| 2022 Logo for the South Carolina Office of School Transformation | South Carolina Department of Education Office of School Transformation  Continuous Improvement Criteria and Rubric | 2022 logo for the South Carolina Department of Education |
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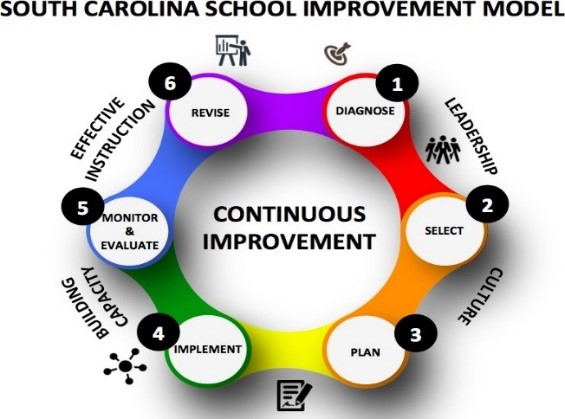
# District Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Introduction:

*The South Carolina Continuous Improvement Model is intended to s*upport schools and districts in developing and implementing a continuous, sustainable improvement model that supports student achievement at the highest levels. The **South Carolina School Improvement Model** provides the theoretical and practical foundation for the state’s school improvement efforts.

# Purposes of the Criteria and Rubric:

The purpose of this document is to identify a school’s level of engagement in this continuous improvement model. The tool can be used as an opportunity to foster reflection on the school’s **current and desired state** by zooming in on the effectiveness and efficiency of the school's approach to structure, strategy, and consistency. The Office of School Transformation will use the rubric to monitor districts and schools identified for improvement, to assess needs (readiness levels), and to provide focused, ongoing feedback and professional development based upon those needs. It is important to note that continuous school improvement is critical for the sustained success of **all** schools, regardless of their performance levels. This is not a practice to be used solely with low-performing schools. Schools that can identify the core principles of continuous improvement and act upon them accordingly have an increased likelihood of not only improving any deficient areas, but also sustaining any improvement that is achieved as a result of following a continuous improvement model.

The South Carolina Department of Education believes in the mission that **ALL South Carolina public schools and districts will adopt continuous improvement mindsets. Continuous improvement includes, but is not limited to the following**:

* Capacity Building
* Creating and Monitoring Structures for Sustainability
* Fostering Data Driven and Results Oriented Cultures

