

Continuous Improvement Technical Assistance

Topic February 2026

Operationalize the Needs Assessment:

It's that time again, time to reflect on progress and identify any additional unmet needs. Part of continuous improvement is circling back to where we begin to see how we are doing and where we can still improve. This is a necessary aspect of meeting the needs of students so that schools provide equitable support to overcome the gaps of learners.

Collect the progress monitoring that has been performed so far this year from all your identified schools

Visualize the current data so that you can easily identify what is being performed well and what gaps still exist in meeting the needs of students.

With school/community teams, revisit your LEA's [Comprehensive Needs Assessment](#) alongside the individual SIP plans, progress monitoring, and the L-CAP looking particularly at how the LEA has progressed since the beginning of cycle three.

In your teams, with the data and plans, look for the throughline between the established work, process, and the progress.

- Are your plans in line with the needs identified in the CNA?
- Is the data indicating that the improvement measures are working?
- What shifts in your work need to be made to better support improvement?
- Are all of the team members identified and supported for continued progress?

Make the specific revisions that are needed and chronicle them in your plans and continue your implementation support.



Below is a sample support plan for operationalizing your CNA: Identified Student groups are not Improving at the Same Rate

What the team notices

- Progress monitoring shows specific student groups are growing, while others are flat/declining.
- L-CAP actions were implemented, but impacts were uneven.

What the team does

- Collect assessment, progress monitoring, and attendance data by student group.
- Visualize data by grade, program, and student group.
- As a team use the CNA template to answer:
 - Which groups are not making expected growth?
 - Where is growth happening and where is it not?
- Compare findings with SIP goals and MYPR actions.

How plans are adjusted

- Revise SIP goal to focus on the student group with the largest gap.
- Narrow and specify strategies to one instructional priority (example: explicit instruction or small-group reading).
- Update progress monitoring schedule from quarterly to every 4–6 weeks.

How PD is adjusted

- Stop broad PD.
- Provide targeted coaching for specific teachers/subjects serving the identified students.
- Use student work and walkthrough data to monitor impact.