

Steven L. Beshear
Governor



Terry Holliday, Ph.D.
Interim Commissioner of Education

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION**

Capital Plaza Tower • 500 Mero Street • Frankfort, Kentucky 40601
Phone: (502) 564-4770 • www.education.ky.gov

August 9, 2013

Dear Superintendent Skinner:

In an effort to reduce the burden on school districts, the Kentucky Department of Education (KDE) began a consolidated monitoring program during school year 2011-2012. This effort combines required monitoring visits for state and federal programs in an intentional and concise timeframe.

During the 2012-2013 school year, the KDE conducted monitoring in Williamstown Independent School District. During the monitoring 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*
- *Individuals with Disabilities Act (IDEA)*
- *Kentucky Preschool Program*

Each program has provided, at minimum, a preliminary report of findings based on the visit. This document represents the consolidation of findings that were similar in nature and therefore present an opportunity for consolidation of effort among the programs. Program monitors have noted some of the effective practices identified during the monitoring visit. In addition, team members have provided recommendations for addressing any noted concerns. These are coupled with suggestions for potential opportunities to work across programs, streamline implementation and increase success within each.

It is our pleasure to suggest that practices that have been noted as effective be submitted to the KDE Best Practices website under School Improvement. To ensure that we are able to meet our goal of providing ongoing technical assistance for all programs monitored, we encourage you to utilize the Consolidated School and District Improvement Planning tools in ASSIST to track your efforts to address any common concerns noted by the team.

So that we may improve our consolidated monitoring process, each school and program that has been monitored will soon have the opportunity to provide feedback. 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 Claude W. Christian by email at claudio.christian@education.ky.gov or

by phone at (502)564-3791. Information regarding education programs within the state of Kentucky may also be found at education.ky.gov.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Claude W. Christian", with a long, sweeping horizontal flourish extending to the right.

Claude W. Christian
Project Manager
Statewide Consolidated Monitoring

2012-13 Statewide Consolidated Monitoring Report

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|--|---|
| District: | Williamstown Independent |
| Date(s) of Visit: | March 12-13, 2013 |
| Team Leads: <i>(List primary person on this visit for each program)</i> | |
| <i>Title I</i> Mary Marshall | <i>Preschool</i> Annie Rooney French |
| <i>Title II</i> Jennifer Baker | <i>Career and Technical Education</i> N/A |
| <i>Alternative Programs</i> N/A | <i>IDEA</i> Christel Hockensmith |

Highlight of Effective Practices 1

| Programs Addressed <i>(Check all that apply)</i> | Title I | X | Preschool | X | Career and Technical Education |
|---|----------|---|-----------|---|--------------------------------|
| | Title II | X | IDEA | X | Alternative Programs |
| <i>Clearly describe actions and/or practices that the team deems as effective</i> | | | | | |
| <p>Professional Development</p> <p>Mentoring in place for new staff will help the new teachers and support retention of teachers. Mentorship helps the new teachers become comfortable with the policies and procedures of the school/district. Strong professional learning exists among staff. The district fosters job-embedded professional learning which is available in both the district and surrounding counties. Options for professional learning include individualization for each teacher's needs. Instructional assistants also have the option to learn along with the certified staff.</p> | | | | | |

Highlight of Effective Practices 2

| Programs Addressed <i>(Check all that apply)</i> | Title I | X | Preschool | X | Career and Technical Education |
|---|----------|---|-----------|---|--------------------------------|
| | Title II | | IDEA | X | Alternative Programs |
| <i>Clearly describe actions and/or practices that the team deems as effective</i> | | | | | |
| <p>Parent Involvement</p> <p>There is a strong sense of community among the families. District involves the families in the decision making process. Exceptional children staff and preschool teachers communicate frequently with parents. The school district has an effective Family Resource Youth Service Center (FRYSC) director who is involved with Title I and she garners support from the community in providing services.</p> | | | | | |

Highlight of Effective Practices 3

| Programs Addressed <i>(Check all that apply)</i> | Title I | X | Preschool | X | Career and Technical Education |
|--|----------|---|-----------|---|--------------------------------|
| | Title II | | IDEA | X | Alternative Programs |
| <i>Clearly describe actions and/or practices that the team deems as effective</i> | | | | | |
| <p>Transition among grade levels</p> <p>There is an effective transition policy and practice in place among the preschool, kindergarten and elementary programs. Additional transition meetings between special education and teachers are held for children transitioning from preschool into kindergarten.</p> | | | | | |

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Common Issue 1

| Programs Addressed <i>(Check all that apply)</i> | Title I | X | Preschool | | Career and Technical Education |
|--|----------|---|-----------|---|--------------------------------|
| | Title II | X | IDEA | X | Alternative Programs |
| Common Issue <i>(Clearly describe Issue)</i> | | | | | |
| <p>Proper documentation in student folders and Title I program requirements Proper sign in sheets for school activities are lacking. Due process folders often lack required documentation for evaluation and eligibility decisions. There is a lack of documentation for evaluating the use of class size reduction as an effective strategy to improve student achievement.</p> | | | | | |
| Common Solution(s)/Recommendation(s) | | | | | |
| <p>Review and revise procedures for documentation requirements of all programs. Determine a measure for determining effectiveness for class size reduction. Look at student performance over time and determine if class size reduction is the most effective use of funds that will result in improving student achievement. Have parent sign in sheets for every event and activity in which they participate.</p> | | | | | |

Common Issue 2

| Programs Addressed <i>(Check all that apply)</i> | Title I | | Preschool | X | Career and Technical Education |
|--|----------|--|-----------|---|--------------------------------|
| | Title II | | IDEA | X | Alternative Programs |
| Common Issue <i>(Clearly describe Issue)</i> | | | | | |
| <p>Verification of teacher certification Ensure that all teachers hold the proper certification. Service providers listed on student's IEP must be appropriately certified.</p> | | | | | |
| Common Solution(s)/Recommendation(s) | | | | | |
| <p>The district must follow proper protocol with regard to assigning responsibility for services. Ensure that all preschool teachers are properly credentialed.</p> | | | | | |

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Final Overview

| Programs Addressed <i>(Check all that apply)</i> | Title I | X | Preschool | X | Career and Technical Education |
|--|----------|---|-----------|---|--------------------------------|
| | Title II | X | IDEA | X | Alternative Programs |
| <i>Clearly describe actions and/or practices that the team deems as effective</i> | | | | | |
| <p>Williamstown has several effective practices in place. The district currently holds AdvancED accreditation. Collaboration is evident across programs. As a whole, the culture and climate appears to be conducive for learning.</p> | | | | | |