| **Phases of the Continuous Improvement Process** | **What have we done?** | **How have we engaged stakeholders?** | **What do we still need to do?** | **By when?** | **Who is responsible?** |
| --- | --- | --- | --- | --- | --- |
| **Set the Vision – Know where you are and where you want to go***Purpose: The district vision offers a clear direction and paints a picture of what you are striving for. It should answer the question: What is our purpose for improvement?* |
| **Assess Needs***Purpose: Identify and prioritize critical needs based on data.** **What:** A systematic process that assists district and school teams in identifying systemic inequities, strengths and opportunities
* **Why:** To select priorities and goals based on needs and strengths
* **Who:** Should include a range of participants and voices at all points, including sovereign nations, with extra effort to engage underrepresented and historically or currently marginalized stakeholders and partners
* **How:** An examination of qualitative and quantitative data in several categories.
	+ Student data
	+ Perception Data
	+ Systems Data
 |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **Create Strategic Plan***Purpose: Create a rigorous yet attainable plan with enough detail to guide the work** **Goals:** Should be ambitious (rigorous) and aspirational (may take several years). They are student focused, measureable and supported by strategies. Goals have **metrics** that are analyzed consistently over the life of the plan.
* **Strategies:** Should describe the work we will undertake in pursuit of our goals. Strategies build capacity and change practice, behavior and belief so students are more successful.

Strategies are written as Theories of Action* + **If we** (evidence-based practice - the work we will do)
	+ **Then** (direct short term impact – the adult actions that will occur, a measure of evidence can be determined and monitored)
	+ **And** (the longer term impact – expected outcomes for students, a measure of evidence can be determined and monitored)
* **Action Steps:** Describes the work we will do this year, including dates for completion and who is responsible.
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| **Implement Plan – Where the rubber meets the road***Purpose: To implement the improvement plan effectively and continuously collect progress data. Action steps should include:** *Identify teams/assign roles to complete actions*
* *Create implementation schedules*
* *Design data collection processes and tools*
* *Consider stages of implementation to guide plan implementation supports*
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| **Monitor and Adjust/Routines***Purpose: Install feedback loops designed to self- monitor and adjust plan implementation and outcomes based on evidence.** **What:** These district-led performance management meetings are not an accountability mechanism. Routines are the collection and evaluation of formative data (measures of evidence*)* which is summarized, analyzed and used to determine plan progress and next steps
* **Why:** To develop a shared understanding of progress and to flesh out work plans and workloads, know when to stay the course and when to adjust
* **Qualities of Strong Routines:**
	+ Common Purpose
	+ Getting the Right People at the Table
	+ Shared View of Progress
	+ Identifying and Solving Problems
	+ Committing to Next Steps
 |  |  |  |  |  |