

2024-07-08#ISMS-SEC-Concept

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PLAN-DO-CHECK-ACT (PDCA) CYCLE



Plan

The A+ Approach begins with a "plan" step, which the school district calls "analyze." In this step, students' needs are analyzed by examining a range of data available in Pearl River's electronic data "warehouse." The data reviewed includes everything from grades to performance on standardized tests. Data can be analyzed for individual students or stratified by grade, gender, or any other subgroup. Because PDCA does not specify how to analyze data, a separate data analysis process (Figure 3) is used here as well as in other processes throughout the organization.

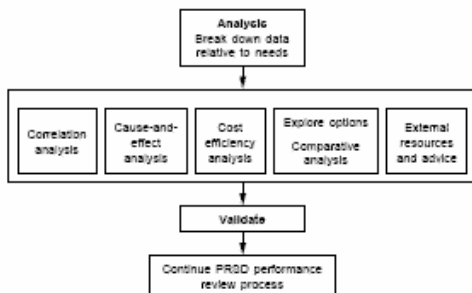


Figure 3: Pearl River Analysis Process

Do

The A+ Approach continues with two "do" steps:

1. The "align" step asks what the national and state standards require and how they will be assessed. Teaching staff also plans curricula by looking at what is taught at earlier and later grade levels and in other disciplines to ensure a clear continuity of instruction throughout the student's schooling. Teachers develop individual goals to improve their instruction where the "analyze" step showed any gaps.
2. The "act" step is where instruction is provided, following the curriculum and teaching goals. Within set parameters, teachers vary the delivery of instruction based on each student's learning rates and styles.

Check

Formal and informal assessments take place continually, from daily teacher assessments to six-week progress reports to annual standardized tests. Teachers also can access comparative data on the electronic database to identify trends. High-need students are monitored by a special child study team.

Throughout the school year, if assessments show students are not learning as expected, mid-course corrections are made (such as re-instruction, changing teaching methods, and more direct teacher mentoring). Assessment data become input for the next step in the cycle.

Act

In this example, the "act" step is "standardization." When goals are met, the curriculum design and teaching methods are considered standardized. Teachers share best practices in formal and informal settings. Results from this cycle become input for the "analyze" phase of the next A+ Approach cycle.