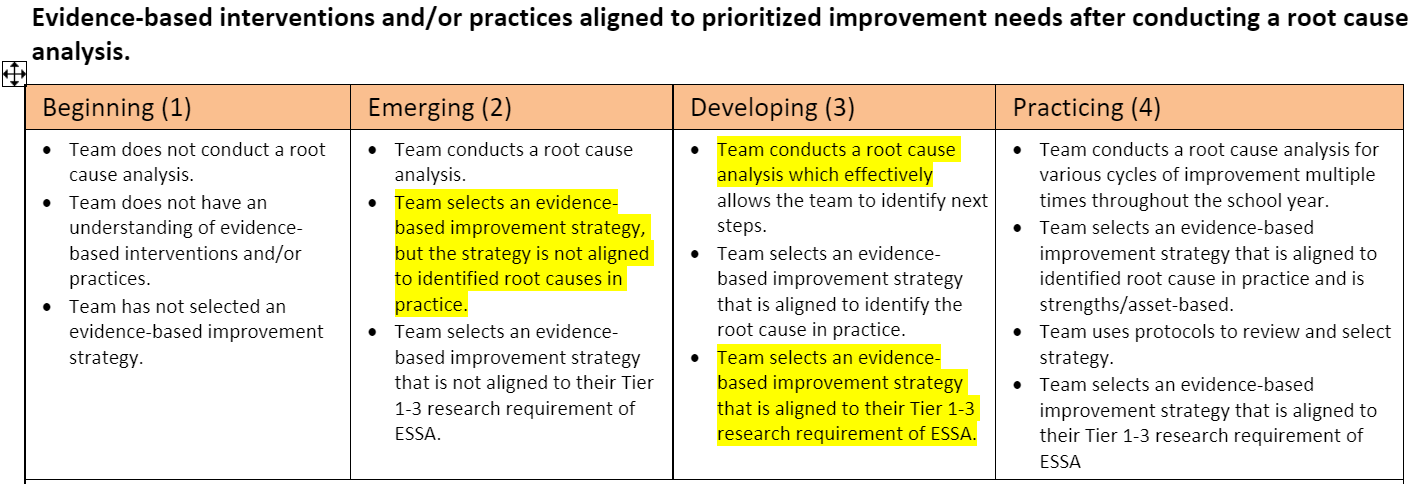
# Using the Rubric

Assessing a team’s continuous improvement work based upon the indicators in the rubric can give clear direction for next steps and can further develop the team’s knowledge of continuous improvement and skill development. Below are instructions for analyzing the criteria and identifying the school’s level of engagement, from ***beginning*** to ***practicing***.

# The Criteria

There is no wrong way to utilize this tool. However, best practice is that *individuals* complete the entire rubric before working towards consensus with a team. Some may find it helpful to start in the Developing (3) section and move backwards or forwards through the criterion, highlighting each sentence that best represents the school and that can be validated with evidence. For calibrating purposes and to truly rate the current reality, teams should identify with their lowest score in any section. In developing this tool, we have found that the following statement will help your team to understand how the scoring works: *We are only as strong as our weakest score.* Invite team members who gave different ratings to explain their judgments, encouraging dialogue around explicit evidence. Remember that the purpose of this tool is for teams to reflect on their [**current state**](https://scdoe.sharepoint.com/:f:/s/LTC/EuX6LZsvKPVClb8RFINmYPEBZpnRNtsLKzFnRpAYqr8K8g?e=aytpDo) and to identify next steps towards improved student outcomes.

*Below is an example of how to determine the school’s rating:*



**In this example,** this section would be scored a “2 Emerging” and a clear next step would be to “align the selected EBI with the root cause analysis”. \*For each phase, please choose your rating by clicking “Choose an item”.

**Readiness Indicators: Purposeful time, driven by protocols, for collaboration across grade levels and disciplines**

| Beginning (1) | Emerging (2) | Developing (3) | Practicing (4) |
| --- | --- | --- | --- |
| * Agendas are not provided during or in advance of the meeting. * Agenda topics are not provided. * Team has no clear protocols. * Participants do not come prepared. * Only one grade level and/or discipline is represented. * Team does not have norms for working together. * Roles or responsibilities are not defined. * Vision and mission are identified but not reflected in the work to ensure positive outcomes for all students. | * Agendas are used inconsistently. * Agenda topics are not purposeful or mostly updates. * Team inconsistently uses protocols. * Individuals generally come prepared. * Some grade levels and/or disciplines are represented. * Team has norms for working together, but the team does not refer to the norms in meetings or have crucial conversations when norms are not observed. * Roles and/or responsibilities are defined but lack clarity. * Work is partially or inconsistently aligned to the vision and mission; used inconsistently to guide decisions that impact students. | * Agendas are used but may not be provided in advance of the meeting. * Agenda topics are purposeful, focused on accelerating growth of students who have not yet benefited from educator practice, with minimal updates. * Team consistently uses protocols. * Individuals come to meetings prepared * Most grade levels and/or disciplines are represented. * Team has norms for working together, and the team refers to the norms in meetings. However, the team does not consistently use a process for crucial conversations when norms are not observed. * Roles and responsibilities are clearly defined. * Work is mostly aligned to the vision and mission; used consistently to guide decisions that impact students. | * Agendas are used and provided in advance of the meeting. * Agenda topics are purposeful, focused on accelerating growth of students who have not yet benefited from educator practice, and include reflection of ‘next steps’ from previous meetings. * Team consistently uses protocols. * All grade levels and/or disciplines are represented. * Team has norms for working together, refers to them throughout the meeting, and consistently uses processes for crucial conversations when norms are not observed. * Roles and responsibilities are clearly defined and regularly refined through a collective/collaborative process. * The mission and vision are defined and focused on educational equity; work is aligned to achieving the vision and mission. |
| Next steps towards our desired state: | | | **Choose Readiness Score:**Choose an item. |

