

Matthew G. Bevin
Governor



Derrick Ramsey
Secretary
Education and Workforce
Development Cabinet

Wayne D. Lewis, Jr., Ph.D.
Commissioner of Education

KENTUCKY DEPARTMENT OF EDUCATION

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May 13, 2019

Cornelius Faulkner, Superintendent
Caverna Independent Schools
1102 N. Dixie Hwy
Cave City, KY 42127

Dear Superintendent Faulkner:

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 2018-19 school year, the Kentucky Department of Education (KDE) conducted monitoring in the Caverna Independent 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 V, Part B
- Gifted and Talented
- Individuals with Disabilities Education Act (IDEA)
- Career and Technical Education (CTE)
- Alternative Programs
- Preschool

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. These programs and the others engaged in consolidated monitoring can work together to achieve more collaboratively than any of them could alone.

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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](#).

In addition, the monitoring team collectively discussed the findings and concerns of each program to identify Opportunities for Improvement. This represents a consolidation of findings reported by individual programs that were similar in nature and therefore present a potential opportunity for collaboration between identified programs. Each of these concerns has been identified by at least two program areas. 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 Jennifer Akin at (502) 564-3791, extension 4014, or via email at jennifer.akin@education.ky.gov. Information regarding education programs within the state of Kentucky may also be found at 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

KF/TR/JA/vb

Attachment: Consolidated Monitoring Report for Caverna Independent Schools

2018-2019 Statewide Consolidated Monitoring Report

District:	Caverna Independent	
Date(s) of Visit:	January 22-23, 2019	
Team Leads: <i>(List primary person on this visit for each program.)</i>		
<i>Title I and Title V – Amber Skaggs</i>	<i>Preschool – Bill Buchanan</i>	
<i>Title II – Heather Hackney</i>	<i>Career and Technical Education – Claude Christian</i>	
<i>Alternative Programs – Donna Montgomery</i>	<i>Gifted And Talented – Kathie Anderson</i>	
<i>English Learners (EL) – N/A</i>	<i>IDEA – Erma White</i>	

Highlight of Effective Practice No. 1

Programs Addressed <i>(Check all that apply.)</i>	Title I	<input type="checkbox"/>	Career and Technical Education	X
	Title II	<input type="checkbox"/>	Alternative Programs	
	EL	<input type="checkbox"/>	Gifted and Talented	X
	IDEA	<input type="checkbox"/>	Preschool	
<i>Clearly describe actions and/or practices that the team deems as effective (include impact on student achievement).</i>				
<p>There are indications that the district has begun to leverage partnerships with industry in the community. These conversations are a good segue into the development of effective advisory committees. The community supports the Gifted and Talented program through financial provisions from local businesses for dual credit fees, contributions to enable students to attend summer enrichment camps, and volunteer assistance in summer enrichment camps. One example of support is that the community came together to provide an after school visual and performing arts camp for the district youth.</p>				

Highlight of Effective Practice No. 2

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	Career and Technical Education	
	Title II	<input type="checkbox"/>	Alternative Programs	X
	EL	<input type="checkbox"/>	Gifted and Talented	X
	IDEA	<input type="checkbox"/>	Preschool	
<i>Clearly describe actions and/or practices that the team deems as effective (include impact on student achievement).</i>				
<p>Caverna Independent district leadership encourages the use of data and facilitates a healthy school culture and positive school climate. Staff and parents both commented on how there was more support for gifted education due to the change in district leadership. Both central office and program staff were transparent in discussing the opportunities for improvement for the district with alternative education consultants and were receptive to suggestions for improvement.</p>				

2018-2019 Statewide Consolidated Monitoring Report

Highlight of Effective Practice No. 3

Programs Addressed (Check all that apply.)	Title I	X	Career and Technical Education	
	Title II		Alternative Programs	X
	EL		Gifted and Talented	X
	IDEA	X	Preschool	X
<i>Clearly describe actions and/or practices that the team deems as effective (include impact on student achievement).</i>				
<p>It was evident a culture of respect exists among school personnel and among students. Teachers and staff share a commitment to establishing positive relationships with students, families and colleagues to promote and support student learning.</p> <p>The Caverna Independent preschool site is recognized with a five star rating in All STARS, Kentucky's early childhood quality rating improvement system. Evidence from the site visit and ECERS-3 indicates that classrooms provide developmentally appropriate teaching and learning experiences for preschool students. Classroom interactions are positive and engaging, and classroom instruction is focused on achievement and student well-being.</p> <p>The district participates in programs that positively impacted school culture and teachers expressed high support from their leadership.</p> <p>While walking through the halls, student work was displayed on the walls. The schools visited were clean and multiple positive interactions were observed (student/student, adult/student, adult/adult), which contributed to positive school climates while creating strong environments conducive to learning.</p>				

