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Commissioner of Education and Chief Learner

**KENTUCKY DEPARTMENT OF EDUCATION**  
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May 31, 2022

Matt Moore, Superintendent  
Jessamine County Public Schools  
871 Wilmore Rd.  
Nicholasville, KY 40356

Dear Superintendent Moore:

As you know, one goal of Kentucky Statewide Consolidated Monitoring (KSCM) is to help create opportunities for the programs in our schools and districts to look at new ways to collaborate and collectively meet our ultimate goal: increasing student achievement while closing gaps and positioning our students to be college- and career-ready. The team members from your visit have engaged in this collaborative process in order to produce the attached Consolidated Monitoring Report.

During the 2021-22 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Jessamine County School District. During this process, KDE program staff, utilizing program-specific monitoring tools, conducted on-site visits for the following programs:

- Title I, Part A
- Title I, Part D
- Title II, Part A
- Title III, Part A
- Title IV, Part A
- Preschool
- Career and Technical Education (CTE)
- Alternative Education Programs
- Gifted and Talented
- Individuals with Disabilities Education Act (IDEA)

Each program involved in the KSCM has an impact on our goal. For example, Title II, Part A focuses on improving teacher and principal quality to ensure that all students have equal access to highly qualified and effective teachers and leaders. Title I programs provide not only funding, but also guidance on working with disadvantaged students.

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This report is the result of what can be best described as a “snapshot” of the district taken during our visit. It begins with identifying “effective practices.” These are individual program practices that the team felt were effective, and in some cases innovative. We strongly suggest that the practices identified be submitted to the KDE Best Practices [website](#).

Each district program has already been provided an individual report as required by federal or state law. All findings will need to be addressed by district program areas as specified in the individual reports.

In the meantime, if you have questions regarding specific program monitoring requirements, please contact the individual program contacts listed in this report. If you have questions concerning the consolidated monitoring process, please contact [Erin Sudduth](#) by email or by phone at (502) 564-3791, Ext. 4021. Information regarding education programs within the state of Kentucky may also be found at [www.education.ky.gov](http://www.education.ky.gov).

Thank you for your work in improving Kentucky’s education programs to better serve our children.

Sincerely,

Kelly Foster, Ed.D.  
Associate Commissioner  
Office of Continuous Improvement and Support  
Kentucky Department of Education

KF/TR/ES/vb

Attachment: Consolidated Monitoring Report for Jessamine County Public Schools

## 2021-2022 Statewide Consolidated Monitoring Report

<b>District:</b>	Jessamine County
<b>Date(s) of Visit:</b>	March 8-10, 2022
<b>Team Leads:</b>	
<i>Title I, Part A – Emily Meade</i>	<i>Career and Technical Education (CTE) – Karla Tipton</i>
<i>Title I, Part D – Monica Higgins and Wes Blake</i>	<i>Alternative Education Programs – Sara McIntosh</i>
<i>Title II, Part A – Sean Murphy</i>	<i>Gifted and Talented (GT)– Kathie Anderson</i>
<i>Title III/English Learners (EL) – Neil Watts</i>	<i>Individuals with Disabilities Education Act (IDEA) – Jessica Jones</i>
<i>Title IV, Part A – Lalah Brewer</i>	<i>Preschool – Malaika Williams</i>

### Highlight of Effective Practice No. 1

<b>Programs Addressed</b>	<b>Title I, Part A</b>	<b>X</b>	<b>Career and Technical Education</b>	<b>X</b>
	<b>Title II, Part A</b>		<b>Alternative Education Programs</b>	
	<b>Title III/English Learners (EL)</b>		<b>Gifted and Talented</b>	
	<b>Title IV, Part A</b>		<b>IDEA</b>	
	<b>Preschool</b>		<b>Title I, Part D</b>	
<u>Community</u>				
The Career and Technical Education (CTE) monitoring team notes that the schools have a strong CTE culture driven by community needs, labor statistics and student interest.				

### Highlight of Effective Practice No. 2

<b>Programs Addressed</b>	<b>Title I, Part A</b>	<b>X</b>	<b>Career and Technical Education</b>	
	<b>Title II, Part A</b>		<b>Alternative Education Programs</b>	<b>X</b>
	<b>Title III/English Learners (EL)</b>		<b>Gifted and Talented</b>	<b>X</b>
	<b>Title IV, Part A</b>		<b>IDEA</b>	<b>X</b>
	<b>Preschool</b>		<b>Title I, Part D</b>	
<u>Parent and Family Engagement</u>				
The district has established a Parent and Family Engagement Lead Committee which is responsible for the implementation of meaningful involvement opportunities for parents and family members. Jessamine County continuously seeks input and feedback from parents,				

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families, staff and students regarding the planning and implementation of parent and family engagement activities.

