In the previous blog, we detailed the steps necessary to develop a Continuous School Improvement (CSI) Plan, which is informed by the difference between the needs identified in data analysis and the shared vision. The CSI Plan provides the school an opportunity to transform its vision of excellence into strategic action steps that introduce change related to areas of need and create a higher level of internal accountability.

After implementation of the Plan, evaluation of the goals in the CSI Plan is necessary to make sure we are achieving our intended results. Evaluation involves measuring the impact of programs and processes that support implementation of the CSI Plan. Thus, this step involves the fourth area of data collection—programs and processes—and aligns with the Product quadrant in the EDUCATION *by Design* Framework. (More on data collection in a future blog.) Refer to the Program Evaluation Template in Module 8 of The Continuous School Improvement Workbook on the SWUC website for directions; a Program Evaluation Tool should be completed for each program that supports implementation of the CSI Plan.
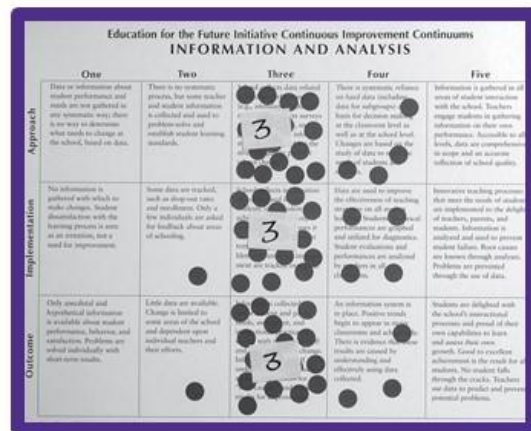
EDUCATION *by Design* Framework
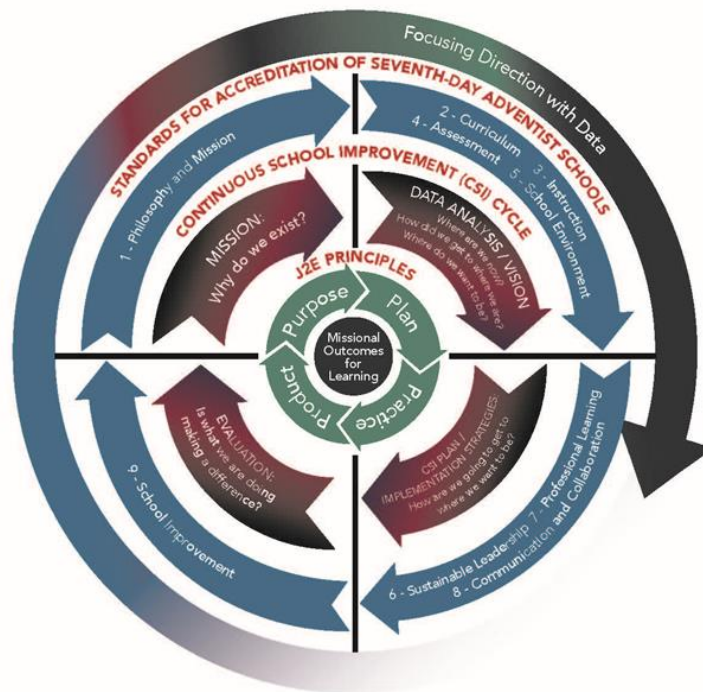
Equally important is evaluation of the system designed to support implementation of improvement strategies. This can be accomplished by using the Continuous Improvement Continuums also found in Module 8 of the Continuous School Improvement Workbook on the SWUC website. While evaluating the implementation of specific programs and processes in the former step, the continuums focus on how we support the programs, systemically, in the areas of: Information and Analysis, Student Achievement, Quality Planning, Professional Learning, Leadership, Partnership Development, and Continuous Improvement and Evaluation.
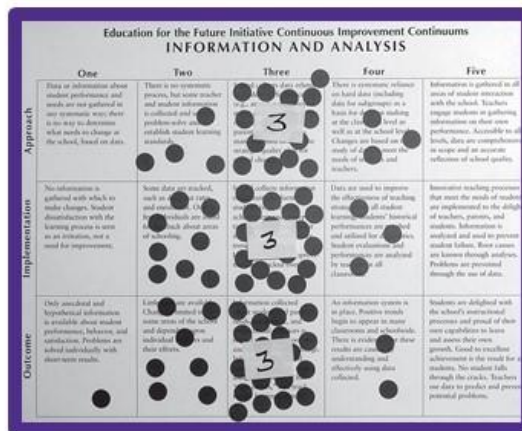
Fall Assessment

Spring Assessment