



Jason E. Glass, Ed.D.
Commissioner of Education and Chief Learner

KENTUCKY DEPARTMENT OF EDUCATION
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April 14, 2023

Mark Martin, Superintendent
Meade County Public Schools
1155 Old Ekron Rd.
Brandenburg, KY 40108

Dear Superintendent Martin:

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 2022-23 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Meade 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 II, Part A
- Title III, Part A
- Title IV, Part A
- Preschool
- Career and Technical Education (CTE)
- Alternative Education Programs
- Gifted and Talented
- Diversity, Equity, Inclusion and Belonging

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.

Meade County Public Schools

April 14, 2023

Page 2 of 2

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 the [KDE website](#).

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 Meade County Public Schools

2022-2023 Statewide Consolidated Monitoring Report

District: Meade County

Date(s) of Visit: Jan. 24-26, 2023

Team Leads:

- Title I, Part A – Erin Sudduth
- Title II, Part A – Sean Murphy
- Title III, Part A – Kaiman Triplett
- Title IV, Part A – Lalah Brewer
- Alternative Education Programs – April Stanley
- Career and Technical Education – Claude Christian
- Diversity, Equity, Inclusion and Belonging – Florence Chang
- Gifted and Talented – Kathie Anderson
- Preschool – Taysha Ogelsby

Effective Practice No. 1: Community

Program(s) Addressed: Title I, Part A; Career and Technical Education; Gifted and Talented

Highlight of Effective Practice No. 1

The Meade County School District plays a vital role in the community, from preschool students beginning their educational journey to high school students preparing for college and careers. The district partners with community organizations to provide supplemental services to students and families. A partnership with the local library allowed the district to provide English language classes for parents as well as childcare during class time to increase parents’ ability to participate. Schools served by Title I, Part A work with local restaurants to provide food during events as well as health organizations to share information about health and wellness with families. The gifted and talented (GT) program offers multiple opportunities for students and the community to collaborate through meetings with parents to discuss plans for the school year and a toy drive. The GT program also collaborates with the Craft Academy located at Morehead State University. The high school has a strong career and technical education (CTE) culture, which is driven by community needs, labor statistics and student interest. Impressively, all 1,600 high school students are currently enrolled in a pathway.

Effective Practice No. 2: Parent and Family Engagement

Program(s) Addressed: Title I, Part A; Career and Technical Education; Preschool

Highlight of Effective Practice No. 2

Parents of preschool students are provided with engagement opportunities such as volunteering to read to students on a weekly basis. Middle school counselors utilize a “Power Back” night for parents and families of incoming 8th-grade students to help them understand the CTE opportunities available to their children. Parent and family engagement events provided under Title I, Part A are well-thought out and customized for the needs of each individual school. The tutoring program at Flaherty Primary and Flaherty Elementary brings parents into tutoring sessions to provide them with strategies and tools to further support students at home.

Effective Practice No. 3: Student Services and Plans

Program(s) Addressed: Title IV, Part A; Career and Technical Education; Gifted and Talented

Highlight of Effective Practice No. 3

2022-2023 Statewide Consolidated Monitoring Report

After identifying a need for student access to authentic experiences through the use of the Performance Arts Center facility, the district hired a performing arts center coordinator using Title IV, Part A funds to provide access to the theater for all schools and community members. This has increased student exposure to high quality programming and opportunities to perform in a theater setting. Title IV, Part A funds also support safe and healthy students through a Leadership Athletic Development Program. This program provides students interested in participating with increased access to strength training and conditioning opportunities during, before and after school classes. The district has been proactive in ensuring students understand the meaning of a pathway as well as helping students navigate scheduling to ensure pathways are completed. The scheduling process is a well-thought out and seamless effort. District staff, including the superintendent, visit the high school to help with the scheduling process which involves a one-on-one meeting between each student and a staff member. GT students are provided creative and critical thinking opportunities through the science, technology, engineering, arts and mathematics (STEAM) lab.

Effective Practice No. 4: Finance

Program(s) Addressed: Title I, Part A; Title II, Part A; Preschool

Highlight of Effective Practice No. 4

The finance officer meets with principals of Title I served schools on a monthly basis to review financial reports and work on budgeting. These regular meetings help ensure the timely expenditure of funds and support alignment between the MUNIS budget and the approved Title I, Part A application in the Grant Management Application and Planning (GMAP) system. The district maintains internal controls surrounding the disbursement of Title II, Part A funds. The Title II, Part A GMAP budget aligns with MUNIS to ensure financial expenditures and obligations are consistent with the district's approved plan. The finance officer's attention to detail and organization are assets to the district.