In addition to inviting parents to their student’s Admissions and Release Committee (ARC) meetings, the district provides alternative means to participate in ARC meetings to accommodate all parents.

Interviews with the gifted and talented (GT) monitoring lead indicated that parents are invited to be members of the district’s GT Advisory Council. Having parents on the advisory council allows for feedback on topics such as services. Parents advocated for more GT staff to increase service opportunities at the district’s middle schools.

The Providence School has an excellent partnership with their families that help facilitate events and opportunities for their students.

### Highlight of Effective Practice No. 3

<b>Programs Addressed</b>	<b>Title I, Part A</b>		<b>Career and Technical Education</b>	
	<b>Title II, Part A</b>		<b>Alternative Education Programs</b>	<b>X</b>
	<b>English Learners (EL)</b>		<b>Gifted and Talented</b>	<b>X</b>
	<b>Title IV, Part A</b>		<b>IDEA</b>	
	<b>Preschool</b>	<b>X</b>	<b>Title I, Part D</b>	<b>X</b>

#### Student Services

Ashgrove Academy provides an effective blended learning environment focused on literature, discussion and a partnership with the local library offering students a variety of engaging and high interest books. The Title I, Part D monitoring team observed life skills initiatives for their students, including outdoor character-building activities, a student-managed garden, a financial literacy focus and a daily student journal based on the book, “Seven Habits of Highly Effective Teens.”

Overall, the preschool teachers were cognitive of the needs of the children and necessary supports were being provided on an individual and collective basis.

The gifted and talented monitoring team noted the district collaborates with theater staff to provide workshops for students gifted in the visual and performing arts.

The alternative monitoring team notes The Providence School is one of Kentucky’s Alternative Programs of Distinction and their strong student services is a testament to that honor. They have a robust positive behavior interventions and supports (PBIS) system that incorporates the Individual Learning Plan Addendums (ILPAs), an orientation process focused on acclimating

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students to the culture of the program to ensure success and strong mentoring relationships with their students.

### Highlight of Effective Practice No. 4

<b>Programs Addressed</b>	Title I, Part A		Career and Technical Education	
	Title II, Part A	X	Alternative Education Programs	
	Title III/English Learners (EL)		Gifted and Talented	
	Title IV, Part A			IDEA
	Preschool		Title I, Part D	

Policies and Procedures

The district ensures that all teachers are appropriately certified upon hiring. If there are teachers not meeting certification requirements, the district supports these teachers with appropriate professional learning. The district has special education policies and procedures based on the requirements of IDEA.

### Highlight of Effective Practice No. 5

<b>Programs Addressed</b>	Title I, Part A	X	Career and Technical Education	
	Title II, Part A	X	Alternative Education Programs	X
	English Learners (EL)		Gifted and Talented	
	Title IV, Part A	X	IDEA	
	Preschool		Title I, Part D	

Professional Development

The district implements commendable recruiting and retention strategies that attract highly effective teachers for all schools. Individuals new to the teaching profession participate in a two-year internship program titled Jessamine Excellence in Teaching program and teachers new to Jessamine County participate in an onboarding program called BANTER 2.

The school-level digital learning coaches provide job-embedded and timely professional development for teachers on technology integration. The instructional technology coach sends out weekly newsletters to all staff that includes “bite sized” timely professional development that can easily be implemented in maximizing and enhancing the use of educational technology.

The Providence School devotes significant resources to targeted professional development that helps grow their program and support their students. Their teachers are active in professional

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learning communities (PLCs), are highly qualified and utilize research-based methods in their classrooms.

### Highlight of Effective Practice No. 6

<b>Programs Addressed</b>	Title I, Part A	X	Career and Technical Education	X
	Title II, Part A		Alternative Education Programs	X
	English Learners (EL)		Gifted and Talented	
	Title IV, Part A	X	IDEA	
	Preschool		Title I, Part D	

Leadership

Jessamine County shows commitment to a true continuous improvement process at the district and school levels through a living five-year plan that engages leaders and drives them to maintain focus on ensuring that all student needs are being met.

The district continually monitors the effectiveness of programs and elicits feedback in order to best meet the needs of students and enhance program offerings. The district utilizes a 30-60-90-day action plan to systemically track progress of building-level and district-level initiatives.

Career and technical education and employability skills are embedded within the district’s internal five-year action plan.

The Providence School leadership goes above and beyond to ensure continuous improvement of the program through a process that evaluates and adjusts practices where necessary. Leadership centers staff and student well-being within the program.

