Issue Date: December 19, 2024

Plan-Do-Study-Act (PDSA) Framework and Protocol for Check-In Meetings

Purpose

The purpose of this document is to describe the PDSA framework, offer school teams structure and guidance in conducting their own PDSA cycle inquiries, and explain the protocol for monthly check-in meetings.

PDSA Framework

This image illustrates the framework for the PDSA cycles, including guiding questions to consider during each of the phases. In the **Plan** phase you are deciding the who, what, when, where, why and how of implementing the change ideas. In the **Do** phase, you are carrying out your plan. In the **Study** phase, you are reviewing the data and asking questions about the results and learning. In the **Act** phase you are making decisions about whether to adapt, adopt or abandon the change idea, based on the results examined in the study phase.

You may wish to use this framework in your professional learning communities; this PDSA protocol for PLCs includes a description of the cycle, as well as agenda suggestions.

Plan	Do	Study	Act
How, where, when and with whom will the change idea/practice be implemented?	Carry out the practice, as planned and collect relevant data/student work.	Was implementation of the practice carried out as planned?	Regarding this change idea, how might we need to adapt or strengthen it to meet the needs of all students?
What do we predict will happen as a result of implementing this practice? (e.g., what do we expect to see in terms of students/ teacher behaviors and practices?)		What have we learned and how are we making sense of the results? Do these results match our predictions? What did we observe that was surprising?	Does our theory of improvement/Driver Diagram need to be refined? How so?

Protocol for Monthly Check-In Meetings

Periodically, Education Quality Coordinators (EQCs) will use this PDSA framework to guide conversations during monthly check-in meetings to discuss progress, learning, challenges, and provide related supports (see schedule below).

At least one week prior to check-in meetings, schools will complete, and email to their EQCs, the PDSA worksheet, from the [PDSA Toolkit](#), which entails the "Plan" and "Do" sections of the framework.

You do not need to document every change idea using this PDSA framework. Please focus on the most critical interventions/change ideas (related to math instruction/programming, literacy instruction/programming, and graduation factors) for which you need ongoing data to ensure student learning is improving.

Periodically, during monthly check-ins EQCs and school leaders will discuss the PDSA worksheet and question responses and plan for next steps.

The tentative schedule for check-in meetings (and topics) is as follows:

October: Introduce and walk-through the PDSA framework and protocol

November: Support for "Plan" and "Do" implementation plans

December/January: *Check-in on progress using Study and Act questions and responses (see PDSA Cycle Questions table, below)*

February: Support for 1003 School Improvement Grant Mid-Year-Monitoring

March: *Check-in on progress using Study and Act questions and responses (see PDSA Cycle Questions table, below)*

April: CIP updates, Grant 1003 School Improvement amendments, and initial plans for implementation and sustainability next year

May: *Check-in on progress using Study and Act questions and responses (see PDSA Cycle Questions table, below)*

June: Support for end-of-year 1003 School Improvement Grant monitoring

PDSA Cycle Questions

Date: _____

School: _____

Attendees: _____

Questions	Notes/Next Steps
What Change Ideas have you tested/implemented to date?	
Was implementation carried out as intended?	
How have you been measuring results?	
What have you learned/how are you making sense of the results so far?	
Do the results match your predictions? What did you observe that was surprising?	
How might you need to adapt or strengthen implementation of the change idea(s) to meet the needs of all students?	
Does the theory of improvement/elements of your CIP need to be adjusted?	

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