# Phase 1: Diagnose & Prioritize Improvement Needs

A comprehensive review and analysis of data is conducted to establish a baseline that: 1) provides the foundation for understanding the school’s strengths and weaknesses, and 2) serves as the basis for selecting research-based strategies and programs to improve student achievement. The needs assessment serves as a formative assessment measure in the school improvement process. It provides documented evidence and specific information regarding key leadership, teaching, and learning practices in the school or district. In addition to the review of instructional and leadership practices, school climate and community engagement are also analyzed. The final result of this phase is a comprehensive picture of the school and clear articulation of school improvement priorities.

**Team collects and uses multiple sources of data for analysis. (A)**

| Beginning (1) | Emerging (2) | Developing (3) | Practicing (4) |
| --- | --- | --- | --- |
| * Team does not have access to necessary data. * Team has no access to a data team system that allows analysis. * Team is unaware of data privacy needs. * Team is unfamiliar with how to read and understand data. * Team does not align improvement practices to needs evidenced by data. * Team has no clarity about the intended outcomes being assessed. * Team does not understand the Accountability System. | * Team has access to data sources, but lacks access to one or more of the following types of data: Achievement, Demographic, Perception, System * Team has limited access to a data team system that allows analysis. * Team does not follow data privacy protocols. * Team is unclear about why or how to analyze and interpret data. * Team does not connect data with content standards, learning targets, and other student outcomes. * Teams in some areas/grade levels have some clarity about the intended outcomes being assessed. * Team has little understanding of the Accountability System. | * Team has access to Achievement, Demographic, Perception, System data sources. * Team has access to a data team system that allows analysis. * Team members maintain data privacy. * Team approach to data analysis is organized and includes a focus on students who have not yet benefited from educator practice. * Team works toward connecting data with content standards, learning targets, and other student outcomes. * Teams across most grade levels/content areas have clarity about the intended outcomes being assessed, data is used to inform changes. * Team understands the Accountability System. | * Team has access to Achievement, Demographic, Perception, System data sources and continues gathering data throughout the year. * Team has access to a data system that allows real-time analysis. * Team members maintain data privacy and understand the importance of doing so. * Team has an organized and systematic approach to use data for meaningful analysis * Teams across all grade levels/content areas have clarity about the outcomes being assessed so that data is used to inform changes and educator practice. * Team has a clear understanding of the Accountability System and can articulate where the school could make improvement based upon this system. |
| Next steps towards our desired state: | | | **Choose Phase 1A Score:**Choose an item. |

# Team reviews equity of resources. (B)

Resources inequities can affect the educational growth and development of students and schools. The purpose of this part of the Continuous Improvement Rubric is to explore what possible resource inequities exist at your school and to assist the team in developing goals as it relates to those identified inequities.

