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Date: 3/10/20

Consent Agenda Item (Action Item): Approve the “Turnaround Plan” for the Duff Allen Central Elementary School for the 2019-2020 School Year.

Applicable State or Regulations: BOE Policy 0.11 Powers and Duties of the Local Board of Education.

Budget/Financial Issues: Fiscal/Budgetary requirements are covered in the school improvement fund grant.

Background and Rationale: As a requirement by KDE, a three-year plan must be developed including evidence based practices based upon DACE’s CSI Status. This will be a detailed plan of action that incorporates evidenced based instructional strategies and will have a long lasting effect upon instruction within the building.

Recommended Action: Approve the turnaround plan for Duff-Allen Central Elementary for the school year 2019-2020.

Contact Person(s): Wes Halbert, 606-358-9420

Wes Halbert

Principal

Director

Superintendent

Duff-Allen Central Elementary School's EBP Narrative

Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). Continuous Improvement in Education. Retrieved December 20, 2019, from www.carnegiefoundation.org.

Administrators and teachers at Duff-Allen Central Elementary School met together numerous times to analyze data and conduct diagnostics around The Key Core Work Processes to identify the strongest leverage points that will become strategies to guide the work in their Continuous School Improvement Plan. The teams identified the need for systems to increase teacher clarity and provide a continuous improvement process that contains specific goals, strategies and activities, and measures based on identified needs from the review of multiple forms of data.

The administration team reviewed the aforementioned study and made the decision to implement Jim Shipley's Systems Approach to Continuous Improvement. The study was conducted with two school districts and a community partnership organization to learn, in a preliminary and exploratory way, how continuous improvement has been taken up.

Duff-Allen Central Elementary School will be using the model that is found in Case Study 1 from the school district of Menomonee Falls, Wisconsin as they implemented the PDSA cycles with their state standards. The steps to the PDSA cycle is as follows: "teachers choose a standard on which to focus, break the standard down to its component parts, set an aim with their students about what they would like to achieve as it relates to the sub-standard (e.g., 100 percent of students will learn how to...) and then identify and test different instructional approaches to help students reach the aim. Students are also asked to identify and test different learning strategies they think might be helpful. Each learning cycle runs approximately seven to ten days, during which time teachers collect student data to track their progress toward the aim as well as feedback from students about which instructional strategies were helpful, which need to be tweaked, or which need to be abandoned altogether. The data is posted in the classroom and motivates students to focus not only on their own learning but also to support that of their peers."

We will implement the PDSA cycle in line with the study by choosing a standard and assessing the instructional strategies to help students master the content. Teachers will analyze formative and summative assessment data to determine the level of mastery for the standard. Teachers will assess students during a unit of study for each component part of the standard. Teachers will analyze the data and determine next steps with instruction based on the students who did or did not master the content. If students did not master the content, additional Tier I instruction will occur with those students to develop mastery. Teachers will present their data to their colleagues during a professional development meeting and reflect on their instructional practices.

Duff-Allen Central Elementary will also use the model that is found in Case Study 3 from the Strive Partnership Cincinnati/Northern Kentucky as they implemented the PDSA Cycles with collective impact. The PDSA Cycles was used to “unify programs, which supports students with an inter-organizationally consistent vision and set of measures. In Strive’s framework of collective impact, smaller sub-networks work together within the broader network toward certain indicators around particular issues or stages along the education continuum (e.g., kindergarten readiness, high school graduation, and college completion).”

We will implement the PDSA cycle in line with the study by creating a continuous improvement plan using the education criteria for performance excellence that include the seven system categories and eleven organizational best practices. The Shipley categories and organizational best practices will be used to develop, evaluate, and monitor protocols and programs to sustain progress over time. We will also create a system for reviewing the mission and vision every other year, with timelines and communication protocol using the Shipley’s Six Steps to Improvement.

Internal and external stakeholders were involved in the development of the plan to create systems and monitoring of said systems. Various means of data were analyzed by the faculty and administration. Key core work processes were examined by faculty and administration to determine activities and strategies as evidence of implementation. The faculty were also an intricate part in the completion of the comprehensive school improvement plan and will be a major factor in developing the 30-60-90 day plan moving forward. The advisory council

also reviewed the comprehensive school improvement plan to provide feedback on the goals and objectives. The district supervisor of instruction also met with the administration team to give input on how the district would support the improvement process at Duff-Allen Central Elementary. It is scheduled for the advisory council and the superintendent to review the plan and provide feedback.

Based on our review of the evidence levels, we believe it is level 3 because it had statistical controls for bias, and it was not overridden by statistically significant and negative findings from other studies.