

PDSA- STEP BY STEP TEAM IMPROVEMENT GUIDE

Use With Koalaty Kid Workbook and RISD #41 Koalaty Kid web site

http://curriculum.risd41.org/documents/koalaty/koalaty_kid.htm

Define The System (page 66)

- Purpose:** to have a description of all the characteristics of the system that is being studied and to begin gathering data on the system
- Outcome:** a complete description of the system, a project statement, and data
- Tools:** process diagram, flow chart, operational definition, sampling, check sheet, run chart
- Examples:** [View other school PDSA examples online](#) or [an overview of PDSA](#).

School: Denkman **Date:** 9/10/2002

Team Member's Names:

Gloria Creen

Mary Justin

Deb Depaepe

Jennifer Knuth

Sandra Fischer

Suzanne Rakestraw

Charollette Hartman

Trace Timm

Background Information (page 42)

Area of Opportunity:

Review of the ISAT scores shows that third grade writing scores are in need of improvement. We would like to show measurable growth within the writing area. Students at the primary level will be able to write on topic with supporting details.

Reasons for Selection:

Writing impacts all areas of the students learning process. Our ISAT scores indicate that this is an area of concern.

Name of Process to Improve (write as a phrase):

The process the team is studying is writing on topic with supporting details.

Who is the primary customer of the process? (customer can be internal or external)

Primary students K-3 are the primary customers of the process.

What is the most important need of the customer as it relates to the process you have chosen?

The most important need of the customer is to become a focused writer.

What is the purpose of the process? (the purpose will always be to meet the customer's needs)

The purpose is to develop life long writing skills.

What is the output of the process? (what does this process produce or deliver to accomplish its purpose?)

Children will show improvement on ISAT scores, local writing assessments and writing for pleasure.

What does the customer expect of the output?

The primary customers expect to communicate their thoughts through writing.

Team Activities To Complete:

_____ Complete the process diagram. What resources are currently being used to produce the product or service? (Use process form- example on page 69). [Download the Process Diagram in Word format.](#)

_____ Show a step-by-step picture of the process by creating a flow chart on a separate piece of paper (example on page 71). [Learn more about the Flow Chart tool online.](#)

What obvious problems, omissions, or disconnects did the team find in the flow chart?

SYSTEM DEFINITION

SYSTEM NAME:

Writing Process

CUSTOMER EXPECTATIONS:

Communicate their thoughts through writing

CUSTOMER:

Primary students K-3

CUSTOMERS' NEEDS:

Becoming a focused writer

MATERIALS

- Crayuons
- Pencils
- Paper, lined/blank
- Markers
- erasers

INFORMATION AIDS

- Prompt (topic)
- Graphic organizers
- Writing process chart
- Dictionary
- Verbal instructions

PURPOSE:

