

2025-2026 Theory of Action

An analysis of our recent Georgia Milestones data reveals that our school did not meet the benchmark for the Weighted School Assessment. This result underscores a critical need to improve instructional efficacy and student outcomes. We hypothesize that a primary contributing factor is the lack of a standardized and effective process within our Collaborative Learning Teams (CLTs). Therefore, our problem of practice is to establish a structured framework for our CLTs that will enable teachers to design engaging instructional strategies, utilize formative assessment for early intervention, and thereby drive measurable improvements in student achievement.

If the principal supervisor...	Then the principal will...	Then the APs will...	Then the coaches will...	Then the dept. chairs will...	Then the teachers will...	So the students will...
...makes sure visits, debriefs, and feedback align with this work. Share resources and ideas (be a thought partner in this work), be visible in CLTs, A-Team meetings, and classrooms	...observe CLT meetings and classrooms to verify alignment and monitor the implementation of teacher and student action items. Strategically plan with assistant principals and provide individualized support based on these observations, driving continuous improvement.	...be responsible for weekly engagement in CLT meetings and classrooms to monitor the work. Meet with the ILT weekly to plan for future CLTs, align agenda topics, and support ongoing growth and improvement.	...directly support our vision by participating in CLT meetings, where they will share resources and instructional strategies. They will also partner with the ILT to craft CLT agendas and provide guidance on effective facilitation. To ensure strong implementation, coaches will conduct classroom visits to deliver feedback and support.	...collaborate with Assistant Principals to support CLT work and the implementation of action items. This includes visiting classrooms to observe strategies and provide feedback, along with sharing their pedagogical expertise with teachers.	... guide students toward the learning objective by asking questions and providing feedback while engaging students. ...Actively monitor, question, gather data, provide timely feedback to adjust instruction, and form groups based on observed student patterns.	...be actively analyzing, questioning, solving problems, and making connections to develop their own understanding of the learning objectives. ...Actively engage by responding verbally/in writing, collaborating/pr oblem-solving, asking deeper questions, and demonstrating knowledge of content.