Elementary SCHOOL LEVEL PDSA

		PURPOSE: The School PDSA captures what the school intends to test, what actually happens and why, and the school's decision to abandon, extend the test, add new essential components learned through the test, move to large test, or scale schoolwide.	PURPOSE: To expand and/or refine the test, based on what was learned in the prior test	
	PLAN	**PLAN**		
	General Information	**First Test (Small Test)**	**NOTES**	
OVERVIEW	Secondary Driver	Goal Setting & Progress Monitoring	In completing the PDSA, remember to provide enough detail so that someone unfamiliar with your school or PL can use this document to guide them through the process of implementing this secondary driver.	
	Change idea to be tested (Refer to Level 3 or 4 on PL driver model)	(1) Teachers and learners complete a learner profile (2) Teachers and learners use learner profile data to develop students' SMART goals (3) Teacher shares student goals with and receives input back from families (4) Teachers and learners regularly reflect on student goals	This sets the stage for the remainder of the content in the PDSA. All subsequent goals/measurement should be directly related to each of these pieces. I think I would also recommend breifly reviewing the entire document before completing the form. The measurement portion of the document doesn't come until after the overview and supports, but I think it's definitely helpful to keep measurement in mind as schools complete these first two sections to tie them together.	
	Link to readiness checklist			
	What does success look like for learners?	(1) Learners can provide and explain their learner profile if asked (2) Learners can state and explain their SMART goals to others (3) Learners' families are aware of their SMART goals and have opportunities to provide feedback (4) Learners talk with teachers on a regular basis about goals to assess goal progress	Directly tie each success indicator to each major piece of the change idea. In this case, there are four parts to the change idea; so there should be four success *learner-level* indicators here. Avoid broad indicators representing a general versus more specific idea (e.g., learners will show agency) here. Instead, state more concrete goals including specific language (e.g., teachers and leaners will meet weekly to review individual goals and progress). What exactly will an indicator look like? How will you know that the indicator is in place? Providing more detail here can help when completing the 'Measurement' section below.	
	What does success look like for our school?	(1) All learners have a completed learner profile (2) All learners have SMART goals that can be clearly linked to information included in their learner profiles (3) Learners' families are told about their learners' SMART goals and are invited to share their feedback at any time (4) Teachers and learners have regular meeting days/times specifically to discuss SMART goal progress	Directly tie each success indicator to each major piece of the change idea. In this case, there are four parts to the change idea; so there should be four *school-level* success indicators here. Avoid broad indicators representing a general versus more specific idea (e.g., learners will show agency) here. Instead, state more concrete goals including specific language (e.g., teachers and leaners will meet weekly to review individual goals and progress). What exactly will an indicator look like? How will you know that the indicator is in place? Providing more detail here can help when completing the 'Measurement' section below.	
	Test Start date	October 15th		
	Projected test end date: (6-8 weeks)	November 27th		
	Date for teachers to share learning	November 28th		
	Date for Leadership to study & act	November 28th		

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	Essential components that all teachers in test phase must include. [1]	Format: (1) PL lead copies/distributes learner profile sheets to teachers on first morning of test window (2) PL lead copies/distributes primary and intermediate goal setting sheets to teachers on first morning of test window (3) PL lead copies/distributes family feedback sheet to teachers on first morning of test window and develops family communication tracker (4) PL lead copies/distributes goal reflection sheet to teachers on first morning of test window Process: (1) Teacher-learner 1:1 or small groups conducted to complete learner profiles by COB Friday of first week of test (2) Teacher-learner 1:1 or small groups conducted to co-creating goals by COB Friday of first week of test (3) Teachers and learners discuss and develop plan for (a) sharing leaner goals with families and (b) sending family SMART goals feedback sheets home during teacher-learner 1:1 or small groups - The plan should include families' returning feedback sheets by the following Wednesday (4) Teacher-learner 1:1 or small groups scheduled for the same day/time every week to monitor goal progress by COB Friday of first week of test	This example is broken down by format and process to differentiate one-time and ongoing components that may be included in a change idea (e.g., creating documents to be used once - prior to the beginning of the test - and ongoing processes that will be conducted multiple times during a test). This is one example, but not all PDSAs have to include this same format. Schools should decide what makes most sense to them to include here in order to ensure that someone from outside of the school can use the information in the PDSA to implement PL related to this secondary driver. Note the specificity with regard to deadlines for each format and process point, though - This level of detail should be included here.	
	List all teachers who will participate in the test.	Karie, Tasha, Tracy M, Leo , Rachel, Lindsey, Anissa		
SUPPORTS	What, if any, PD will support this test?	Pre-test PD/check in, monthly PL PD sessions		
	Which teachers are participating in this test will be in a relevant Community of Practice?	Lindsey, Tasha, Rachel, Leo		
	How will coaching support this test?	The school PL lead will meet with teachers 1:1 for 1 hour weekly to: - Review feedback provided by families re: individual students' SMART goals and discuss how teachers will share that information with learners in teacher-learner meetings to monitor goal progress *for first coaching session after family feedback sheet is returned only* - Review this document in getting information on how the test is going - Answer teacher questions about the test - Determine what additional supports may be needed in order to complete the test as noted in this document - Update family communication tracker for measurement purposes.	Be sure to spell out exactly what coaching will look like here - How often will coaching take place? How long will each coaching session last? What will the coaching agenda be?	
	What other supports will teachers get?	Pre-test PD/check in - The school PL lead will conduct for two hours during the week prior to the test start to: - Review/finalize documents needed for the 'format' portion of the essential test components above - Discuss and answer any questions regarding the 'process' portion of the essential test components above Monthly PD sessions - The school PL lead will conduct for two hours during the third week of the test to: - Facilitate sharing/discussion among teacher regarding test updates - What's working? Where have there been problems? - Develop solutions for any problems - Develop a plan with a timeline for implementing solutions for any problems to keep test on track	Note that this spells out the agenda for each support noted above, again including (1) specific timelines for when each will be conducted and (2) the duration of each meeting.	
	List resources (articles, examples) to be used	Imaginarium Goal Setting/Progress Monitoring resource bank		