Effective Practice No. 5: Policies and Procedures

Program(s) Addressed: Title I, Part A; Title III, Part A

Highlight of Effective Practice No. 5

The district has implemented a series of detailed processes and procedures to ensure effective and consistent program implementation in the Title I, Part A and Title III, Part A programs. The district's Lau Plan for English learners is an exemplar for other consortium districts. Procedural documents are easy to understand and specific enough to ensure continuity of services in the event of a future staffing transition or shift in responsibilities. The Title I narrative developed by each school provides a quick overview of services being provided with program funds which can be used during meetings to ensure the focus remains on identified needs.

Effective Practice No. 6: Professional Development

Program(s) Addressed: Title I, Part A; Title II, Part A; Title III, Part A; Gifted and Talented

Highlight of Effective Practice No. 6

The district ensures that all teachers are appropriately certified upon their hiring. In the event there are teachers not meeting certification requirements, the district supports them with appropriate

2022-2023 Statewide Consolidated Monitoring Report

professional learning. The district's new teacher cadre provides invaluable support to teachers who are new to the profession while the Meade teacher internship program helps those new to the district acclimate to the well-established high expectations of all district staff. Professional development related to English learners is embedded throughout the year and continuous check-ins ensure effective implementation of the intended supports. During the "Close the Gap" professional development opportunity for district staff, GT staff provide a session on how to identify students for the program as well as information on differentiating curriculum for GT students.

Effective Practice No. 7: Leadership

Program(s) Addressed: Title I, Part A; Career and Technical Education; Preschool

Highlight of Effective Practice No. 7

The preschool leadership team is passionate about their work. Leadership surrounding the CTE program is very strong and consistently implemented across the board. The participation of leadership during student scheduling and advising helps increase understanding of the CTE program and pathways. Principals at Title I-served schools commented positively on recently implemented district initiatives to further promote and ensure equity. Leadership has been consistent in the implementation of processes and procedures such as the "stoplight report" used during the 30-60-90-day planning process which allows for the prioritization of needs and realistic goal setting. The Title I coordinator is visible in the schools on a regular basis.

Effective Practice No. 8: Climate and Culture

Program(s) Addressed: Title I, Part A; Diversity, Equity, Inclusion and Belonging; Preschool

Highlight of Effective Practice No. 8

Meade County preschool has a positive and engaging climate and culture. The Diversity, Equity, Inclusion and Belonging (DEIB) team's student interviews revealed a supportive and inclusive culture and climate at schools. Students expressed that they had adults and peers they could talk to and students were supportive of one another. Staff at Title I schools have buy-in on school and district initiatives. All staff are open and receptive to feedback and are dedicated to continuous improvement in all areas.

Effective Practice No. 9: Equity Initiatives

Program(s) Addressed: Title I, Part A; Diversity, Equity, Inclusion and Belonging; Gifted and Talented

Highlight of Effective Practice No. 9

Principals at Title I schools are pleased with recent changes to ensure equitability across all schools to address previous differences between county and city schools. Meade County has effectively implemented a system of inclusion within the district. The district administers the Studer Education survey to all certified and classified staff and is working to expand the survey to students and families. The DEIB team highlighted the two-way rounding process used by the district as an effective retention strategy which provides all staff with a feeling of belonging. The process involves a one-on-one check-in with every employee and allows all staff to provide feedback. The GT consultant noted all 3rd-grade

2022-2023 Statewide Consolidated Monitoring Report

students are screened for cognitive ability using a non-verbal assessment which helps minimize cultural bias.

Final Overview

The Meade County School District embodies a “student first” mindset. The individualized supports provided at every level demonstrates that district and school staff have students’ best interests at heart. The commitment to continuous improvement is apparent in multiple areas, including the district’s plan to further elevate parent and family voice. The district is encouraged to move forward with the plan to expand use of the Studer Education survey with students and families to increase stakeholder feedback. The district is invested in providing families with events that allow them to truly engage in their children’s education and further their academic success. Community partnerships allow the district to increase its positive impact on the area. The intentionality with which processes and procedures are created results in effective practices implemented with fidelity. Feedback opportunities provided to staff allow the district to address needs and concerns in a timely fashion. The professional learning opportunities and support systems in place help all staff meet the high expectations established by the district. The monitoring team is confident that the district will continue to grow in the identified effective practices as well as expand these practices to include additional programs and initiatives.