

**Matthew G. Bevin**  
Governor



**Derrick Ramsey**  
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Education and Workforce  
Development Cabinet

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

## **KENTUCKY DEPARTMENT OF EDUCATION**

300 Sower Boulevard • Frankfort, Kentucky 40601  
Phone: (502) 564-3141 • [www.education.ky.gov](http://www.education.ky.gov)

May 13, 2019

Jim Palm, Superintendent  
Silver Grove Independent Schools  
101 W. Third Street  
Silver Grove, KY 41085

Dear Superintendent Palm:

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 Silver Grove 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)
- 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](mailto:jennifer.akin@education.ky.gov). 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

KF/TR/JA/vb

Attachment: Consolidated Monitoring Report for Silver Grove Independent Schools

# 2018-2019 Statewide Consolidated Monitoring Report

<b>District:</b>	Silver Grove Independent		
<b>Date(s) of Visit:</b>	January 29, 2019		
<b>Team Leads:</b> <i>(List primary person on this visit for each program.)</i>			
<i>Title I and Title V – Christina Benassi</i>	<i>Preschool – Stacy Liguori</i>		
<i>Title II – Monica Porter</i>	<i>Career and Technical Education – N/A</i>		
<i>Alternative Programs – N/A</i>	<i>Gifted And Talented – Kathie Anderson</i>		
<i>English Learners (EL) – N/A</i>	<i>IDEA – Andrea Bartholomew</i>		

## Highlight of Effective Practice No. 1

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I</b>	<b>x</b>	<b>Career and Technical Education</b>	
	<b>Title II</b>	<b>x</b>	<b>Alternative Programs</b>	
	<b>EL</b>		<b>Gifted and Talented</b>	<b>x</b>
	<b>IDEA</b>	<b>x</b>	<b>Preschool</b>	<b>x</b>
<i>Clearly describe actions and/or practices that the team deems as effective (include impact on student achievement).</i>				
The communication is very good at Silver Grove. For example, staff see the parents daily and collaborate with school teachers and the principals. They also have weekly leadership meetings. District leadership is supportive of their staff and communicate with them on professional learning opportunities. The small size of the district fosters a climate of open communication.				

## Highlight of Effective Practice No. 2

<b>Programs Addressed</b> <i>(Check all that apply.)</i>	<b>Title I</b>		<b>Career and Technical Education</b>	
	<b>Title II</b>		<b>Alternative Programs</b>	
	<b>EL</b>		<b>Gifted and Talented</b>	<b>x</b>
	<b>IDEA</b>	<b>x</b>	<b>Preschool</b>	<b>x</b>
<i>Clearly describe actions and/or practices that the team deems as effective (include impact on student achievement).</i>				
The district had good procedures in place to identify gifted and talented, IDEA and preschool students. The folders reviewed contained good documentation. The folders and information in them were organized in a way to make finding information easy and accessible.				

## Final Overview

*Clearly describe the following for the identified program(s):*

- *How programs are effectively working collaboratively to better serve students;*
- *Suggestions for adjustments that could help programs begin or improve their collaborative efforts; and*
- *Suggestions for how each program can further help with student success and closing gaps.*

Silver Grove has a strong community element due to being a one-school district. They are able to communicate with staff, teachers and parents on a daily basis and meet student's individual needs across multiple programs.