

THE MODEL FOR IMPROVEMENT

The Model for Improvement, developed by Associates in Process Improvement, helps teams plan and test changes that lead to improvement.¹ It consists of the three fundamental questions (below, left) and the plan-do-study-act cycle (below, right).²

THE THREE FUNDAMENTAL QUESTIONS

	AIM What are we trying to accomplish?
	MEASURES How will we know that a change is an improvement?
	CHANGES What changes can we make that will result in improvement?

PLAN-DO-STUDY-ACT CYCLE

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IMPROVEMENT IN PRACTICE

Who?



Lizzie Weiler is a teacher leader at Gunsaulus Scholastic Academy in Chicago, working with

the Teach Plus Network for School Improvement. The network aim is to increase the on-track rate of 8th-grade students by **2%** per year.

SOURCES:

¹ bit.ly/2Ltpo0Z | ² bit.ly/3J9GrLL

How?

SCHOOL TEAM'S AIM:

Improve student performance by fostering more engaged and supportive classroom relationships.

MEASURES:

Formative classroom assessments and PERTS Elevate student survey, administered quarterly.

CHANGE IDEA:

Organize students into small collaborative groups based on students' learning goals so they engage more deeply with content.

What next?

After trying collaborative groups, **10%** more students said they were engaging in "meaningful work." Weiler was encouraged about the group strategy.

When Weiler shared the survey results with her class, students thought their increased engagement might be due to content. They found the current unit's nonfiction content more relevant and engaging than the previous unit on fiction.

Weiler and her team are still testing and adapting the group strategy, but they are also considering new change ideas based on the students' hypothesis, including ways to make fiction units feel more relevant and meaningful.