|  |  |  |  |
| --- | --- | --- | --- |
| Beginning (1) | Emerging (2) | Developing (3) | Practicing (4) |
| * Team is unaware of the funding level from all funding streams for the school and other schools across the district. * High numbers of uncertified and/or virtual teachers are providing instruction to students. * Many teachers are not proficient in providing standards based instruction and meeting the instructional needs of each child they teach. * Students do not have access to a robust college and career ready curriculum and high-quality relevant curriculum and instruction materials. * Students are not consistently receiving high quality instructional time and students who need additional high quality instructional time and attention do not receive it. * Some students are unfairly disciplined. * Parents are invited to engage in traditional activities such as concerts or athletic events but little involvement with academic activities is sought. * Students do not have satisfactory access to adequate equipment and facilities to support student learning. | * Team is unsure of the funding level from all funding streams for the school and other schools across the district. * Few students have access to a certified, experienced and effective teacher that provides strong tier 1 instruction and appropriate support. * Few teachers are proficient in providing standards based instruction and meeting the instructional needs of each child they teach. * Few students have access to a robust college and career ready curriculum and high-quality, relevant curriculum and instruction materials. * Few students receive high quality instructional time and students who need additional high-quality instructional time and attention receive it. * Few students experience a safe school climate and rules are enforced inconsistently. * Select parents are invited to engage in meaningful academic and nonacademic activities with students and school personnel. * Few students have access to adequate equipment and facilities to support student learning. | * Team is aware of funding levels from all funding streams and the school funding levels are at or above levels of non-identified schools across the district. * Some students have access to a certified, experienced and effective teacher that provides strong tier 1 instruction and appropriate support. * Some teachers are proficient in providing standards based instruction and meeting the instructional needs of each child they teach. * Some students have access to a robust college and career ready curriculum and high-quality, relevant curriculum and instruction materials. * Some students receive high quality instructional time and students who need additional high-quality instructional time and attention receive it. * Some students experience a safe school climate and rules are consistently enforced. * Some parents are invited to engage in meaningful academic and nonacademic activities with students and school personnel. * Some students have access to adequate equipment and facilities to support student learning. | * Team is aware of how funding is allocated to the school and schools across the district. Additional funding is spent on educating students with higher needs to ensure they meet and/or exceed standards. * Each student has access to a certified, experienced and effective teacher that provides strong tier 1 instruction and appropriate support. * All teachers are proficient in providing standards based instruction and meeting the instructional needs of each child they teach. * Each student has access to a robust college and career ready curriculum and high-quality, relevant curriculum and instructional materials. * Each student receives high quality instructional time and students who need additional high-quality instructional time and attention receive it. * Each student experiences a safe school climate and rules are consistently enforced. * All parents are invited to engage in meaningful academic and nonacademic activities with students and school personnel. * Each student has access to adequate equipment and facilities to support student learning. |
| Next steps towards our desired state: | | | **Choose Phase 1B Score:**Choose an item. |

# Phase 2: Select Improvement Strategies:

School improvement teams identify priority areas for improvement based on the needs assessment and establish goals and strategies for the top three to five identified priorities – the most important problems to be addressed. Limiting the plan to a critical few allows the school community (principals, teachers, parents, related service personnel, and paraprofessionals) to focus their efforts. Once priorities are identified, the team works to understand root causes. Techniques such as a Fishbone Analysis, (cause-and-effect) diagrams or the “5 Whys,” are tools that can be used to conduct the root cause analysis.

**Evidence-based interventions and/or practices aligned to prioritized improvement needs after conducting a root cause analysis.**

| Beginning (1) | Emerging (2) | Developing (3) | Practicing (4) |
| --- | --- | --- | --- |
| * Team does not conduct a root cause analysis. * Team does not have an understanding of evidence-based interventions and/or practices. * Team has not selected an evidence-based improvement strategy. | * Team conducts a root cause analysis. * Team selects an evidence-based improvement strategy, but the strategy is not aligned to identified root causes in practice. * Team selects an evidence-based improvement strategy that is not aligned to their Tier 1-3 research requirement of ESSA. | * Team conducts a root cause analysis which effectively allows the team to identify next steps. * Team selects an evidence-based improvement strategy that is aligned to identify the root cause in practice. * Team selects an evidence-based improvement strategy that is aligned to their Tier 1-3 research requirement of ESSA. | * Team conducts a root cause analysis for various cycles of improvement multiple times throughout the school year. * Team selects an evidence-based improvement strategy that is aligned to identified root cause in practice and is strengths/asset-based. * Team uses protocols to review and select strategy. * Team selects an evidence-based improvement strategy that is aligned to their Tier 1-3 research requirement of ESSA |
| Next steps towards our desired state: | | | **Choose Phase 2 Score:**  Choose an item. |

# Phase 3: Plan for Improvement

The School Improvement Team in collaboration with the coach develops a Continuous Improvement Plan to address established priorities. During this phase, the team identifies needed resources, outlines professional development, and develops a plan for monitoring implementation of the plan.

