

# Implementing a Continuous Improvement Process Video Series Descriptive Transcript

This descriptive transcript is intended to support web accessibility for the [Video 3: Plan](#) in the video series, *Implementing a Continuous Improvement Process: A Video Series to Support the Use of REL Appalachia’s Continuous Improvement Resources*.<sup>1</sup>

Table 1. Video 3: Plan

Audio	Visual
<p>These resources include a description of a five-phase continuous improvement process, along with templates and links to additional resources. You can access the full set of materials by clicking on the links in the description of this video below.</p>	<p>Screenshots of the <i>Continuous Improvement Coaching Facilitators’ Workbook</i>.</p>
<p>Now that you have gone through phase 1 of the five-phase continuous improvement cycle to clarify your problem of practice, you are ready to dive into the second phase of the PDSA cycle with Plan.</p>	<p>A graphic depicting the five-phase continuous improvement process cycle with the following phases: 1) Set the Foundation; 2) Plan; 3) Do; 4) Study; 5) Act. Phases 1 and 2 are highlighted as they are discussed.</p>
<p>Similar to a construction project, we will lay out our plan or “blueprint.” Investing time up front to plan is critical to successfully implementing, documenting, and learning from the continuous improvement process.</p>	<p>An image of a blueprint for a home.</p>
<p>To start, you’ll list out the action steps required to implement the evidence-based practice you selected in phase 1.</p>	<p>An action plan template is shown. Under the “List the action steps” section of the template, space is provided to list the target person [WHO], action steps [WHAT], start/end [WHEN], and location [WHERE]. Under the “Identify data to monitor” section of the template, space is provided to list implementation data [HOW] and outcomes data [HOW]. Under the “Make predictions” section of the template, space is provided to list predictions [WHY], <i>where applicable</i>. Each action step is highlighted when discussed.</p>

<sup>1</sup> This descriptive transcript was developed for the *Implementing a Continuous Improvement Process* video series following World Wide Web Consortium (W3C) and W3C Web Accessibility Initiative standards. See: <https://www.w3.org/WAI/media/av/transcripts/#descriptive>

Audio	Visual
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	<p>A document icon is shown indicating that this content can be found on page 16 of the <i>Continuous Improvement Coaching Facilitators' Workbook</i>.</p>
<p>As part of your plan, you will determine how to assess your improvement effort by identifying what data to monitor. As a reminder, we identified which data to monitor during the <i>Set the Foundation</i> phase.</p>	<p>An action plan template is shown. Under the “List the action steps” section of the template, space is provided to list the target person [WHO], action steps [WHAT], start/end [WHEN], and location [WHERE]. Under the “Identify data to monitor” section of the template, space is provided to list implementation data [HOW] and outcomes data [HOW]. Under the “Make predictions” section of the template, space is provided to list predictions [WHY], <i>where applicable</i>.</p>
	<p>A document icon is shown indicating that this content can be found on page 17 of the <i>Continuous Improvement Coaching Facilitators' Workbook</i>.</p>
<p>The improvement team will collect two types of data: First, the team will collect implementation data to see if the action steps were carried out as planned. And second, the team will collect outcome data to see if the evidence-based practice is leading to the expected change in student outcomes.</p>	<p>An action plan template is shown. Under the “List the action steps” section of the template, space is provided to list the target person [WHO], action steps [WHAT], start/end [WHEN], and location [WHERE]. Under the “Identify data to monitor” section of the template, space is provided to list implementation data [HOW] and outcomes data [HOW]. Under the “Make predictions” section of the template, space is provided list change predictions [WHY], <i>where applicable</i>. Each type of data to monitor is highlighted when discussed.</p>
<p>Once you identify your action steps and the data you will monitor, you are ready to make predictions about the change. Prediction is key to the continuous improvement process, as any differences between predictions and actual occurrences will inform changes in the <i>Act</i> phase.</p>	<p>An action plan template is shown. Under the “List the action steps” section of the template, space is provided to list the target person [WHO], action steps [WHAT], start/end [WHEN], and location [WHERE]. Under the “Identify data to monitor” section of the template, space is provided to list implementation data [HOW] and outcomes data [HOW]. Under the “Make predictions” section of the template, space is provided to list predictions [WHY], <i>where applicable</i>. The make predictions column of the template is highlighted.</p>
	<p>A document icon is shown indicating that this content can be found on page 18 of the <i>Continuous Improvement Coaching Facilitators' Workbook</i>.</p>
<p>[Music]</p>	<p>Logos of the five organizations that participated in the REL Appalachia continuous improvement coaching project: the Kentucky Valley</p>

Audio

Visual

Educational Cooperative, Jackson Independent School District, Johnson Central High School, Magoffin County High School, and Perry Central High School.

The IES disclaimer is also displayed on the screen: “This video was prepared for the Institute of Education Sciences (IES) under Contract ED-IES-C-0004 by Regional Educational Laboratory Appalachia administered by SRI International. The content of this video does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.”

[Music]

List of references cited during this presentation:

Collis, S., & Foster, K. (2018, March 7). TIME FOR CARE: Quality improvement for practice managers [PowerPoint slides]. SlideShare. <https://www.slideshare.net/NHSEngland/improving-services-leading-change-implementing-change-in-rapid-cycles>

Institute of Education Sciences. (2015, February 11). Root cause analysis: How adaptive leaders use root cause analysis to collaboratively solve student achievement needs [video]. YouTube. <https://www.youtube.com/watch?v=81iB75kjag8>

Yamaguchi, R., Dempsey, K., Suarez, S., Campbell, A., Park, C. J., & Schaefer, V. (2020). Regional Educational Laboratory Appalachia: Facilitators’ workbook for continuous improvement coaching. SRI International. [https://ies.ed.gov/ncee/edlabs/regions/appalachia/resources/pdfs/continuous-improvement-coaching\\_facilitator-workbook\\_Acc.pdf](https://ies.ed.gov/ncee/edlabs/regions/appalachia/resources/pdfs/continuous-improvement-coaching_facilitator-workbook_Acc.pdf)