIEFS ARE CHALLENGED



The Free Thought

A MENTAL CONFLICT OCCURS WHEN BELIEFS ARE CONTRADICTED BY NEW INFORMATION. THIS CONFLICT ACTIVATES AREAS OF THE BRAIN INVOLVED IN PERSONAL IDENTITY AND EMOTIONAL RESPONSE TO THREATS. THE BRAIN'S ALARMS GO OFF WHEN A PERSON FEELS THREATENED ON A DEEPLY PERSONAL AND EMOTIONAL LEVEL CAUSING THEM TO SHUT DOWN AND DISREGARD ANY RATIONAL EVIDENCE THAT CONTRADICTS WHAT THEY PREVIOUSLY REGARDED AS 'TRUTH'



2019 CCRPI Update

- ▶ Content Mastery ↑
- ▶ Progress ↑
- ▶ Closing the Gap ↓
- ▶ Readiness ↑