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PLAN		**PLAN**		
	Additional comments or notes:	None		
MEASUREMENT	**School Chosen Measurements**	The Imaginarium will measure student agency; complete this section for additional school-wide measurement	**NOTES**	
	What is measured?	(1) All learners have a completed learner profile and can explain it if asked (2) All learners can state and explain what their SMART goals mean (3) Families are updated on learners' SMART goal progress at least monthly and are invited to share their feedback at any time. (4) Teacher and learner meetings occur on a weekly basis, and learners can explain their goal progress if asked		
	How is it measured?	(1) Learners will note 3 points from their learner profiles related to their SMART goals during weekly teacher 1:1 or small group, Imaginarium student PDSA interviews (2) Learners will state SMART goals during weekly teacher 1:1 or small group, Imaginarium student PDSA interviews (3) Dates that updates are sent to families re: individual learners' SMART goal progress, data collected from family feedback sheets that are returned (4) Learners will discuss SMART goal progress with teachers during weekly teacher 1:1 or small group, Imaginarium student PDSA interviews	The Imaginarium GRAs will also be collecting data that can be used to assess 1, 2, and 4, but we should emphasize measurement pieces that teachers/PL leads/school level staff can implement in order to support sustainability of PL implementation.	
	Who will measure it?	(1) Teachers/learners will record on reflection sheet during weekly teacher 1:1 or small group, Imaginarium GRAs (2) Teachers/learners will record on reflection sheet during weekly teacher 1:1 or small group, Imaginarium GRAs (3) During weekly 1:1 coaching meetings with teachers, PL lead updates family communication tracker for dates that updates are sent home and collates data from returned family feedback sheets (4) Teachers/learners will record on reflection sheet during weekly teacher 1:1 or small group, Imaginarium GRAs	The Imaginarium GRAs will also be collecting data that can be used to assess 1, 2, and 4, but we should emphasize measurement pieces that teachers/PL leads/school level staff can implement in order to support sustainability of PL implementation.	
	What instrument will be used?	(1) Learner profile sheets (2) Primary and intermediate goal setting sheets (3) Family feedback sheet, family communication tracker (Google sheet with dates that SMART goals and family feedback sheets were shared with families and # of family feedback sheets returned) (4) SMART goal reflection sheet		
	When will baseline data be collected?	By COB on Friday of second week of test (10/26)		
	When will endline data be collected?	11/19, 11/20, 11/26, 11/27	Note: Thanksgiving falls within the testing window - These specific dates are called out here to be sure that data collection is planned for these days to work around the holiday break from school.	
	Will data be collected between beginning and end? If so, when?	PL lead will update family communication tracker weekly		
	Name any milestones/checkpoints [2]			
DO: Implement Plan		**DO: Implement Plan**		
Plan Details		Was implementation done in the way anticipated? (If there were any exceptions, say "No" and describe in next column).	If no, what actually happened?	Was implementation done in the way anticipated? (If there were any exceptions, say "No" and describe in next column).	If no, what actually happened?
	Did the named teachers participate?				

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DO	**PLAN**	**PLAN**			
	Was the PD carried out as stated?				
	Did the teachers named participate in the COP?				
	Did coaching happen as planned				
	Were the other listed supports provided?				
	Was the measurement carried out as planned?				
STUDY	**STUDY**				
	What were the results?				
	How do the results compare to your prediction?				
	What did you learn?				
ACT	**ACT: After each test phase is complete, select your next action.**		*Explain the reason for your act decision.*		*Explain the reason for your act decision.*

[1] Add what we mean by essential components

[2] For example, a teacher might want to consiously give students more agency during the test at key points