**Team develops a plan to implement the selected Evidence-Based Intervention/Practice**

| Beginning (1) | Emerging (2) | Developing (3) | Practicing (4) |
| --- | --- | --- | --- |
| * Continuous Improvement Plan and Evidence-Based Interventions and Practices are not in alignment. * Professional development plan is not aligned to the selected EBI/P and does not support the CIP. * Team does not review funding and/or resources. * Acceptable implementation of the selected EBI/P has not been defined. * Team has not considered the fit of the EBI/P with some current initiatives, priorities, structures and supports, & parent/community values. * Team has not developed a SMART-IE(Inclusive, Equitable) goal. | * CIP and EBI/Ps are in alignment, but may not include indicators, targets, and milestones. * Professional development plan aligns somewhat to the CIP. * Team reviews funding and resources at the school level with minor adjustments made. * Acceptable implementation and ownership of implementation and monitoring of goals and strategies has been loosely defined. * Team has considered the fit of the EBI/P with current initiatives, priorities, structures and supports, & parent/community values, but there are ongoing competing initiatives. * Team develops a goal(s) that meets some but not all of the SMART-IE goal requirements. | * CIP and EBI/Ps are in alignment and include indicators, targets, and milestones. * Team mostly aligns the professional development plan to the selected EBI/P and supports the established goals. * Team reviews funding and resources at both the district and school level with minor adjustments made. * Team defines acceptable implementation and/or ownership of implementation to include monitoring of goals. * Team has considered and adjusted for the fit of the EBI/P with current initiatives, priorities, structures and supports, & parent/community values. * Team develops a goal(s) that meets all of the SMART-IE goal requirements. | * CIP and Diagnostic and/or Progress Monitoring Report show complete alignment between goals/improvement priorities. * Team aligns the professional development plan to the selected evidence-based intervention, strategy, or practice and supports the CIP. * Team analyzes funding and resources at both the district and school level with the plan to repurpose funds and/or resources to address inequities. * Team defines acceptable implementation of the selected EBI/P along with the ownership of implementation and monitoring of the goals and strategies. * Team eliminates any initiatives, priorities, structures and supports, and parent/community values, based on stakeholder feedback. * Team develops a SMART-IE goal aligned school and district goals. |
| Next steps towards our desired state: | | | **Choose Phase 3 Score:**Choose an item. |

# Phase 4: Implement the Plan

Strategies identified for each goal in the plan are implemented during this phase. Engaging stakeholders, ensuring fidelity of implementation, and using effective systems to support implementation are critical in this phase.

**Implementation action steps are defined and put into action. (4A)**

| Beginning (1) | Emerging (2) | Developing (3) | Practicing (4) |
| --- | --- | --- | --- |
| * No timeline has been established for full implementation of the EBI/P. * Stakeholders have no opportunities to review, refine, and assess progress toward the goals in the plan and it is not publicly shared. * Professional development is not job embedded and/or continuous. * Team does not identify exemplars of practice throughout the school. * Team does not assess implementation resource needs, timeline updates, professional development support, and stakeholder feedback. | * Timelines are established for full implementation of the EBI/P. * Stakeholders have few opportunities to review, refine, and assess progress toward the goals in the plan as it is publicly shared. * Professional development is job embedded but is not planned in a way that best utilizes the time of all stakeholders. * Team identifies exemplars of practice throughout the school. * Team inconsistently assesses implementation resource needs, timeline updates, professional development support, and stakeholder feedback. | * Timelines are established and followed for full implementation of the evidence-based intervention, strategy, or practice. * Stakeholders have ongoing opportunities to review, refine, and assess progress toward the goals in the plan as it is publicly shared. * Professional development is job embedded and continuous. * Team identifies exemplars of practice that can be observed or serve as assistance in replicating the practice throughout the school. * Team consistently assesses implementation resource needs, timeline updates, professional development support, and stakeholder feedback. | * Realistic timelines are established, followed, and monitored for full implementation of the evidence-based intervention, strategy, or practice. * Stakeholders have routine opportunities to review, refine, and assess progress toward the goals in the plan as it is publicly shared. * Professional development is job embedded and continuous. Stakeholders have a clearly communicated plan to follow and feedback is solicited regularly. * Team identifies exemplars of practice that can be observed or serve as assistance in replicating the practice throughout the school and communicates and/or implements a stakeholder support plan, executing the implementation of the improvement strategies, identifying necessary behaviors for improvement, etc. * Team continuously assesses implementation resource needs, timeline updates, professional development support, and stakeholder feedback and ensures goal alignment with changes made to plans. |
| Next steps towards our desired state: | | | **Choose Phase 4 Implementation Action Steps Score:**Choose an item. |

