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|  | **Plan** | | **Do** | **Study** | | **Act** |
| **PDSA Cycle #** | **What change will you test?** | **What do you predict will happen?**   * **Time** * **Accuracy** | **What did you observe while testing?** | **What are the results of your test?**   * **Time** * **Accuracy** | **What did you learn?** | **Adopt**  **Adapt (how?)**  **or Abandon?** |
| Example | *Organize parts before assembly* | *Assembly will be easier*   * *Time = 125 sec* * *Accuracy = 2* | *Fumbled with the parts, they were sorted by type, but were not where they were needed for assembly* | *Assembly was easier, but still awkward*   * *Time = 115 sec* * *Accuracy = 3* | *Sorting parts where they need to be should make assembly easier and reduce delay* | *Adapt – sort by location instead of by type* |
| 1 | During a Smarter Lunchroom plate waste, students brought trays to an empty table where we will take pictures of the trays before disposing of the trash. | Students will be confused and want to dump their own tray in the trash and not leave the tray on the table. | Students were confused and wanted to dump their own tray in the trash. | We got the pictures we needed for the smarter lunchroom plate waste our accuracy and time was not great.  Accuracy: 3  Time: 20 minutes | We need more table space or a better way to collect the pictures or food samples. | Increase the number of staff at the plate waste study from 2 people to 3 people. |
| 2 | Scrap Measure plate waste, students brought trays to an empty table where we will dispose of the trash and weigh the trash. | We will improve our process since we have more staff to help measure and weigh food waste. | This went much smoother today with three staff collecting, measuring and disposing of the food. | Much faster and less trays were piling up on the table.  Accuracy: 4  Time: 16 minutes | Having three staff to complete the plate waste was much better, but sometimes staff are not available to help. | Next time we will have the students leave their tray at the lunchroom table. |
| 3 | Scrap Measurement plate waste, students’ left lunch tray at the lunchroom table. | No piles of trays at our table and less mess we will increase accuracy and complete the plate waste faster. | Students were not confused with leaving tray at the lunchroom table but cafeteria workers were worried about having enough time between lunches to wash tables. | Faster when we left the trays at the lunchroom table and then carried them to the table for to dispose of trash and weigh.  Accuracy: 5  Time: 15 minutes | The milk cartons were adding extra work and time to open and pour out the milk for a measurement. | Next time we will bring the milk emptying container and trash to the table to collect the milk and then move trays to the table for measuring of the food. |
| 4 | Scrap Measurement plate waste, students will leave lunch tray at table and we will empty milk at the lunchroom table. | Increase speed and efficiently so the tables open up faster for the cafeteria workers to wash and clean for the next class. | Much faster to empty milk at the lunch room table therefore less disruption of the cafeteria process. | Faster processing of the lunch tray and milk dump.  Accuracy: 5  Time: 14 minutes | Continue to leave tray at the table and empty milk at the lunch room table but extra time was used to open each milk carton. | Have the person that is transporting the tray to the trash help open the milk cartons. |
| 5 | Smarter Lunchroom plate waste, students will leave lunch tray at table and we will empty milk at the lunchroom table. | Increase speed and efficiently. | Efficiency improved with two people opening milk cartons. | Faster processing of the lunch tray and milk dump.  Accuracy: 5  Time: 13 minutes | This is about as fast and accurate as we will be able to get with plate waste. |  |