Highlight of Effective Practice No. 4

Programs Addressed (Check all that apply.)	Title I		Career and Technical Education	
	Title II		Alternative Programs	
	EL		Gifted and Talented	X
	IDEA		Preschool	
<i>Clearly describe actions and/or practices that the team deems as effective (include impact on student achievement).</i>				
<p>In years past, parents and staff had mixed reviews for the Gifted and Talented (GT) program. However, since the district's survey, concentrated efforts have been made by the district to ensure all students are receiving services. They have hired a full-time GT certified teacher and are working to provide other educational opportunities such as enrichment camps during the summer and after school.</p>				

2018-2019 Statewide Consolidated Monitoring Report

Opportunity for Improvement No. 1

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	Career and Technical Education	
	Title II	X	Alternative Programs	
	EL		Gifted and Talented	
	IDEA		Preschool	
Common Issue <i>(Clearly describe issue as it relates to each program.)</i>				
<p>Caverna Independent School District will need to ensure payroll records document staff paid fully or partially from Title funding. Expenditures need to align with the district's approved grant applications and the district and schools' needs assessments. There needs to be continuous communication between the programs and the finance office to ensure expenditures are allowable based on federal guidelines. Documentation for the Title programs must be kept on file for the current year plus three.</p>				
Common Solution(s)/Recommendation(s)				
<p>Caverna Independent should ensure communication and processes are in place to align expenditures with both the district and schools' needs assessments and the approved grant application. The necessary actions have been identified in the individual program reports pertaining to payroll records and program documentation.</p>				

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Opportunity for Improvement No. 2

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	Career and Technical Education	X
	Title II		Alternative Programs	X
	EL		Gifted and Talented	
	IDEA	X	Preschool	X
Common Issue <i>(Clearly describe issue as it relates to each program.)</i>				
<p>Caverna Independent School District should have policies and procedures in place in order to comply with all federal and state regulations. Perkins IV requires that each program area have an advisory committee. Caverna does not have any advisory committees. Each program area needs to have an advisory committee with at least one student, parent, teacher, administrator and business and industry representative. Specific to the Title I program, there were missing internal financial controls, parent and family engagement requirements, and allowability policies and procedures.</p> <p>Safety concerns were identified during the consolidated monitoring site visit. Hand sanitizer in a preschool classroom was placed in the block area without adequate supervision. The Environmental Rating Scales Institute (ERSI) allows the use of hand sanitizers, if and when manufacturer’s instructions are followed and children are closely supervised to ensure proper use and to avoid ingestion or contact with eyes and mucous membranes. Also, a substantial portion of preschool fence was separated from the post and rails, meaning the playground does not conform to local building codes and/or ASTM F-2049 standards. Some bolts exceeded a 2- or 3-thread count, creating potential entanglement or laceration hazards. Wood surfacing on playground equipment is rough in places, a potential source of splinter injuries.</p> <p>IDEA noted there was no clear entry or exit criteria for students with disabilities, nor were these decisions always made by an Admissions and Release Committee (ARC) before placing or exiting students with disabilities in the alternative school.</p> <p>Consider the addition of a part-time special education teacher or an instructional aide to the alternative program to help those students who have an Individualized Education Plan (IEP). Only one staff member is currently available to work with all students in the program, which makes it almost impossible to provide one-on-one assistance to special education students. Additionally, the program at Caverna Elementary is not currently classified as an alternative program in Infinite Campus (IC). The program has the choice of applying to be an on-site program or an off-site program. Being an off-site program would require an application for a school number. Having a separate school number would give the program the ability to view data through a School Report Card and Infinite Campus. If the on-site designation is chosen, a school number would not be needed because this designation is reflected through courses (Scheduling>Courses>Sections Tab). A section must be set up for all content courses offered within an on-site alternative education program.</p>				

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Common Solution(s)/Recommendation(s)
Caverna Independent will need to develop written policies and procedures to address the specific areas that were out of compliance. The necessary actions have been identified in the individual program reports. The district may consider adding a “record of access” sign-in sheet to preschool cumulative folders, as a matter of best practice. The district should consult the KDE Data Standards and the program offices involved to discuss these options and learn how to set up the program in IC.