**Team analyzes assessment data to inform instructional practice. (4B)**

| Beginning (1) | Emerging (2) | Developing (3) | Practicing (4) |
| --- | --- | --- | --- |
| * Summative assessments are not aligned with content standards. * Instruction is not aligned with content standards. * Formative assessments are not used or analyzed. * Enrichment opportunities are not provided. * Summative assessment data not analyzed. * The school does not have an annual Professional Development Plan. | * Summative assessments are somewhat aligned with content standards. * Instruction is somewhat aligned with content standards. * Formative assessments are sometimes used or analyzed. * Enrichment opportunities are provided in some classes. * Summative assessment data is sometimes analyzed, but it is not routine. * The school has an annual Professional Development Plan but it is not aligned to Improvement Priorities and/or the CIP goals. | * Summative assessments are aligned with the content standards. * Instruction is aligned with the content standards. * Formative assessments are used and analyzed to provide corrective feedback to clear up student misconceptions in thinking during instruction of the content. * Teachers use the data to intervene when students do not demonstrate mastery. Enrichment opportunities are provided to ensure a deeper learning experience if mastery is exhibited based on the data. * Summative assessment data is reviewed to provide for future opportunities to revisit the content and recheck for understanding and/or mastery for those items/concepts that students did not master based on assessment performance. * The school has an annual Professional Development Plan that is aligned to Improvement Priorities and/or the CIP goals. | * Summative assessments are aligned with the content standards and exhibit the appropriate level of rigor to accurately assess student mastery of the content standards. * Instruction is aligned with the content standards. * Formative assessments are used and analyzed routinely to provide corrective feedback to clear up student misconceptions in thinking during instruction of the content * Teachers use the data to intervene when students do not demonstrate mastery. Enrichment opportunities are provided to ensure a deeper learning experience if mastery is exhibited based on the data. * Summative assessment data is reviewed to provide for future opportunities to revisit the content and recheck for understanding and/or mastery for those items/concepts that students did not master based on assessment performance. * The school has an annual Professional Development Plan that is aligned to Improvement Priorities and/or the CIP goals and adjusted as needed throughout the year based on needs. |
| Next steps towards our desired state: | | | **Choose Phase 4 Data Analysis Score:**  Choose an item. |

# Phase 5: Monitor and Evaluate

Data is collected on the specific targets established in the School Renewal Plan and analyzed by the School Leadership Team to determine progress toward the set targets. Data may indicate sufficient progress toward the goal, lack of progress/change, or negative impact or change. Adjustments (continue with the strategy, abandon the strategy, or modify the strategy) are made based on the data. Measured results may indicate progress toward the goal, a lack of change, or possibly even a worsening situation. Based upon the results, determine to stay the course or to change strategy.

**Team monitors implementation and adjusts goals in the Continuous Improvement Plan.**

| Beginning (1) | Emerging (2) | Developing (3) | Practicing (4) |
| --- | --- | --- | --- |
| * Team does not review goals throughout the year. * Team does not use a progress monitoring tool or have a routine for progress monitoring. * Few participants on the team are held accountable for implementation of action steps and monitoring the plan. | * Team collects data on established CIP goals but does not engage in analysis protocols during meetings. * There is an established tool used for Progress Monitoring toward goals, but the routine for monitoring is not clear or consistent. * Some participants on the team are held accountable for implementation of action steps and monitoring the plan. | * Team collects on the specific targets established in the School Renewal Plan and CIP and engages in analysis protocols to determine progress toward goals. * There is an established tool and routine used for Progress Monitoring toward goals to assess the fidelity of implementation regarding the selected evidence-based strategies or practices. * Most participants on the team are held accountable for implementation of action steps and monitoring the plan. | * Team collects on the specific targets established in the CIP and engages in analysis protocols to determine progress toward goals. Team adjusts plans after analysis. * There are multiple tools and routines used consistently for Progress Monitoring toward goals. Team reviews the implementation of the plan to assess the fidelity of implementation regarding the selected evidence-based strategies or practices. * All participants on the team are held equally accountable for implementation of action steps and monitoring the plan. |
| Next steps towards our desired state: | | | **Choose Phase 5 Score:**  Choose an item. |