To develop life-long writing skills

- Quiet
- Climate-controlled
- Well-lit
- Individual space

ENVIRONMENT

- Tables
- Desks/chairs
- Chalkboard/white-erase board
- Overhead
- computer

EQUIPMENT

- Students
- Teacher
- Reading aides
- volunteers

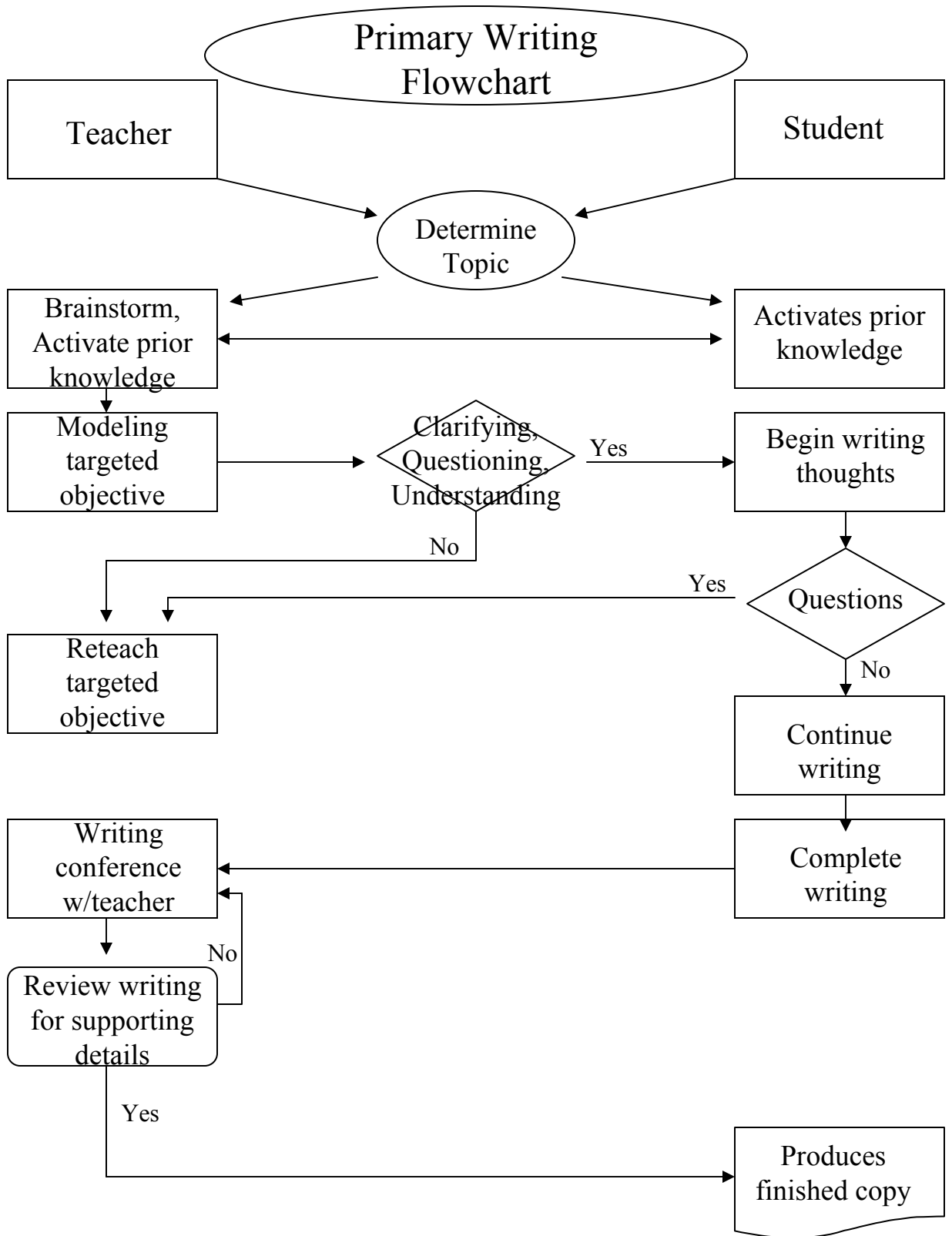
PEOPLE

OUTPUT:

Improvement on ISAT, local writing assessments and writing for pleasure

P R O C E S S

Name: Denkmann/Audubon Date: September 6, 2002



Measurement (page 74)

How will the team know whether improvements have been made to the system? What are good indicators of how the process is doing?

What are the measures that will be used? (choose one or two critical measures)

Measure 1:

Focus

Measure 2:

Supporting details

Project statement (page 75):

To improve primary students writing on topic with supporting details as measured by writing samples showing focus and number of supporting details.

Define each of the measures selected so that all involved will easily understand just exactly what they mean. Complete the “*operation definition*” form for each quality measure.

_____ **Complete the operational definition (on the following pages) for each measure. [View school PDSA examples online.](#)**

Operational Definition (page 76-77)

Now that a project statement has been written and decisions have been made as to what will be measured, details of how to get those measures need to be determined.

Quality Measure: _____ #1 _____

1. Characteristic of interest:

Focus in writing

2. Measuring instrument:

Writing samples

3. Method of test:

Yes/no checksheet

4. Decision criteria:

Is the focus maintained throughout writing samples

Operational Definition (page 76-77)

Now that a project statement has been written and decisions have been made as to what will be measured, details of how to get those measures need to be determined.

Quality Measure: _____ #2 _____

1. Characteristic of interest:

Number of supporting details

2. Measuring instrument:

Writing samples

3. Method of test:

Grade specific checklist; tally mark used for each supporting details

4. Decision criteria:

Does each sentence support the topic sentence?

Sampling/Data Gathering Plan (80-81)

After all measures have been defined, additional decisions have to be made. The first two of these is how much and how often will measurements be taken (also called sampling).

Define Measure # 1 :

| <u>What Data</u> | <u>How</u> | <u>How Much</u> | <u>How Often</u> | <u>Where</u> | <u>Who</u> | <u>Methods</u> |
|------------------|-------------------|------------------|--------------------------------|--------------|-------------------------|----------------|
| Focus of writing | Yes/no checksheet | Each K-3 student | 1 x per week (10 weeks) | Classroom | K-3 teachers & students | Checksheet |
| | | | During 3 rd quarter | | | |
| | | | | | | |

Define Measure # 2 :

| <u>What Data</u> | <u>How</u> | <u>How Much</u> | <u>How Often</u> | <u>Where</u> | <u>Who</u> | <u>Methods</u> |
|-------------------------|----------------------------|------------------|-------------------------|--------------|-------------------------|----------------|
| # of supporting details | Grade specific tally sheet | Each K-3 student | 1 x per week (10 weeks) | Classroom | K-3 teachers & students | Checksheet |
| | | | | | | |

Define Measure # :

| <u>What Data</u> | <u>How</u> | <u>How Much</u> | <u>How Often</u> | <u>Where</u> | <u>Who</u> | <u>Methods</u> |
|------------------|------------|-----------------|------------------|--------------|------------|----------------|
| | | | | | | |
| | | | | | | |

Team Assignment (page 83):

 Create a check sheet for at least one of your identified measures (see example on page 83).

[Learn more about the Check Sheet tool online.](#)

Writing Sample Checklist
Objectives: Focus and Support

Date _____

Teacher _____

Total Number of Students _____

Grade _____

| Student Name | Focus | | Number of details supporting the focus (tally marks) |
|--------------|-------|----|---|
| | Yes | No | |
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
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