

Matthew G. Bevin  
Governor



Hal Heiner  
Secretary  
Education and  
Workforce Development Cabinet

Stephen L. Pruitt, Ph.D.  
Commissioner of Education

**KENTUCKY DEPARTMENT OF EDUCATION**

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April 20, 2016

Travis Hamby, Superintendent  
Trigg County Schools  
202 Main St.  
Cadiz, KY 42211

Dear Superintendent Hamby:

As we make changes to address the needs of our students, we encounter the walls of the past. One goal of Kentucky Statewide Consolidated Monitoring (KSCM) is to help remove those walls wherever possible and 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 2015-16 school year, the Kentucky Department of Education (KDE) conducted monitoring in Trigg County Public 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
- Preschool
- Alternative Programs
- Individuals with Disabilities Act (IDEA)
- Career and Technical Education
- Gifted and Talented

Each program involved in the KSCM has an impact on our goal. For example, Career and Technical Education (CTE) impacts student success and helps to close the achievement gap by working to make all students Career Ready. Through the use of a sequence of courses known as career pathways, CTE ensures that all students have equal opportunity to develop skills in demand by local industry. The Individuals with Disabilities Education Act (IDEA) supports the vision of KDE by focusing the efforts of the State, districts, schools and teachers toward closing achievement gaps for students with disabilities and ensuring all students reach proficiency, graduate from high school, and successfully transition to a career or post-secondary education.

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

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not only funding but guidance on working with disadvantaged students. These programs and the others engaged in consolidated monitoring, simply by reducing duplication of effort, can work together to achieve more collaboratively than any of them could alone.

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 practices that the individual programs felt were effective, and in some cases innovative. We strongly suggest that the practices identified be submitted to the KDE Best Practices website.

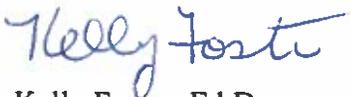
In addition, the monitoring team collectively discussed the findings and concerns of each program to identify what is categorized as “Common Concerns”. This represents a consolidation of findings reported by individual programs that were similar in nature and therefore presented a potential opportunity for collaboration between identified programs. Each of these concerns has been identified by at least two programs. Any suggested or required actions will be addressed by the specified programs. During this collaborative time, team members from all programs discuss suggestions for potential opportunities to work across programs, streamline implementation and increase success within each program.

Each program has already provided an individual report as required by federal or state law. Any required actions are monitored by the programs through those individual reports. In order to help the collaborative work of the programs and provide districts with a way to document improvement efforts, we encourage you to utilize the Consolidated School and District Improvement Planning tools in ASSIST.

KDE is striving to provide examples of collaboration and continuous improvement. Our hope is that what we have begun becomes an example that can be replicated across the state. Each district representative will have the opportunity to provide feedback on the consolidated monitoring process. 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 Helen Jones by e-mail at [helen.jones@education.ky.gov](mailto:helen.jones@education.ky.gov) or by phone at (502)564-3791. 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 provide for our children.

Sincerely,



Kelly Foster, Ed.D.  
Associate Commissioner

KF/HJ/vb

Attachment

## 2015-2016 Statewide Consolidated Monitoring Report

<b>District:</b>	Trigg County
<b>Date(s) of Visit:</b>	March 3-4, 2016
<b>Team Leads: (List primary person on this visit for each program)</b>	
<i>Title I: Monica Shack, Brandon Quick</i>	<i>Preschool: Lorrie Devers</i>
<i>Title II: Jennifer Baker</i>	<i>Career and Technical Education: Karla Tipton &amp; Claude Christian</i>
<i>Alternative Programs: Sherri Clusky &amp; Lynne Williams</i>	<i>IDEA: Traci Branstutter, Stephanie Sterling, Tristan Parsons, Pamela Pickens, Lori Shephard</i>
<i>ESL: Gary Martin</i>	<i>Gifted And Talented: LeAnn Pickerill</i>

### Highlight of Effective Practices 1

<b>Programs Addressed</b> <i>(Check all that apply)</i>	<b>Title I</b>	<b>X</b>	<b>Preschool</b>	<b>X</b>	<b>Career and Technical Education</b>	
	<b>Title II</b>	<b>X</b>	<b>IDEA</b>	<b>X</b>	<b>Alternative Programs</b>	
	<b>ESL</b>		<b>Gifted and Talented</b>			

*Clearly describe actions and/or practices that the team deems as effective (Include impact on student achievement)*

#### Students Building Successful Skills

Technology was being used efficiently. Teachers and students were utilizing the various programs to deliver and receive core content. This was achieved by allowing students to work with Chromebooks and various electronic devices. Teachers and specialists worked together to implement Project Based Learning (PBL) for all students. PBL allowed teachers to measure students learning goals including standards-based content skills such as critical thinking, problem solving, collaboration and self-management skills. The district is focused on improving student achievement.

### Highlight of Effective Practices 2

<b>Programs Addressed</b> <i>(Check all that apply)</i>	<b>Title I</b>		<b>Preschool</b>		<b>Career and Technical Education</b>	
	<b>Title II</b>	<b>X</b>	<b>IDEA</b>		<b>Alternative Programs</b>	<b>X</b>
	<b>ESL</b>		<b>Gifted and Talented</b>			

*Clearly describe actions and/or practices that the team deems as effective (Include impact on student achievement)*

#### Community Partnerships

The district does an excellent job of soliciting and incorporating community support through its partnerships with local businesses. The district has a strong partnership with the local Rotary Club. The Rotary Club pays for students to take dual credit courses at Murray State University. For example, the Rotary Club pays for an EDU 104 Education Course for students who are interested in teaching. This effective practice enhances pre- service teacher recruitment. Students who are enrolling in the dual credit course help contribute to the district's goal of Closing the Gaps through greater participation and increased academic success.

### Highlight of Effective Practices 3

<b>Programs Addressed</b> <i>(Check all that apply)</i>	<b>Title I</b>	<b>X</b>	<b>Preschool</b>	<b>X</b>	<b>Career and Technical Education</b>	
	<b>Title II</b>		<b>IDEA</b>	<b>X</b>	<b>Alternative Programs</b>	<b>X</b>
	<b>ESL</b>		<b>Gifted and Talented</b>			
<i>Clearly describe actions and/or practices that the team deems as effective (Include impact on student achievement)</i>						
<b>Promoting Positive Relationships</b>						
<p>Through classroom observations and interviews with teachers and families, it was evident a culture of respect exists within classroom and school communities. Teachers and staff shared a commitment to establishing positive relationships with students, families and colleagues to promote and support student learning. Multiple and positive interactions were observed (student/student, adult/student, adult/adult), which contributed to positive school climates and created strong environments conducive to learning.</p>						

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### Final Overview

<p><i>Clearly describe the following for the identified program(s):</i></p> <ul style="list-style-type: none"> <li><i>How programs are effectively working collaboratively to better serve students</i></li> <li><i>Suggestions for adjustments that could help programs begin or improve their collaborative efforts</i></li> <li><i>Suggestions for how each program can further help with student success and closing gaps</i></li> </ul>
<p>Collaboration and communication is an effective practice in Trigg County. The district staff and school staff work well together and have a desire to develop positive relationships. The district has established a clear mission and vision that can be articulated at all levels. Trigg County has developed and implemented successful protocols to ensure each program is incorporating federal program requirements. Among Trigg County's strengths is its intentional focus on continuous program improvement.</p>