# Phase 6: Revise for Momentum and Sustainability

Outcomes of the internal analysis of the progress toward set targets in the School Renewal Plan and Continuous Improvement Plan are examined to determine the success of school improvement activities, programs, and strategies. Focus must be placed on maintenance and sustainability. Based on the outcomes, the plan should be revised, following steps one through five to ensure continued improvement or to develop desired momentum. This planning cycle has been described as a series of separate phases, but in practice, the phases may overlap.

**Team plans for sustainability as more staff members participate, turnover occurs, and improvement cycles continue.**

| Beginning (1) | Emerging (2) | Developing (3) | Practicing (4) |
| --- | --- | --- | --- |
| * Team does not have a plan for sustainability. * Team has not determined key influencers. * Team has no focus on capacity-building and/or retention efforts. * Team has not considered potential shifts to funding. * Team has not discussed the elements of the current implementation plan that must not be sacrificed if unexpected changes must take place. | * Team informally plans for sustainability. * Team has determined key influencers but leadership tasks are still not divided or inclusive of those influencers. * Team is limited in capacity-building and/or retention efforts. * Team has considered potential shifts to funding. * Team has discussed the elements of the current implementation plan that must not be sacrificed if unexpected changes must take place. | * Team plans within and across teams using formal means (e.g. minutes of meetings, forms/procedures) for sustainability. * Team has determined multiple key influencers who have a role in the sustainability of the structures and strategies that are working. * The leadership team invests in building the capacity and promoting the retention of most staff members. * Team considers and plans for potential shifts to funding. * Team discusses and documents the elements of the current plan, staffing, and continuous improvement process that must not be sacrificed if changes must take place. | * Team has procedures and policies related to sustainability planning. * Team has determined key influencers who have a role in the sustainability of the structures and strategies that are working and have been made aware of this influence and how it affects these efforts, both currently and in the future. * The leadership team values its entire staff and invests in building their capacity and retaining talent by providing opportunities for skill-development, growth, and recognition. * Team has considered and planned for potential shifts to funding now, a year from now, or farther in the future. * Team has discussed and documented the elements of the current plan, staffing, and continuous improvement process that must not be sacrificed; if unexpected changes must take place, there is a plan for determining the prioritized changes. |
| Next steps towards our desired state: | | | **Choose Phase 6 Score:**  Choose an item. |

# Self-Assessment Summary

The *self-assessment summary* will assist the team in collectively deciding on prioritized next steps and in ensuring alignment of these changes to the school renewal plan or special projects application. If the school has been identified as a school in need of improvement, the Office of School Transformation will work with the team to align resources with the results of this rubric.

**Record next steps and plan to incorporate these actions into the School Renewal Plan/Special Projects Application.**

*To update scores: (CTRL+A) then (Fn+F9)*

| **Criterion** | **Self-Rating** | **Prioritized** next steps towards our desired state. |
| --- | --- | --- |
| Readiness Indicators | Choose an item. |  |
| Phase 1A: Diagnose: Collect and use data | Choose an item. |  |
| Phase 1B: Diagnose: Review resource inequities | Choose an item. |  |
| Phase 2: Select | Choose an item. |  |
| Phase 3: Plan | Choose an item. |  |
| Phase 4A: Implement: Action steps defined, in practice | Choose an item. |  |
| Phase 4B: Implement: Use data to inform instruction | Choose an item. |  |
| Phase 5: Monitor and Adjust CIP | Choose an item. |  |
| Phase 6: Revise the plan for momentum | Choose an item. |  |
| **Self-Assessment Readiness Score** | 0 |  |