Opportunity for Improvement No. 3

Programs Addressed <i>(Check all that apply.)</i>	Title I		Career and Technical Education	
	Title II		Alternative Programs	X
	EL		Gifted and Talented	X
	IDEA		Preschool	
Common Issue <i>(Clearly describe issue as it relates to each program.)</i>				
The staff stated more professional development could be offered for how to work with GT students. There was limited professional development geared toward the specific needs of teachers and support staff as related to their role in an alternative program and working with students with a variety of adverse life experiences.				
Common Solution(s)/Recommendation(s)				
The necessary actions have been identified in the individual program reports. However, the state GT consultant will send information to the district GT coordinator on a webinar that will be offered about differentiation for GT students in the regular classroom.				
Ensure that ongoing professional development is geared toward the specific needs of teachers and support staff as related to their role in an alternative program and working with students with a variety of adverse life experiences. In addition, work to ensure instructional staff are trained in current research based teaching methods that facilitate active learning, promote creativity and encourage self-evaluation. When feasible, consider having staff attend conferences/trainings (e.g. Persistence to Graduation Summit and/or annual KECSAC conference), view webinars and/or implement book studies that have an alternative education focus to continue relevant professional development for all staff.				

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Opportunity for Improvement No. 4

Programs Addressed <i>(Check all that apply.)</i>	Title I	X	Career and Technical Education	
	Title II	X	Alternative Programs	X
	EL		Gifted and Talented	X
	IDEA		Preschool	
Common Issue <i>(Clearly describe issue as it relates to each program.)</i>				
<p>Multiple concerns were found with communication in the following areas: 1) Homeless education; 2) English learners; 3) parent and family engagement; 4) notification of parents' right to request state or local policy on student participation in state testing; 5) a lack of information on the district and school websites regarding assessment information; and 6) a lack of communication with private schools, particularly home schools. The district does not consistently notify parents of their right to request and receive information on the qualifications of their children's teachers in a format that is accessible for all parents, nor do the schools routinely notify parents when their children have been taught for four or more weeks by teachers who do not meet certification standards. Neither the district nor the school offers stakeholders regular opportunities to consult in the design of the Title I or Title II, Part A programs.</p> <p>Staff stated they would like more time to plan and collaborate with one another. GT noted that parents said they would like a newsletter. More collaboration is needed between district A1 schools, counselors and the alternative program to ensure that students are aware of the number of credits needed to graduate and transition back to home schools.</p>				
Common Solution(s)/Recommendation(s)				
<p>The district must ensure all federal requirements regarding parent notifications are followed. District and school leadership should work together to improve their communication in order to better serve the students in the district. All necessary actions have been identified in the individual program reports.</p>				

2018-2019 Statewide Consolidated Monitoring Report

Opportunity for Improvement No. 5

Programs Addressed <i>(Check all that apply.)</i>	Title I		Career and Technical Education	
	Title II		Alternative Programs	
	EL		Gifted and Talented	X
	IDEA	X	Preschool	
Common Issue <i>(Clearly describe issue as it relates to each program.)</i>				
<p>All student folders had plans. However, the plans could include more information regarding services and who will provide those services. The students' Individualized Education Programs (IEPs) did not address the behavior needs of the students.</p>				
Common Solution(s)/Recommendation(s)				
<p>All necessary actions have been identified in the individual program reports. However, ensure that student plans are detailed to include specific academic and behavior services as well as who will provide the services.</p>				

Final Overview

<p><i>Clearly describe the following for the identified program(s):</i></p> <ul style="list-style-type: none"> • <i>How programs are effectively working collaboratively to better serve students;</i> • <i>Suggestions for adjustments that could help programs begin or improve their collaborative efforts; and</i> • <i>Suggestions for how each program can further help with student success and closing gaps.</i>
<p>Caverna Independent's culture and climate demonstrated how each program is working collaboratively to better serve students. The district staff and school staff work well together and have a desire to develop positive relationships with students, families, and the community. The KDE consolidated team feels confident stating Caverna Independent puts students first at the school and district levels. Efforts are focused on continuous improvement, as the district welcomes new ideas and constructive criticism in order to promote student learning and achievement.</p>