### Highlight of Effective Practice No. 7

<b>Programs Addressed</b>	Title I, Part A	X	Career and Technical Education	
	Title II, Part A		Alternative Education Programs	
	Title III/English Learners (EL)		Gifted and Talented	
	Title IV, Part A	X	IDEA	
	Preschool		Title I, Part D	

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### Communication

The Title I coordinator works diligently to collaborate with district staff and school leadership to provide excellent guidance on appropriate and effective uses of Title I, Part A funds. This guidance is provided through various monthly meetings, data analysis and continuous conversations around the district and school need assessments.

District leadership has established a clear mission and vision and has an intentional system in place to gather feedback from all school leaders to prioritize district needs. The district also has a continuous improvement process in place at the district and school level that truly treats the comprehensive school improvement plans (CSIPs) and the comprehensive district improvement plan (CDIP) as living documents.

### Highlight of Effective Practice No. 8

<b>Programs Addressed</b>	<b>Title I, Part A</b>		<b>Career and Technical Education</b>	
	<b>Title II, Part A</b>		<b>Alternative Education Programs</b>	<b>X</b>
	<b>Title III/English Learners (EL)</b>		<b>Gifted and Talented</b>	
	<b>Title IV, Part A</b>		<b>IDEA</b>	
	<b>Preschool</b>	<b>X</b>	<b>Title I, Part D</b>	

### Climate and Culture

The climate and culture of the district’s preschool program reflects respect for the staff, children and the families served. Teaching and learning expand from the classroom to the homes of children resulting in the strengthening of relationships and identification of needs.

The Providence School is housed in a new building with a clear mission and vision that is easily found and understood throughout the program. The overall climate and culture of the program is positive and produces positive results. Students are connected to caring mentors and staff are supported in this program.

### Highlight of Effective Practices No. 9

<b>Programs Addressed</b>	<b>Title I, Part A</b>		<b>Career and Technical Education</b>	<b>X</b>
	<b>Title II, Part A</b>		<b>Alternative Education Programs</b>	
	<b>Title III/English Learners (EL)</b>		<b>Gifted and Talented</b>	
	<b>Title IV, Part A</b>		<b>IDEA</b>	
	<b>Preschool</b>		<b>Title I, Part D</b>	

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Student Plan

The schools are proactive at ensuring students understand the different pathways that are available through CTE.

**Opportunity for Improvement No. 1**

<b>Programs Addressed</b>	<b>Title I, Part A</b>	<b>X</b>	<b>Career and Technical Education</b>	
	<b>Title II, Part A</b>		<b>Alternative Education Programs</b>	
	<b>Title III/English Learners (EL)</b>		<b>Gifted and Talented</b>	
	<b>Title IV, Part A</b>		<b>IDEA</b>	
	<b>Preschool</b>		<b>Title I, Part D</b>	<b>X</b>

Finance

There were some inconsistencies between the approved Title I, Part A and Title I, Part D applications in the Grant Management Application and Planning system (GMAP) and the MUNIS budget reports. Actual spending was not in line with each school’s Title I, Part A allocation. Adherence to the school allocation amounts in the approved application is crucial to verify that rank and serve requirements are being met. The object codes included in the Title I, Part D approved plan should align with the MUNIS report. Spending in accordance with the approved application ensures that program requirements are being met.

**Common Solution(s)/Recommendation(s)**

The finance office and all members of federal programs should communicate frequently to ensure the alignment of GMAP and MUNIS. The district should consider establishing a process to discuss and review program expenditures regularly. Title II, Part A program identified communication and internal controls related to finance as a strength for the district. It may be beneficial for the Title I, Part A and Title I, Part D programs to implement some of the processes utilized by Title II in order to strengthen this area.

**Final Overview**

Jessamine County School District has an intentional plan in place to ensure all facets of student learning are addressed and met. The district is purposeful about taking a “whole child” approach to implementing plans and services for students that impact their academic and life skills success.

The district should model positive observations seen in other programs such as Title II in terms of communication and internal controls. Quarterly finance meetings will address some disconnect



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observed in other programs. Ensure that the grant coordinator and finance officer have ample time for regular collaboration.

It was evident during the consolidated monitoring visit that Jessamine County is fortunate to have leadership in place with a wealth of institutional knowledge, and current practices in place to ensure knowledge is shared with upcoming leadership. The district should continue mentoring potential new leadership in the district to ensure seamless transitions.

Jessamine County should be commended for their problem-solving efforts to close learning gaps and to creatively meet community needs, particularly in light of complications caused by the COVID-19 pandemic. The district should continue to identify and seek out community resources and form collaborations to support students, parents and staff.