Continuous Improvement Readiness Assessment

Building continuous improvement into your school's culture and operations requires certain competencies and process conditions. Please rate each competency and process condition. Use this tool to identify your team's current capacity building needs and which conditions need additional focus. After filling this tool out compare your findings with other team members. Together, decide which competencies need development.

This assessment was adapted from various sources.

Competency	Getting Started • Little to no experience • Unfamiliar with terms or practices	Moderate • Using these concepts professional • Familiar with some tools and practices	Skillful, But Always Learning • Can use tools without assistance • Can speak to practice examples
Root Cause Analysis: Asks "why" and helps teams dig deeper to better understand the root causes of a problem.			
Stakeholder Engagement: Uses engagement activities such as empathy interviews and focus groups to see the problem from different perspectives. Stemming from the knowledge that partnership is critical for success, authentically listens and partners.			
Developing Measures: Creates or uses existing data to monitor the process as well as the outcome.			
Inquiry Skills: Explores data in diverse ways (trends, disaggregation, etc.) to answer questions and generate ideas. Able to assess whether the change is an improvement.			
Facilitation: Facilitates a group through answering critical questions using data; solicits input and fosters group collaboration.			
Planning: Before large-scale changes, test innovative ideas thoughtfully using clear plans. Makes the strategy and specific roles clear. Consults research and/or colleagues when brainstorming solutions.			

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Standardizing: When data and reflection show that a practice works, it expands and standardizes that practice. When appropriate, practices are documented. Staff do not feel like they are always reinventing the wheel.			
Growth Mindset: Continually identifies problems for improvement, acknowledges failures and highlights success. Welcomes feedback as a part of the improvement process.			

Process Conditions: The conditions necessary for a process to occur successfully.	Not Present • Activities are not occurring/operational.	In Progress • Some of the activities associated with condition are present. • *i.e., School teams are meeting, but shared goals remained siloed*	Maturing • Activities are present and continuous improvement drives practice adaptations.
Teams: Teams, representing relevant roles in the school, come together regularly to establish and make progress on shared goals.			
Continuous Improvement (CI) Systems: Regular team meetings include a standing agenda item to monitor and reflect on CI activities. Plan-Do-Study-Act cycles are seamlessly embedded in team structures.			
Data Access and Integration: All relevant staff can access and share information that makes connections between practices and student outcomes.			